MENTOR TEACHER COMPETENCIES AS PERCEIVED BY EXPERIENCED TEACHERS, FIRST-YEAR TEACHERS, AND PRINCIPALS IN TEXAS

Volume I

A Dissertation

by

BARBARA ANN SULTIS

Submitted to the Office of Graduate Studies of
Texas A&M University
in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

May 1993

Major Subject: Curriculum & Instruction

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ABSTRACT

Mentor Teacher Competencies as Perceived by Experienced Teachers, First-Year Teachers, and Principals in Texas. (May 1993)

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The purpose of this study was to investigate, establish, and validate a mentor teacher knowledge and skill base that would relate directly to mentor teacher development. The instrument development process involved content validation, pilot and field testing of the questionnaire, and final design. The researcher-developed questionnaire, Analyzing the Competencies of the Mentor Teacher (ACOMT), reflects possible competency items within five dimensions (instruction, teacher reflection, teacher development, interpersonal skills, and direct support). Almost nineteen hundred responses from experienced teachers, first-year teachers, and principals in Texas were analyzed using descriptive statistics, an analysis of variance, post hoc analysis, and an omega squared statistic.

This study, taking into account both the importance and experienced teachers' extent of current competence results, presents a total set of competencies for mentor program development. Statistical analyses revealed that neither the importance nor experienced teachers' extent of current competence varied greatly among the three groups on any of the mentor teacher competency items. All of the competencies' means were above 3.08 on a five point scale, and eighty-nine percent of these (65 of 73 competencies) were rated at least a 4.00. Regarding the experienced teachers' level of current competence, all groups rated the experienced teachers as currently competent on only eighteen of seventy-three competencies.

This study established and validated a literature-based model of mentoring competencies which must be considered in total when planning mentor development. The current literature on mentor teachers, taken singly, does not establish a mentor teacher competency base and is not adequate in planning future mentor teacher development programs. This study, utilizing a large, statewide sample of almost nineteen hundred individuals, can provide no validation for the amount of time, personnel, and expense that is currently being delivered within the state of Texas regarding mentor programs. It was also revealed that participation/non-participation in an induction program or the amount of contact with a first-year teacher were not relevant when identifying the competencies of a mentor teacher. Results from this study can have a major impact in determining the focus or agenda of future mentor programs.

DEDICATION

To Vasil Pappas (deceased), who

- always believed in me and my abilities;
- sprinkled my world with unbelievable humor;
- inspired me with his total zest for living;
- always saw the best in any situation.

Thanks, Uncle Vasil.

To Pete and Georgia Sultis, who

- watched this dream turn into a reality;
- stood by with love and support through the good and bad times;
- always offered a helping hand;
- encouraged me to see the silver lining of every cloud.

I love you, Mom and Dad.

To One mightier than all of us who continually sustained me throughout this endeavor.

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To all of you, my heartfelt thanks for being brave enough to journey through the "fog" with me, knowing that a true oasis would someday appear. Yes, it has been an intense trip both intellectually and emotionally.

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Volume I

CHAPTER I

INTRODUCTION

The past twenty years in education have resulted in mass reforms with the hope of bettering the nation's educational system. The decade of the 1980's, however, will be remembered as the "beginning of an outpouring of concern for the quality of American education and a nationwide effort to improve our schools and student achievement" (Carnegie Forum on Education and the Economy: 1986, p. 1). The Holmes Group Report, *Tomorrow's Teachers* (1986), echoed that America's dissatisfaction with schools has been epidemic, centering on teachers and the teaching profession. In the past, top-down management was evident in all realms of education, from the state to the district level. Just five years ago a movement toward decentralization of decision-making was begun. In many school districts, school personnel have been empowered to make decisions regarding such areas as staffing, curriculum, and goal setting. This coupling of empowerment and shared decision-making by teachers and principals on respective campuses will result in more site-based autonomy and student outcome accountability in the total educational process (Jenkins & Phillips, 1992).

In an effort to improve education, one must concentrate not only on decisions at the site and accountability for student outcomes but also on the professional development of personnel. Because most criticism of education has been focused on teachers and the teaching profession, a major component of the educational reform

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The style and format followed will be that of the *American Educational Research Journal.*

agenda is to adequately address the needs of teachers. With experienced teachers, this is usually accomplished through staff development and ongoing inservice activities.

Because the quality of a school is largely influenced by the quality of its teachers, many policy makers have examined education and teacher education, in particular. Criticism of the teaching profession has resulted in literally hundreds of educational reform plans to acclimatize the first-year teacher (Hawk & Robards, 1987). In the midst of all of this criticism, though, the teacher seems to be the best hope for reform. "Many feel that improving school personnel quality is the most effective way to improve our schools" (The American Association of Colleges for Teacher Education: 1983, p. 4). As a result of national reports as well as heightened public interest, it is necessary, then, for schools to attract, recruit, educate, and retain quality classroom teachers (Benz & Newman, 1985).

At least two million new teachers will join the ranks of the teaching profession in this decade. Because of the changing demographics within our nation's schools, first-year teachers will undoubtedly have in their classrooms a variety of learners with distinctive learning styles (Association of Teacher Educators, 1991). One of the specific recommendations in *Restructuring the Education of Teachers: Report of the Commission on the Education of Teachers into the 21st Century* (1991) is to "facilitate successful entry into the profession" (p. 16). This implies providing a support program during the first years of teaching complete with specially trained mentor teachers who will ease teachers into the profession.

Support, then, must be provided for the first-year teacher. In most professions, the challenge of the job increases with time as one gains experience; in teaching, however, the reverse occurs (Benz & Newman, 1985; Huling-Austin, 1990). Many first-year teachers have their most challenging assignments the first few years of teaching and find this a very difficult transition (Brooks, 1987; Huling-Austin, 1990;

Huling-Austin, Odell, Ishler, Kay, & Edelfelt, 1989). Schlechty and Vance (1983) estimated that approximately thirty percent of beginning teachers leave the profession within the first two years. The Commission on the Education of Teachers into the 21st Century revealed that beginning teachers in suburban settings remained approximately five years, while those in urban settings usually leave after three years (Association of Teacher Educators, 1991). Recent research indicates that first-year teachers have definite needs and problems, primarily in the areas of discipline, classroom management, planning and organization, motivation of students, and adjustment of teaching environment (Johnson & Ryan, 1980; Odell, 1986; Veenman, 1984).

In literally every state across the country, there is now some form of support for first-year teachers, either in the planning, piloting, or implementing stage (Hawk & Robards, 1987; Huling-Austin, 1990; Neuweiler, 1987; Petersen, 1990). Petersen (1990) noted that thirty-three states currently had some form of state-mandated induction program. Of these, six states were planning a program, three were involved in the pilot stage, and twenty-four had fully implemented a state-mandated induction program. These teacher induction programs offer structured help to first-year teachers so that the transition from college student to professional will be as smooth as possible (Odell, 1989). First-year teachers often find it difficult to become quality teachers without the support and guidance of experienced teachers who are trained to serve as mentors. Mentoring is a critical element for providing the assistance needed by first-year teachers (Anderson & Shannon, 1988; Bey, 1990).

STATEMENT OF THE PROBLEM

History of the Problem. By passing House Bill 994 in 1987, the Texas legislature amended the *Texas Education Code (TEC)* to add a teacher induction year to

the certification process for Texas teachers. *TEC* §13.038(b) states: "The induction program shall include a one-year period of teaching cooperatively supervised by experienced teachers, school administrators, and faculty of institutions of higher education." As part of its implementation process, the Texas Education Agency established a timeline for the inclusion of this program into the Texas teacher certification process.

Various dimensions i.e., mentor selection and mentor training are considered important in formulating an induction program. Because the mentor is considered the most important facet of the induction process, this study concentrates on this individual's professional competencies (Huling-Austin, Putman, & Galvez-Hjornevik, 1985; Zimpher & Rieger, 1988). Based upon empirical research, there is little information regarding the knowledge and skill base of a mentor teacher. A review of the research clearly demonstrates the need for establishing competencies for the mentor teacher which later can be used by the mentor in assisting the induction process for first-year teachers. Since most studies regarding the role of the mentor teacher have been conceptual rather than empirical in nature, a closer examination and structuring of the mentor's role, behaviors, and knowledge is necessary (Cox, 1989; Huling-Austin, 1990; Little, 1990; Newcombe, 1988; Rauth & Bowers, 1986).

Rationale for Investigation of the Problem. According to Huling-Austin (1990), there is a national need to better understand the overall "requirements and expectations of the mentor teacher. Mentor teachers need a clear and detailed definition of their role to help them more effectively carry out their mentoring responsibilities" (p.1). As there are no definite roles and reponsibilities for the mentor, she further recommends establishing a framework so that evaluation of a mentor's performance is possible. Because of a lack of norms, standards, and a common technical language for the mentor teacher, Rauth and Bowers (1986) emphasize that there is no way to

evaluate mentor training or any other form of assistance for a first-year teacher. Cox (1989) cites not only the need for additional preparation of mentors but also an improvement in the quality of this preparation. However, no definite suggestions are offered. One of the actions recommended by the Commission on the Education of Teachers into the 21st Century directly relates to establishing a knowledge base for the mentor teacher. In describing the attributes of an entry-level program, "guidelines and materials for training clinical teachers [mentors]" is included (Association of Teacher Educators: 1991, p. 17).

In the same vein as the research studies above, Little (1990) states that demonstrated knowledge and skills are the essential ground on which the role and title of mentor are founded (p. 316). Bey (1990) also recommends a knowledge base "to chart the future direction of a content specific paradigm to prepare mentors" (p. 51). In summary, numerous researchers have addressed the need for a clearer definition of the mentor's role. This will be accomplished through the establishment of a knowledge and skill base which relates directly to mentor teacher development.

PURPOSE OF THE STUDY

The purpose of this study was to investigate, establish, and validate a knowledge and skill base for mentor teachers so that the conceptualization, design, implementation, and evaluation of mentor development will be facilitated in individual schools, school districts, regional service centers, and state education agencies.

METHODOLOGY

In order to establish a comprehensive mentor teacher competency model, this study was organized as a process. A content analysis examined the specific knowledge and skill base of the mentor teacher through an extensive review of the literature, which is reported in Chapter II. After the researcher completed a task analysis of the general competency areas, a potential list of mentor teacher competency items was developed and examined by reviewers. The Analyzing the Competencies of the Mentor Teacher (ACOMT) questionnaire included appropriate demographic information as well as seventy-three potential competency items in five broad mentor teacher competency dimensions. Pilot and field testing resulted in minor revisions of the ACOMT.

The ACOMT was administered to a stratified random sample of 3,000 professionals (1,000 Level III teachers; 1,000 first-year teachers; 1,000 principals) which were divided proportionally among PreKindergarten-5, 6-8, and 9-12 grades. Almost nineteen hundred respondents furnished demographic information and rated the seventy-three possible mentor teacher competencies in terms of both perceived importance and the perceived experienced teachers' current extent of competence. The data were analyzed to address the five research questions using descriptive statistics, an analysis of variance, post hoc analysis, and an omega squared statistic.

RESEARCH QUESTIONS

The following research questions were addressed in this study:

1. To what degree do experienced teachers, first-year teachers, and principals in Texas have the same perceptions regarding the competencies a mentor teacher should possess?

2. To what extent do experienced teachers, first-year teachers, and principals in Texas have the same perceptions regarding the experienced teachers' current level of competence for each potential competency measure?

3. Is there a significant difference among experienced teachers, first-year teachers, and principals in Texas regarding the perceived importance on any potential competency measure?

4. Is there a significant difference among experienced teachers, first-year teachers, and principals in Texas regarding the experienced teachers' current level of competence for each potential competency measure?

5. Are there significant differences on any potential competency measure regarding the perceived importance or the perceived current level of competence among the following three groups of experienced teachers: those involved in an induction program who had daily contact with a first-year teacher; those involved in an induction program who had some or little contact with a first-year teacher, and those not involved in an induction program?

DEFINITION OF TERMS

First-Year Teacher (also found in the literature as: Beginning Teacher, Inductee, Novice, Protege) - a teacher with 0 years of creditable teaching experience

earned in school employment [*TEC* §13.038(a)]; teacher assigned to his/her first paid teaching position as the teacher of record under a probationary teacher contract (Insley, 1987)

Competency - the demonstrated ability to perform specific behaviors at a particular level of skill or accuracy; these behaviors interact directly with the teaching act (planning, presenting, and evaluating) and include the knowledge, skills, and attitudes related to the value of the behavior (adapted from Johnson, Collins, Dupuis, & Johansen, 1991; Neuman, 1990; Schlechty, 1985).

Level III Teacher - (Experienced Teacher) teacher with at least five years of teaching experience who has demonstrated continuous high performance evaluations according to the Texas Teacher Appraisal System (TTAS), has obtained additional hours of higher education coursework and/or advanced academic training (AAT), and has been assigned to Level III status by an employing local education agency (*TEC* §13.309)

Mentor Teacher - person who oversees the career and development of another person, usually a junior, through teaching, counseling, providing psychological support, protecting, and, at times, promoting or sponsoring (Zey, 1984)

Mentor Teacher Program - program which limits "the focus of the mentoring efforts to the professional growth of the beginning teacher"; program is not comprehensive in that it does not deal with all aspects of the intellectual, personal, and spiritual growth of the beginning teacher (Odell, 1990a)

Mentoring - "a dynamic, reciprocal relationship in a work environment between an advanced career incumbent (mentor) and a beginner (protege) aimed at promoting the career development of both" (Healy & Welchert, 1990)

Probationary Period - one calendar year to evidence satisfactory

performance for the first-year teacher; may be extended at a respective school district's discretion (*TEC* §13.102)

Teacher Induction Program - a planned, comprehensive program intended to provide some systematic and sustained assistance, specifically to beginning teachers for at least one school year (Zeichner, 1979 in Huling-Austin, 1990)

ASSUMPTIONS

1. The dimensions, areas, and definitional indicators contained in the instrument used to collect data for this study accurately reflect competencies for mentor teachers.

2. This study assumes that the stratified random sample of selected Level III teachers, first-year teachers, and principals in Texas is representative of the population of Level III teachers, first-year teachers, and principals in Texas.

LIMITATIONS

1. The study is limited to a stratified random sample of 1,000 selected Level III teachers in Texas and "their" choice of a principal and first-year teacher, preferably in their building.

2. The study is limited to public school educators in Texas.

ORGANIZATION OF THE STUDY

Organized in five chapters, this study reports research from the statement of the problem to recommendations for future study. Chapter I introduces the problem and

purpose of the study; it also establishes research questions, definition of terms, assumptions, and limitations of the study.

The review of the literature in Chapter II surveys three broad research strands: the mentoring phenomenon, induction programs, and knowledge base of the mentor teacher. Sub-areas within these three strands are highlighted. An explanation of the methodology utilized in this study is provided in Chapter III. The instrument development procedures, sample, data collection, and data analysis also are described in this chapter.

Chapter IV contains a thorough analysis of the data and presents findings of the research. The final chapter, Chapter V, summarizes the study, offering conclusions and recommendations for further study.

CHAPTER II

REVIEW OF THE LITERATURE

Reform and restructuring are the buzz words of the 1990's. Inherent within these broad terms are words such as empowerment, shared decision-making, accountability, outcomes-based education, performance assessment, mentoring, collaboration, collegiality, mastery learning, quality, and excellence. All of these concepts focus on the improvement of education. One major focus for improvement has been on the teaching profession. It is difficult to achieve a quality education without quality teaching, which requires an ongoing commitment to foster career development. Because teachers function at different stages during their career, it is necessary to provide programs that fulfill teachers' differing needs. Professional development for teachers makes possible not only an improvement of instruction but also a sense of support and collegiality with other teachers. An organized professional development program should be initiated at the entry level through an induction program for beginning teachers. This planned support program is one avenue for improvement in educational quality, as evidenced through current induction programs in thirty-three of our fifty states (Petersen, 1990).

The overall focus of this study was to investigate the knowledge and skills needed by mentor teachers and to establish these competencies so that the process of mentor development can be facilitated throughout the educational system. This review of the literature focuses on a mentor's direct relationship with the first-year teacher, training to facilitate this positive relationship between a mentor and the protege, and the acquisition of knowledge and skills to adequately assist new teachers. Other areas are reviewed when they directly relate to mentoring or the mentor function. This synthesis

of the literature on mentoring, especially in the areas of training and knowledge, led to the formation of five major categories and seventy-three prospective knowledge and skill factors. These factors were used to develop the ACOMT (Analyzing the Competencies of the Mentor Teacher) questionnaire. For purposes of this study, the synthesis of the research on mentoring was organized into the following broad categories: (1) the mentoring phenomenon; (2) induction programs; and (3) the knowledge base of the mentor teacher. Within each of these three major areas, sub-areas are identified and highlighted.

THE MENTORING PHENOMENON

The literature on the mentoring phenomenon provides the foundation for the concept of mentoring, exploring its origin, definition, and purpose. The concept of mentoring is first examined in business and industry and then is extended to professional education. In this section, these sub-areas are addressed: (1) origin and concept of mentoring; (2) application of mentoring in business; (3) application of mentoring in professional education; (4) mentor roles and responsibilities; and (5) mentoring relationships.

Origin and Concept of Mentoring. While interest in mentoring is somewhat new, the phenomenon itself has a long history of success (Gray & Gray, 1985). The basic concept of mentoring, according to Odell (1990a) and Newcombe (1988), was initially derived over 2,000 years ago. While Odysseus was fighting in the Trojan War, he gave his loyal friend, Mentor, the responsibility of nurturing his son, Telemachus. *The Odyssey* equates mentoring with modeling a particular standard of behavior. Derived from the ancient Greeks, the word "mentor" suggests a patient, insightful, nurturing counselor guiding a younger, less-experienced colleague

(Anderson & Shannon, 1988; Daresh & Playko, 1989). The relationship of Mentor, the wise counselor, and novice Telemachus set the stage for such other historical mentoring pairings as Socrates and Plato, Freud and Jung, Lorenzo de Medici and Michelangelo, Haydn and Beethoven, Boas and Mead, and Sartre and de Beauvois (Merriam, 1983).

Through the ages, the concept of mentor has appeared not only to represent a support person but also to encompass the roles of guide, protector, sponsor, teacher, counselor, master teacher, helping teacher, and encourager (Levinson, Darro, Kline, Levinson, & McKee, 1978; Odell, 1990a; Schein, 1978; Zey, 1984). In a summary of numerous research studies, Bova and Phillips (1984) established a ten item mentor profile, citing definitions and qualities. A similar study by Anderson and Shannon (1988) defined effective mentoring by the following attributes: process of nurturing, act of being a role model, mentoring functions (i.e., teaching, sponsoring, encouraging, counseling, and befriending), focus on professional and personal development, and an ongoing, caring relationship. According to Platt, Morrison, and Streitenberger (1990), the principles of mentoring include: (1) assisting and not assessing the beginner; (2) allowing the types of support provided to be defined by mutual consent of both the mentor and the beginner; (3) learning that the major responsibility of mentoring is to function as a facilitator; (4) recognizing that the mentor teacher is a role model; and (5) promoting the growth of beginning teachers through encouraging self-reliance (pp. 6-8). Over 2,000 years ago, the concept of mentor has remained basically the same. According to researchers, a mentor guides another, embodying such roles as protector or supporter.

Application of Mentoring in Business. Since early in the 1970's, the research regarding the significance of a mentor in one's career has been promoted (Clawson, 1980). Although the actual label of "mentor" was not utilized in these special

relationships, the concept has been around for many years. Roche (1979) identified J.C. Penney as beginning a management training program in 1901 which paired managers with partners; this was also accomplished in the Jewel Companies and with General Motors. The manager (mentor) trained a selected, energetic employee (protege), who later was sent to manage another business establishment. In *Seasons of a Man's Life,* which reported the results of an extensive study of forty men in four different occupations, Levinson et al. (1978) found that "the mentor relationship is one of the most developmentally important relationships a person can have in early adulthood" (p. 97). Mentoring has a definite impact on someone entering the adult world; it is the essence of adult development. Shortly following Levinson's profound study, Roche (1979), in research on almost 4,000 successful business executives, revealed that those involved in a mentoring relationship earned more money, received more education, and, overall, were happier and more successful in their careers. In yet another study of mentoring in managerial careers, Clawson (1980) found mutuality and comprehensiveness in the relationships of mentor to protege. If a mentor was defined as a professional who is interested in the career of another, Merriam (1983) found a strong relationship between mentoring and business success.

As a result of examining eighteen mentoring relationships in private industry, Kram (1985) created a model of mentoring phases, concluding that different relationships are appropriate at varying points in one's career. The phases are: initiation (six months to one year where mentor and protege get acquainted); cultivation (two to five years where career and psychosocial functions are developed); separation (six months to one year where there is a change in the relationship); and redefinition (indefinite period where they become collegial or separate). Other related studies of mentoring in business have concluded that, for advancing one's career, a mentoring relationship is important (Bolton, 1980; Clawson, 1980; Collins & Scott, 1978;

Wilbur, 1987). The studies cited focused on mentor relationships directed toward career advancement. In this context, mentoring has been viewed as a means to enhance one's career development (Healy & Welchert, 1990; Kram, 1985; Schein, 1978).

In summarizing the current literature regarding formal, organization-sponsored mentor programs, especially in banking and insurance companies, Daresh and Playko (1989) concluded that this career enhancement strategy in business was not the same in the educational realm. In a professional education setting, there are a limited number of advancement levels within the hierarchy. A number of teaching situations does not guarantee an individual a promotion nor does an administrative position always denote an advancement in the teaching realm. In business, however, there are many levels for achievement and advancement within the same context. Mentoring programs in education, then, are very different from those in the private sector.

Application of Mentoring in Professional Education. The promotion of mentoring in business began vigorously in the mid-1970's. Mentoring research from adult development and business has laid the basic framework for mentoring in education. In the educational arena, mentor teacher programs have gained momentum only since the early 1980's. Before that time, experienced teachers usually unofficially assisted and supported first-year teachers. Gehrke and Kay (1984) found that no researcher had investigated the probability of whether teachers had mentors. Although there are fewer studies of mentoring in education, positive results concerning the role of a mentor in a mentoring relationship and its importance in the overall educational program have been revealed (Driscoll, Peterson, & Kauchak, 1985; Huffman & Leak, 1986; Odell, 1986, 1990b; Varah, Theune, & Parker, 1986). In fact, studies regarding the value of mentoring for teachers (Hardcastle, 1988) have led at least thirty-three states to mandate mentoring programs for beginning teachers (Petersen, 1990).

Because research intimates that teachers need additional help during the first years of teaching, it is important to understand the stages of a teacher's development. In the past, through the course of one's teaching career, little emphasis has been given to teacher career development. To parallel Kram's (1985) phases of initiation, cultivation, separation, and redefinition discussed earlier in this section, researchers describe a teacher's growth or maturation in terms of preservice training, inservice education, and retirement (Bowers & Eberhart, 1988; Hall, 1982; Howey, 1988). The literature emphasizes that throughout teachers' careers, they have many concerns, which often occur in stages. However, these concerns seem infinite during one's first years of teaching (Fuller, 1969; Lortie, 1975; Rosenholtz, 1984).

Therefore, a support system to assist with career development needs to be established, especially during the first years of teaching (Bowers & Eberhart, 1988). In summary, the main reasons for the implementation of a mentoring program are its support and assistance to the first-year teacher and its importance to education. By transferring knowledge and skills to others, mentors observe the significance of their personal and professional contributions (Bova & Phillips, 1984; Newcombe, 1988).

Mentor Roles and Responsibilities. In a synthesis of research on mentoring, Gray and Gray (1985) noted that sucessful mentors take a personal interest in proteges' careers, share power and expertise, encourage ideas, and help the proteges gain self-confidence. They further described various roles of a mentor as: provider of situational leadership, role model, instructor/promotor of thinking skills, motivator, supervisor, and counselor (Gray & Gray, 1985). Current research follows Gray and Gray's lead, reporting that mentors model in a professional manner, are committed to their profession, process thoughts in the same manner as the protege, have high expectations and integrity, and are caring, nurturing, and humorous individuals

(Anderson & Shannon, 1988; Hardcastle, 1988; Kay, 1990; Parkay, 1988). Haensley and Edlind (1986) provide an excellent summary of effective mentor characteristics:

1. Outstanding knowledge, skills and expertise in a particular domain;
2. Enthusiasm that is sincere, convincing, and most importantly, constantly conveyed to their proteges;
3. The ability to communicate to others a clear picture of their personal attitudes, values, and ethical standards;
4. The ability to communicate sensitively the type of feedback that is needed regarding their protege's development and progress toward desirable standards and competencies and professional behavior;
5. Sensitive listening ability to their protege's ideas, doubts, concerns, and enthusiastic outpourings;
6. A caring attitude and a belief in their protege's potential;
7. Flexibility and a sense of humor;
8. A restrained sense of guidance so that their protege may develop as independently as possible.

The characteristics of a mentor correspond directly to the manner in which Mentor assisted Telemachus many years ago. As with mentor characteristics, the roles and responsibilities of mentors are clearly defined in successful programs (Driscoll et al., 1985; Galvez-Hjornevik & Smith, 1985; Kent, 1985). In his work, Schein (1978) categorized mentors into eight possible mentor roles: confidant, teacher, sponsor, role model, developer of talent, opener of doors, protector, and successful leader. Mentor roles range from general such as facilitator, trainer, coach, and supervisor to specific ones, i.e., helps with lesson planning (Galvez-Hjornevik, 1985; Kent, 1985). Further, mentors are not evaluators; they function in an assistance role.

In using research from beginning teachers in mentoring programs, Odell (1986) developed seven categories of support provided by the mentor teacher to the beginning teacher: systems information, resources/materials, instructional, emotional, student management, scheduling/planning, environment, demonstration teaching, and parental. This reported what mentors actually do and what was considered most valuable by new teachers (Driscoll et al., 1985; Galvez-Hjornevik, 1985; Odell, 1986). Odell (1990a)

also illustrated the many roles of mentors via a sampler including such descriptions as trusted guide, teacher coach, trainer, supportive boss, confidant, colleague teacher, sponsor, encourager, and opener of doors. The current literature recommends that mentoring needs to be defined as a combination of most, if not all, of the above role descriptors (Galvez-Hjornevik, 1986). In summary, various researchers have classified the mentor teacher in terms of categories of support as well as roles and responsibilities.

Mentoring Relationships. During the past ten years, researchers have stressed the importance of mentoring relationships. One of the keys to successful mentoring is the mentor-protege relationship, which occurs in distinct phases (Gehrke, 1988; Huling-Austin et al., 1989; Kram, 1983; Odell, 1990b). Both the mentor and protege get to know each other at the onset, with the mentor supporting and assisting when needed. In a mentoring relationship, most of the learning and positive action takes place when there is a climate of trust and collegiality. This relationship is a reciprocal endeavor, with each participant receiving benefits. With the waning of the mentoring relationship comes a decision, either to sever the relationship or reassess it (Healy & Welchert, 1990).

Since there is usually no differentiation in the professional roles and responsibilities of an experienced teacher and a first-year teacher, the relationship between a mentor and the protege is more collegial than that between a teacher and administrator (Howey, 1988). To foster an effective mentoring relationship, Fagan and Walter (1982) as well as Levinson et al. (1978) recommend an age difference of eight to fifteen years. This enables the building of a positive, mutually satisfying relationship so that effective experiences can enhance the developmental needs and concerns of a beginning teacher (Bowers & Eberhart, 1988; Zey, 1984). Odell (1989) recommends that, in order to enhance a mentor-protege relationship, a mentor should be someone

who has demonstrated excellence in teaching and working with adults, is competent in social and public relations skills, is sensitive to the viewpoint of others, and is an active and open listener. The overall goal of a positive mentoring relationship is that the protege will become an "automentor," an individual who is able to guide, support, and mentor oneself (Odell, 1990c).

The key to a successful mentorship experience, then, is the relationship between the mentor and the protege. If both participants realize that the relationship occurs in phases, then the mentor and first-year teacher can effectively match their developmental needs to each individual situation. In this way, a positive, collegial relationship results, with reciprocity and trust as two of the mutual benefits.

INDUCTION PROGRAMS

Induction programs in education commenced over twenty years ago when schools explored ways to foster the development of their beginning teachers in the education profession. Many of these programs were initiated because of state mandates and are identified through the following terms: entry level assistance program, beginning teacher helping program, induction program, and mentoring program (Ashburn, 1987). For purposes of this study, the term induction program will be used; induction is "a planned program intended to provide some systematic and sustained assistance" (Zeichner, 1979 in Huling-Austin, 1990). In this section, the following sub-areas will be addressed: (1) needs and concerns of beginning teachers; (2) overview of induction programs; (3) purposes of induction programs; and (4) mentor training rationale and program development.

Needs and Concerns of Beginning Teachers. Even though the general responsibilities of teachers (mentors and first-year teachers) are basically the same, the

needs and concerns of the first-year teacher are frequently much greater than those of a mentor teacher. Johnson and Ryan (1980) concluded that over the past fifty years, beginning teacher problems had remained basically the same. A synthesis of the research indicates that common concerns among first-year teachers relate to discipline, classroom management, planning and organization, motivation of students, and adjustment of teaching environment. Many become discouraged as a result of these concerns and leave the profession (Johnson & Ryan, 1980; Odell, 1986; Veenman, 1984; Zeichner, 1983).

Additional research on the beginning years of teaching describe this transitional period from preservice education to actual teaching as chaotic (Howey, 1988). Beginning teachers are given the same responsibilities as experienced teachers; many times, they are given more difficult assignments because of a lack of seniority. Veenman (1984) defines this period as "reality shock," or "the collapse of the missionary ideals formed during teacher training by the harsh and rude reality of classroom life" (p. 143). During this time, many demands, lack of support, and difficulties coupled with the regular duties of a professional educator engulf the beginner, who is attempting to adjust to this new environment. This real world of teaching is further explained by Ryan (1970) as "shock of the familiar" and Yinger (1987) as "learning the language of practice." When a school system welcomes and actively involves beginning teachers, the teacher attrition rate is reduced (Driscoll et al., 1985). In response to the concerns and needs of first-year teachers, induction programs have been initiated throughout the country. This research summarizes the basic tenet that, although beginning teachers have the same responsibilities as a veteran, their overall educational needs and concerns are very unique.

Overview of Induction Programs. Professional development for teachers is a lifelong, continual process. Grant and Zeichner (1981) and Griffin (1982) identified

three definite stages in the "life" of a teacher: (1) pre-service (four or five years preceding certification); (2) induction (first few years of teaching following the actual preservice training and probationary period); and (3) inservice (after probationary period and continuing throughout a teacher's career). Elaborated above, the term induction implies a "planned, organized orientation procedure" (Ashburn, 1987, p. 42). Induction programs, which provide a bridge between one's preservice experiences and fulltime classroom responsibilities, assist beginning teachers in making the transition from college graduates to professional educators (Hall, 1982; Griffin, 1985). With the current diverse student population and the complexity of educating teachers today, the infusion of mentoring programs helps in acculturating new teachers into the profession (Hutto & Haynes, 1990).

Only recent emphasis has been given to research on induction programs throughout the nation (Brown, 1990; McKenna, 1987; Petersen, 1990). In a study of various induction programs, Newcombe (1987) reported that a necessary component was some form of mentoring activity. The mentor teacher in teacher induction programs is a key element (Bey & Holmes, 1990; Brooks, 1987; Huling-Austin, 1990; Huling-Austin et al., 1989; Odell, 1989). Further, the mentor teacher is one of the most helpful aspects of the entry-level program, according to first-year teachers (Huling-Austin et al., 1985).

However, Lambert and Lambert (1985) revealed various hazards or traps to avoid when planning an induction program involving mentors. They further imply that actual administrators need to make sure that evaluation or assessment is not the role of the mentor teacher. There is a definite distinction between coaching for improvement and assessing for performance evaluations. Other hazards include mentors as technicians, buddies, merit payees, absentee teachers, cheap labor, curriculum writers,

"mother hens," and "special" project personnel (p. 31). If these hazards are avoided within an induction program, mentoring is a successful strategy.

Purposes of Induction Programs. The central focus of any induction program is to provide assistance to the first-year teacher (Odell, 1986). According to Schlechty (1985), the purpose of induction is "to develop in new members of an occupation those skills, forms of knowledge, attitudes, and values that are necessary to carry out their occupational roles" (p. 36). According to Huling-Austin (1990), there are five reasons to provide induction programs in education:

> 1. "to improve the teaching performance of new teachers;
> 2. to increase the retention of promising beginning teachers during the induction years;
> 3. to promote the personal and professional well-being of beginning teachers by improving teachers' attitudes toward themselves and the profession;
> 4. to satisfy mandated requirements related to induction and certification; and
> 5. to transmit the culture of the system to beginning teachers."
>
> (p. 539)

Like Huling-Austin, Odell (1990b) argues in theory to the need for induction programs for beginning teachers. The main reasons for the implementation of an induction program, then, are its support and assistance to the first-year teacher and the way it benefits participants (Bova & Phillips, 1984; Newcombe, 1988).

Mentor Training Rationale and Program Development. Because mentoring is a key component in any induction program, it is necessary to prepare mentors as much as possible for their roles. Therefore, a systematic and comprehensive program for both initial and ongoing mentor development facilitates the professional development of a mentor teacher and helps them effectively assist the first-year teacher. In this way, training not only enhances a mentor teacher's skills and knowledge base but also enables a mentor to perform tasks and roles competently (Bowers & Eberhart, 1988; Cox, 1989; Insley, 1987; Odell, 1990c). Because of the supervisory nature of the

mentor's role, both initial and ongoing training are essential to the success of any mentoring relationship (Brooks, 1987).

As identified earlier in this chapter, the first-year teacher has many needs and concerns which must be addressed by the mentor teacher. According to Ishler and Edelfelt (1989), the mentor teacher must assist the first-year teacher on a day-to-day basis, providing support in numerous areas. Because most experienced teachers have not been trained adequately or compensated for this role as mentor to a novice, research has shown that they do not fulfill their roles successfully (Huling-Austin, 1990). Regarding the training of mentors, Cox (1989) emphasizes not only the need for additional preparation but also an improvement of quality in this preparation. Platt et al. (1990) states that the mentor needs "broad-based training in order to be equipped to meet the changing demands of the role" (p.6).

In addition to developing expertise to address the varying needs of a first-year teacher, the mentor teacher also is able to increase his/her existing knowledge about teaching. Just as the mentor supports the beginning teacher, the district supports the mentor with training and time to perform mentoring responsibilities (Platt et al., 1990). An investment in professional development, effective training programs provide numerous benefits to the mentor teacher. The overarching reward of adequate mentor training is the promotion of both the first-year teacher's and mentor teacher's professional development (Platt et al., 1990). Through mentor training, experienced teachers are given the opportunity to interact and share with other professionals (Hutto & Haynes, 1990). Not only is mentor training of use to the first-year teacher and mentor, it provides overall professional growth opportunities and satisfaction for the mentor. In fact, growth throughout the entire educational system is a positive function of mentoring (Ishler & Edelfelt, 1989).

After mentors are screened and selected, they attend an orientation where roles, responsibilities, and general tasks are discussed. They also are trained in the knowledge and skills needed to be an effective mentor and engage in discourse with other mentors as well as first-year teachers. An educational program for mentor training must be implemented if mentors are to be successful in their roles of support and assistance to the first-year teacher (Bowers & Eberhart, 1988; Cox, 1989; Odell, 1990a). In formulating a plan for mentor development, program planners employ "research findings and state-of-the-art knowledge" in assisting beginning teachers (Howey, 1988, p. 210). The knowledge base for mentoring, which is afforded through mentor training, will be elaborated in the next section of this review. Researchers have postulated various approaches to this training (Bowers & Eberhart, 1988; Driscoll et al., 1985; Galvez-Hjornevik & Smith, 1985; Huling-Austin et al., 1985; Thies-Sprinthall, 1986).

One specific model of training involves a four-phase cycle of planning, acting, reflecting, and observing. During the initial phase of planning, knowledge appropriate to mentoring is given, followed by numerous opportunities to practice, observe, and reflect. This training facilitates the mentor's transition to becoming an inquiring professional who is able to meet the developmental needs of a beginning teacher (Bowers & Eberhart, 1988). Gray and Gray's (1985) model, a five-step approach, illustrates the importance of adjusting the mentor's role to meet the changing developmental needs of the beginning teacher. Following is a description of the Gray and Gray model in summary form:

Level 1:	Mentors receive training on working with protege and direct protege in what to do and how to do it.
Level 2:	Mentors draw on their own experiences and persuade, suggest, or show protege how to improve.
Level 3:	Mentors acknowledge protege's existing and developing competencies; provide participatory leadership; hold joint discussions.

Level 4: Mentor listens and encourages the protege's ideas; mentor gathers feedback data and encourages self-evaluation.

Level 5: Protege is self-directing, competent, and confident enough to function without mentor help.

In this training model, mentors are instructed to return to the appropriate level if a protege needs additional help. The final level results in the protege reaching a stage of competence to handle problems of teaching. In summary, mentor training addresses the mentor's complex role; this development also provides assistance in that it furnishes a mentor with adequate tools to help a first-year teacher. In order to address these varying needs, mentors first need to be trained in the necessary knowledge and skill areas for effective mentoring. The next section examines this knowledge base.

KNOWLEDGE BASE OF THE MENTOR TEACHER

Mentors need both initial and ongoing inservice; suggestions for training, though, are broad and based on the needs of the particular audience (Bova & Phillips, 1984; Bowers & Eberhart, 1988; Brown, 1990; Gray & Gray, 1985; Kent, 1985; Krupp, 1987; Little, 1990; Thies-Sprinthall, 1986). In order to communicate in verbiage familiar to the first-year teacher, mentors need appropriate training so that theory can be linked to practice and communicated accordingly. In studying the process of mentoring in education, various dimensions have been approached (Bey, 1990; Jacobi, 1991; Odell, 1989; Reiman, McNair, McGee, & Hines, 1988). Little (1990) notes that demonstrated knowledge and skills are the essential ground on which the role and title of mentor are founded (p. 316). Also, Bey (1990) recommends a knowledge base "to chart the future direction of a content specific paradigm to prepare mentors" (p. 51). This section is organized into these sub-areas: (1) identification of

mentor teacher knowledge and skill areas; (2) concept of competence; and (3) identification of specific mentor teacher competency areas.

Identification of Mentor Content Knowledge and Skill Areas. In determining the content knowledge areas for the mentor teacher, an extensive review of the literature was conducted. The content analysis was limited to studies and conceptual articles directly related to mentoring in professional education. Authors were selected because of one or more of the following reasons: preponderance of articles in the literature, continued reference by other authors, or current research (1988-91). The selected authors' comments or recommendations were highlighted if: (1) direct reference was made to the knowledge base of a mentor; (2) an agenda or specific suggestions were offered for mentor training; or (3) areas of support or approaches were addressed regarding what direct assistance was afforded to the first-year teacher. This third category provided implications for the mentor knowledge base and mentor training agenda. In summarizing the pertinent research on induction programs, Huling-Austin (1990) provides an excellent compendium of sources.

Researchers have grouped the areas of mentoring assistance in various ways (Bey, 1990; Jacobi, 1991; Odell, 1986; Reiman et al., 1988). *Table 1* provides an overview, identifying the scope of mentoring support in three general divisions. The first division refers directly to the knowledge base of a mentor (Bey, 1990; Gordon, 1990; Zimpher, 1988). Each of the selected authors frames the knowledge base around general dimensions with specific areas. Bey (1990) focuses from the conceptual perspective of mentor preparation, highlighting the necessary specific dimensions and the matching skill areas. These dimensions, which should be utilized as the base for mentor training, are: the mentoring process, clinical supervision, coaching and modeling, adult development, and interpersonal skills. Content for the knowledge

Table 1
Scope of Mentoring Support

Mentoring Support Divisions	Selected Authors
Direct Referral to the Knowledge Base	
• Fields of Study with Key Components	Bey, 1990
• Specific Knowledge and Skill Areas	Gordon, 1990
• Broad Knowledge Domains	Zimpher, 1988
Agenda/Suggestions for Mentor Training	
• Mentor Support System	Bernhardt & Flaherty, 1990
• Districts with Exemplary Mentor Programs in a National Study	Brown, 1990
• Research Synthesis on Mentoring Beginning Teachers	Gray & Gray, 1985
• General Mentor Training Areas	Howey, 1988 Little, 1990 Newton, 1987 Odell, 1990a, 1990c
• Study of First-Year Teachers in a Large City in the Southwestern U.S.	Huffman & Leak, 1986
• Investigation of Mentor Teacher Relationships in School Districts in Orange County, CA	Insley, 1987
• Adaptation of Business Mentoring Program Areas to Education	Million, 1990
• Categories of Support for Mentoring Beginning Teachers	Odell, 1986
• State Perspective of Teacher Induction Programs	Petersen, 1990

Table 1 (continued)

Mentoring Support Divisions	Selected Authors
Selected Mentor Training Program Descriptions	
• Teacher Advisor Project - Marin County, California -	Kent, 1985
• Mid- to Late-Career Experienced Teachers as Mentors - Northglen, Colorado	Killion, 1990
• Mentor Training Course Elements - Wake County, North Carolina	Reiman et al., 1988 Thies-Sprinthall, 1986
• California Mentor Teacher Program (formative stage) - 280 Districts	Shulman et al., 1984
• Teacher Induction Program - University of Wisconsin-Whitewater	Varah et al., 1986

base, according to Bey (1990), is integrated from such fields as adult development, instruction, career development, and guidance and counseling. Not only do these dimensions encompass the various perspectives of mentoring, but they also specify the responsibilities of the mentor teacher. Bey's (1990) knowledge base includes the following dimensions with key areas:

"Mentoring Process	Concept and purpose of mentoring. Role and responsibility of mentor. Phases of mentoring relationships. Needs of new teachers.
Clinical Supervision	Analysis of instruction. Classroom visitations. Observation techniques. Conferencing skills.
Coaching & Modeling	Effective instructional strategies. Demonstration teaching. Reinforcing teaching effectiveness. Modifying instruction. Maintaining professionalism.
Adult Development	Adult learners. Life cycle changes. Stages of teacher development and growth. Self-reliance and motivation. Stress management.
Interpersonal Skills	Communication. Problem solving. Decision making. Active listening."

(p. 55)

From the dimensions above, the suggested knowledge base encompasses: the mentoring process, which focuses on the needs of new teachers, roles and responsibilities of the mentor, and the ensuing relationship between the mentor and protege; clinical supervision, which includes observing/critiquing a classroom lesson and verbalizing the analysis to a first-year teacher; coaching and modeling, which recommends that a mentor not only possess effective teaching knowledge but also demonstrate it; adult development, which involves adult learners matched to a teacher's development as well as stress management; and interpersonal skills, which highlights various communication approaches in dealing with both first-year and other mentor teachers (Bey, 1990).

Specific knowledge and skills necessary for mentoring are also addressed by Gordon (1990) in Ohio's *Assisting the Entry-Year Teacher: A Leadership Resource.* Broad knowledge dimensions include: effective classroom management, effective instruction, and adult learning and development. Observation skills, diagnostic skills, problem-solving/assessment skills, conference skills, and support are the cited skill areas. Following are the specific areas which were elaborated under each of the knowledge and skill dimensions:

<u>Knowledge Dimensions</u>:	
Effective Classroom Management	Research base. Abnormal student behaviors. Alternative approaches.
Effective Instruction	Effective teaching Knowledge base. Effective schools research. Learning styles. Models of teaching.
Adult Learning and Development	Adult learning. Adult and teacher development.
<u>Skill Dimensions</u>:	
Observation Skills	Types of classroom observation systems. Choosing the appropriate system.
Diagnostic Skills	Formal needs assessment. Analysis of classroom observation data. Diagnostic tools.
Problem-Solving/Assessment	Problem-solving process. Student assessment.
Conference Skills	Types of approaches. Problem-solving vs. Conference skills.
Support Areas	Systems information. Planning. Demonstration teaching. Clinical assistance. Coaching. Parent communication. Reflection.

(adapted from Gordon, 1990)

Except for the mentoring process category, almost all of Gordon's (1990) knowledge and skill areas overlap with Bey's (1990), but offer more specificity for training purposes. However, new emphases added include effective schools, learning styles, models of teaching, and student assessment as well as problem-solving, systems information, and parent communication. Similarly, Zimpher (1988), in formulating a design for the professional development of teacher leaders, categorized preparation into five broad knowledge dimensions. These include: (1) assessing the needs of beginning teachers; (2) interpersonal skill development (theories of adult development); (3) effective classroom processes and school effectiveness, and classroom management; (4) instructional supervision, observation, and conferencing; and (5) teacher reflection (self-assessment). The preceding three authors addressed broad dimensions and specific areas of mentor teacher knowledge which could be applied to a mentor training agenda. In order to ensure quality assistance to first-year teachers, a knowledge and skill base for mentors is necessary.

Based upon both empirical and conceptual studies, the following review section centers on the second division of mentoring support, Agenda/Suggestions for Mentor Training (*Table 1*). Empirical studies involving a mentor training agenda have been conducted by Brown (1990), Huffman and Leak (1986), Insley (1987), and Petersen (1990). A national study in 1990 focusing on forty-seven exemplary districts identified by their state's education agency investigated the breadth of training for mentors (Brown, 1990). Of the 119 respondents, seventy-five were administrators (central office and principals) and the remaining forty-four were mentor teachers at either the elementary or secondary level. Further inquiry revealed that over half of the mentor teachers received some form of assistance and/or training in the key areas of: teacher observation and conferences (68.4%), communication skills (68.1%), participant responsibilities (61.4%), effective instructional skills (59.3%), expectations of

students/beginning teachers (54.6%), and classroom management/discipline (52.2%). Other cited areas of training were: first-year teacher stressors (43.2%), formative/summative evaluations (43.0%), and childhood/adolescent development (11.4%). Brown (1990) also mentioned that during the period between 1987-1990, over half the mentor training programs offered special training in working with adults.

As a result of a research study of 300 first-year teachers in a large city in the southwestern United States, Huffman and Leak (1986) strongly recommend the mentor as part of any induction program. Respondents indicated that mentors adequately addressed and supported their concerns. In this program, the mentor was oriented at the beginning of the year on formal and informal conferencing skills, a performance appraisal instrument to use with the first-year teacher, and needs/concerns of the first-year teacher. Because the mentor teacher had to evaluate the first-year teacher on six components of teaching via the appraisal instrument (classroom management, time on task, instructional presentation, monitoring, feedback, and content), there is a direct link for these areas to be part of the mentor's knowledge base. Additional training areas such as mentor roles, observation skills and instruments, conferencing skills, effective teaching research, and adult development were posited (Huffman & Leak, 1986).

Insley (1987) investigated the mentor teacher relationship and help provided to first-year teachers in twenty-eight public school districts in Orange County, California. Part of this study described the nature and extent of mentor training provided to mentors in order to help first-year teachers. Over half of the thirty-seven mentors acknowledged training in the areas of clinical supervision and conferencing (62.2%), delivering effective lessons/instructional strategies (59.5%), and maintaining order and discipline (54.1%). Classroom management and establishing routines (48.6%), curriculum implementation (43.2%), and communication skills (43.2%) were the next

highest frequency areas. At least one third cited training in motivating students (37.8%) and time management (35.1%); others included student assessment and evaluation (27.0%), parent communication (27.0%), and dialogue with other teachers (29.7%). Fifteen of the thirty-seven respondents had acquired special training in adult learning theory through the process of coaching (Insley, 1987).

In a national study, Petersen (1990) focused on a state perspective of teacher induction programs. Updating previous research on state-mandated teacher induction programs, Petersen (1990) surveyed state programs in thirty-three of the fifty U.S. states either in the planning, piloting, or implemented stage. Her findings reported requirements, roles and responsibilities, and training of mentors. Even though twenty-four of the states had fully implemented an induction program, only nine state-mandated program personnel indicated specific areas of training. Areas of training in rank order by percentage were: appraisal/evaluation instrument (75%); classroom management (62.5%); instructional planning/lesson design, clinical supervision, concerns of beginning teachers, parent/public relations, and stress management (50%). Less frequently indicated areas included: adult education, building/district/state policies, current research in education, and multicultural education (37.5%).

Still elaborating a mentor training agenda, others comment in general terms about mentor training areas (Bernhardt & Flaherty, 1990; Gray & Gray, 1985; Howey, 1988; Little, 1990; Million, 1990; Newton, 1987). In a classic article, Gray and Gray (1985) synthesized the research on mentoring beginning teachers. Highlighting this mentoring research, possible formal mentoring support formats were expressed. Through both a four-phase mentoring program model to induct beginning teachers and the mentor/protege helping relationship model, various implications for assistance were formulated. In the program model, mentors acquire training in listening, adult relationship skills, communication skills, mentoring relationships, curriculum/

instruction knowledge, supervision strategies, conflict resolution strategies, and formative/summative evaluation procedures (Gray & Gray, 1985). In addition, their five level mentor/helping relationship model encompasses the mentor knowledge areas of situational leadership, needs and concerns of first-year teachers, demonstration lessons, school culture, basic teaching knowledge/teaching techniques, classroom management, planning (course unit), problem-solving, consensus building, reflection (discovery and collaboration for growth), and self-assessment. Both of these models assist the beginning teacher and mentor in that they meet the needs of beginning teachers as well as provide a framework and implications for mentor knowledge and subsequent training (Gray & Gray, 1985).

Citing a current and proposed mentor training agenda, Howey (1988) coined the term "inquiring professional" while assessing the mentor teacher's purpose. It is paramount in a mentoring relationship that both the mentor and first-year teacher become inquiring and reflective professionals. Therefore, Howey (1988) suggested that mentors should be prepared to guide first-year teachers "to inquiry into and reflection about practice. . .and to promote reflection-in-action as both a legitimate and necessary form of learning and knowing" (p.212). Emphasizing three knowledge domains--research-based teaching, classroom observation and analysis, and instructional (peer) supervision in this program, the teachers were viewed as inquiring professionals, with the mindset that teaching is an ongoing process of growth. Mentors required specific training in the areas of recent effective teaching research, classroom observation for effective teaching and classroom management, data collection/analysis, and variations on instructional supervision (Howey, 1988).

In a program also targeted to meet the needs of beginning teachers, Bernhardt and Flaherty (1990) considered the realities of the situation, expectations of the program, and possible adaptations to other beginning teacher programs. In specifically

addressing the program, a support system was initiated which included both separate and combined training for the mentor and first-year teacher. The mentor teacher was trained in peer coaching methods, verbal and nonverbal communication skills, observation techniques, and conferencing skills. Both the mentor and first-year teacher attended research-based and clinically oriented seminars in such areas as classroom environment and discipline, personal power, time management, curriculum standards in lesson planning, student evaluation and motivation, teaching different types of students (at-risk), and instructional leadership. In addition, the mentor assisted the first-year teacher in reflecting upon the impact of one's decisions and actions and in implementing a plan of action (Bernhardt & Flaherty, 1990).

On a broader realm of the mentoring phenomenon, Little (1990) commented that "in the mentor programs that have swept education, the demands on the mentor's competence, character, and commitment are often muted, reduced to formal eligibility critera and specific job descriptions" (p. 298). Suggestions for training included communication skills, consultation strategies, classroom research, and classroom observation techniques. Mentors also utilized their previous knowledge of curriculum, instruction, and classroom management (Little, 1990).

As part of South Carolina's alternative certification program, Million (1990) adapted a formalized business mentoring program to match the needs of first-year teachers. The mentor training component consists of program expectations and strategies to assist the first-year teacher, evaluation for knowledge base purposes, team teaching, mentor-protege planning, classroom observation, and analysis. Eight variables were identified by Newton (1987) as necessary to the development and implementation of any effective mentoring program. One of these variables is mentor training. In order to facilitate the mentor's role, Newton (1987) recommended training in adult learning theory, team building, change process, group leadership and

facilitation, problem-solving, classroom observation, analysis and conferencing, collaboration, and coaching.

In the third and final mentoring support dimension identified in *Table 1*, selected programs on a state, district, or campus level are highlighted. The authors stress that mentor training involves basic tenets but may have to be adapted to the needs and concerns of the particular audience (Kent, 1985; Killion, 1990; Reiman et al., 1988; Shulman, St. Clair, & Warren-Little, 1984; Thies-Sprinthall, 1986; Varah et al., 1986). In an important study, Schulman et al. (1984) concluded that mentor training and support were key issues. In reporting the California Mentor Teacher Program in its formative stage, it was expressed that program design, key program components, and mentor teacher selection were paramount compared to supporting, assisting, and training mentor teachers. In fact, only one third of the 280 districts surveyed had implemented training programs. Of these, less than twenty percent had formal mentor training (Shulman et al., 1984). Assistance and training, though, in those areas encompassed: mentor roles and responsibilities, effective teaching strategies, curriculum development, clinical teaching/supervision, observation and conferencing skills, working with adults, and problem-solving (Shulman et al., 1984). Because this mentor concept was fairly new at the time, these recommendations formed a basis for ensuing mentor teacher research.

In a program developed to assist teacher advisors in Marin County, California, the Teacher Advisor Project emphasized professional development needs and on-site assistance (Kent, 1985). This program's focus was a direct link to mentor training because it accentuated the support of teachers in new roles. The first-year teacher was included in this category. Formal programming led to the initiation of a common "teaching" language and specific training in the areas of instructional skills (mastery learning, Bloom's Taxonomy, teacher-effectiveness material), classroom management,

cooperative learning, peer observation, and models of teaching. Skill components constituted communication skills, observation and conferencing skills as well as team building and problem-solving to help teachers in supporting other professionals. The supervision aspect was used sparingly as teacher advisors do not take direct part in teacher evaluation; however, Kent (1985) realized that additional training in working with adults, impacting change, facilitation skills, and research on teaching was needed.

Killion (1990) focused on the benefits of induction programs to mentor teachers. For a program in Northglen, Colorado, he reported the benefits for mid- to late-career experienced teachers who were selected as mentors. In the initial cadre of fifteen volunteer mentors, training was afforded in the areas of mentor's roles and characteristics, concerns and needs of new teachers, adult development stages, and interpersonal communication skills. Other options included team teaching, planning, demonstration teaching, observation, and analysis of instruction. In reviewing mentor's journals as part of the program, Killion (1990) surmised that these teachers, through assuming the responsibilities of a mentor, enhanced their coaching, instructional, supervisory, and reflective skills.

As with the previously cited three authors, Varah et al. (1986) also supported the need for additional mentor training after evaluating the University of Wisconsin-Whitewater Teacher Induction program. It was assumed that the selected mentor teachers had "demonstrated competence as an effective teacher, a person who has a thorough understanding of the school, of the curriculum, of learning theories, of growth and development, of principles of learning and evaluation procedures" (Varah et al.: 1986, p. 31). University-sponsored training consisted of: program purposes and roles, communication skills, system knowledge, planning, classroom management, self-assessment (reflection), demonstration teaching, learning styles, curriculum and materials, effective teaching skills, conferencing skills, and supervisory skills.

In the training of mentors in Wake County, North Carolina, Reiman et al. (1988) and Thies-Sprinthall of North Carolina State University developed courses for mentor training. The six year effort "links inservice training for experienced teachers with teacher preservice and induction for the novice teacher" (p. 52). Thies-Sprinthall (1986) developed a working model for mentor training to circumvent problems in the induction process. This model basically matches the developmental stage and learning style of the first-year teacher to the appropriate supervision approach (Thies-Sprinthall, 1986). At the onset, any ongoing mentor program should be grounded on current research and theory with application to the classroom (Reiman et al., 1988; Thies-Sprinthall, 1986). Thies-Sprinthall's (1986) training agenda, which formed the basis for Wake County's mentor training program, consisted of the following: needs and concerns of beginning teachers, mentor relationships, conflict resolution, effective teaching, models of supervision and coaching, differentiated supervision, problem-solving, adult learning, teacher developmental levels, and reflection (analyze self from a variety of perspectives).

Besides the development of helpful and caring mentors who could model effective teaching, the Wake County, North Carolina program focused on skill preparation in the areas of listening, clinical supervision, program orientation, and developmental coaching. This program acknowledged these teachers as adult learners who recognized that training was long-term and ongoing (Reiman et al., 1988). The units of two actual courses for this program are as follows:

<u>Units in Semester One</u>

1. Introduction to Novice Teacher
2. Building a Helping Relationship
3. History of Developmental Theory
4. Effective Teaching Skills
5. Clinical Supervision
6. Developmental Supervision
7. Problem Solving
8. Ending the Mentor Relationship

Units in Semester Two

1. Building Trust
2. Novice Teacher Phases of Concern
3. Conceptual Development
4. Cycles of Assistance
5. Teacher Performance Appraisal
6. Ending the Mentor Relationship

(p. 54)

The subject matter in the first course centered on the needs and concerns of the first-year teacher and developing a positive mentoring relationship. Cognitive-developmental theory was highlighted as well as various components of effective teaching (i.e., time on task, questioning, lesson planning, instruction, monitoring, classroom environment). The application aspect of this first course enabled mentors to tape and assess their own instruction, serving both reflective and appraisal purposes. When learning about supervision types, mentors also modeled and utilized problem solving. The second course, after focusing on trust and phases of concern, provided a practicum where mentors critiqued lessons and practiced the supervision cycles (Reiman et al., 1988).

Odell's research (1986, 1990a) bridges one area, mentor training, from two perspectives--a specific agenda for mentor training and categories of support for the mentor teacher. After examining beginning teachers' requests for assistance which were documented by support teachers, Odell (1986) identified categories of support for mentoring beginning teachers. Her research involved 165 beginning teachers who participated in a university-based induction program. These requests were categorized and ranked during each semester. For purposes of this study, the assistance areas, reported by rank after the first semester of teaching, are as follows (Odell, 1986):

Resources/Materials	Collecting, disseminating, or locating materials or other resources for use by the new teacher.
Emotional	Offering the new teacher support through empathetic listening and by sharing experiences.
Instructional	Giving information about teaching

	strategies or the instructional process.
Classroom Management	Giving guidance and ideas related to discipline or to scheduling, planning, and organizing the school day.
System Information	Giving the new teacher information related to procedures, guidelines, or expectations of the school district.
Environment	Helping the new teacher by arranging, organizing, or analyzing the physical setting of the classroom.
Demonstration Teaching	Teaching while new teachers observe (preceded by conference to identify focus of observations and followed by analysis conference)

(p. 27)

Because a mentor will adapt his/her help based on the needs of a first-year teacher, the above categories of support have a direct bearing on content for mentor training.

In addition, Odell (1990c), in her publication *Mentor Teacher Programs*, combined her original research and selected secondary sources to develop possible content areas for inclusion in any mentor training program. Suggested content areas for mentor training include: stages of teacher development; concerns and needs of beginning teachers; clinical supervision; need and rationale for teacher induction programs; adult professional development; mentor's roles and characteristics; classroom observation/analysis; conferencing skills; classroom management; thinking skills; school district philosophy, policies, and needs; and teacher reflection (Odell, 1990c).

It is obvious from a literature search of the knowledge and skill areas of mentoring that authors have attempted to identify specific topics for mentor training, broad categories and components of knowledge, and categories of support for the first-year teacher. However, this review indicated no research studies which elaborate specific mentor teacher competencies. *Appendix A* reflects the possible knowledge dimensions and specific areas that have been mentioned in the literature. Many of the authors who are identified in *Appendix B* have considered the same general dimensions

and areas. Further examination of these specific areas will be reviewed in a later section of this chapter.

Concept of Competence. In order to formulate an effective training program for mentors, it is necessary to establish the knowledge and skill base (competencies) for the mentor teacher. In this study, competency is defined as the demonstrated ability to perform specific behaviors at a particular level of skill or accuracy. These behaviors interact directly with the teaching act (planning, presenting, and evaluating) and include the knowledge, skills, and attitudes related to the value of the behavior (adapted from Johnson et al., 1991; Neuman, 1990; Schlechty, 1985). According to Short (1985), there are four different conceptions of competence:

1. a specific behavior or performance (precise and measurable);
2. the command of knowledge or skills, involving choosing and knowing why choice is important;
3. a level of capability termed "sufficient" through some public process or standard of excellence; this sufficiency indicator may fluctuate since it involves a value judgment;
4. a quality of a person or state of being, including more than characteristic behaviors (i.e., intent, motives, attitudes, or particular qualities). (pp. 4-5)

These four conceptions were utilized in establishing a conceptual base for identifying competencies of the mentor teacher. Howey (1988) states that a knowledge base is essential to professional status because it ". . . undergirds the competence to perform professional functions" (p. 211).

Identification of Specific Mentor Teacher Competency Areas. The previous sections reviewed existing conceptual and empirical research regarding the knowlege and skill base of the mentor teacher and the concept of competence. Only when the specific competencies are known can effective training be formulated. The content analysis from the preceding section depicted seven possible dimensions and several areas of mentor teacher knowledge: (1) the mentoring process; (2) [clinical] supervision; (3) coaching and modeling; (4) adult development; (5) interpersonal skills;

(6) teacher reflection; and (7) support areas. A review of the literature in these seven dimensions of mentor teacher knowledge and skills follows; the review is organized in summary fashion, beginning with an overview and highlighting major areas. Tables of selected references are included for each of the five areas.

(1) Mentoring Process. This knowledge dimension focuses on the overall foundation and theory of mentoring so that the first-year teacher's specific needs and concerns can be addressed. Specific areas include the mentoring relationship, its purposes, needs and concerns of new teachers, and roles and responsibilities of mentors. The concepts in this content dimension are reviewed in Chapter II under the sections "The Mentoring Phenomenon" and "Induction Programs" (Needs and Concerns of Beginning Teachers).

(2) [Clinical] Supervision. Although this general dimension involves the overall process of supervision, selected authors cited the terms supervision, instructional supervision, clinical supervision, and developmental supervision as suggested areas for inclusion. Key supervision areas incorporated classroom observation, analysis of instruction, conferencing skills, formative/ summative evaluation, and appraisal training. Inherent with these are the techniques of data collection. The broad dimension involves working formally or informally with a classroom teacher for the purposes of growth and improvement.

Supervision, in its most general sense, encompasses the methods or vehicles through which teachers can improve instruction. Glickman and Bey (1990) summarize the positive aspects of supervision: (1) increased reflection and higher order thinking; (2) improved collegiality, openness, and communication; (3) increased teacher retention, anxiety, and burnout; (4) greater teacher autonomy, self-growth, and personal efficacy; (5) improved teacher attitudes; and (6) improved student achievement and student attitudes. Instructional supervision is the process by which a supervisor

assists another teacher so that one's teaching processes promote student learning (Goldhammer, Anderson, & Krajewski, 1980; Heller, 1989; Oja, 1991). All supervision models follow a systematic pattern (cycle) or process (Glickman & Bey, 1990). As a result of the preceding content analysis, the two most frequently identifed strains of supervision models, clinical and developmental, will be elaborated (Acheson & Gall, 1987; Cogan, 1973; Glickman, 1985, 1990; Goldhammer et al., 1980).

The process of clinical supervision, according to Cogan (1973), implies that assistance or help to another teacher is provided through direct contact with a supervisor; feedback is acquired through actual classroom observation where data is gathered. Cogan's (1973) eight-phase supervision model directly coincides with the "cycle of supervision" proposed by Goldhammer, a student of Cogan's. For purposes of the current study, Goldhammer's model (1969) is utilized: (1) pre-observation conference, (2) observation, (3) analysis of the observation and suggested strategy, (4) supervision (post-observation) conference, and (5) post-conference analysis. "The teacher's behavior and techniques are observed, analyzed, and interpreted, and decisions are made in order to improve the teacher's effectiveness" (Ornstein, 1990, p. 600). Both Cogan's (1973) and Goldhammer's (1969) models involve a classroom observation and some form of conference following the observation. Another clinical supervision model parallels the two, centering on conferencing, observation, and feedback (Acheson & Gall, 1987).

Like clinical supervision, developmental supervision is systematic, and its central purpose is the improvement of instruction (Glickman, 1990). Development, by the very definition of the word, implies that supervision occurs in various stages of readiness and commitment (Glickman, 1985). By matching the developmental needs of the teacher to the supervisor's leadership style, the process of developmental supervision attempts to elicit changes in teacher behavior. Direct assistance, curriculum

development, staff development, group development, and action research are some of the tasks associated with developmental supervision. These changes, in turn, will produce better student achievement (Glickman, 1990). The cycle of developmental supervision is ongoing, focusing in a continuous loop with the steps of preparation, gathering information, interpretation, feedback to the teacher, and follow-up (Glickman, 1981, 1985).

Directly assisting teachers through the process of supervision involves data collection, interpretation, and evaluation as well as conferencing with the teacher. When observing a classroom teacher, a variety of data collection instruments can assist a supervisor. There are various techniques to utilize when acquiring data; the appropriate instrument, though, must be matched to the desired needs of the teacher or supervisor. Researchers emphasize the importance of objectively gathering, interpreting, and discussing data (Cogan, 1973; Curwin & Fuhrmann, 1975; Duckett, 1983; Flanders, 1970; Good & Brophy, 1991; Ingle, 1980; Joyce, Weil, & Wald, 1972). Some of the observation instruments include such areas as: teacher-pupil interaction, classroom climate, talk flow, verbal analysis, use of space, skill maintenance, nonverbal communication, levels of questioning, and body language (Goldhammer et al., 1980). Evertson and Green (1986) describe four systems of recording (category, descriptive, narrative, technological) and the desired goals of each. Many observation instruments are research-based, concentrating on such areas as time on task, higher order thinking skills, and academic tasks (Good & Brophy, 1991).

Because the purpose of a conference is to discuss and analyze the classroom observation, it is important for a supervisor to adapt his/her supervisory style to the situation (Blanchard, Zigarmi, & Zigarmi, 1985). When conferencing with a teacher, Glickman (1990) advocates the situational use of one of three supervisory styles (directive, nondirective, collaborative). In the directive approach, the supervisor

formulates a solution and offers it to the teacher; the nondirective style is the exact opposite in that the supervisor encourages ideas from the teacher. A collaborative approach is the medium whereby both the teacher and supervisor assume ownership in defining the areas of concern and negotiating an amiable solution (Glickman, 1990).

In summary, supervision with its highlighted areas of analysis of instruction, observation techniques, and conferencing skills form the framework for this category. *Table 2* reviews supervision with its criterial attributes. As the mentor teacher functions in an assistance role, the mentor is NOT an administrator or evaluator; rather, the mentor is an experienced supervisor who understands fully the teaching/learning process. In utilizing the process of supervision, the mentor teacher analyzes classroom performance by focusing on the teacher's technical, clinical, and personal teaching knowledge.

(3) Coaching and Modeling. This category was indicated by several authors as the practice and theory of teaching. This broad section reveals the general areas of instruction (planning, materials, delivery strategies, modifying instruction, motivation), student evaluation and assessment, effective teacher research, demonstration teaching (actual presentation of the content), and coaching. In order to effectively model instruction, a teacher must have a sound knowledge base of current theory and practice. Effective classroom instruction results from the successful blending of instructional techniques and classroom management, and the effective teacher incorporates a variety of approaches in the classroom.

In profiling the literature on effective teaching and student achievement, Troisi (1983) designates the teaching process into the following three broad areas: planning and preparation, classroom management, and evaluation. Researchers categorize the teaching functions into four domains: planning for instruction, managing

Table 2
Identification of the Mentor Teacher Competency Dimension - Supervision

Competency Key Areas	Selected Authors
Overview and Definition(s)	
• Supervision	Glickman & Bey, 1990
• Instructional/Clinical Supervision (Process/Model)	Acheson & Gall, 1987 Cogan, 1973 Goldhammer, 1969 Goldhammer et al., 1980 Heller, 1989 Oja, 1991 Ornstein, 1990
• Developmental Supervision	Glickman, 1981, 1985, 1990
Data Collection	
• Variety of Instruments	Cogan, 1973 Curwin & Fuhrmann, 1975 Duckett, 1983 Flanders, 1970 Goldhammer et al., 1980 Good & Brophy, 1991 Ingle, 1980 Joyce et al., 1972
• System of Recording	Evertson & Green, 1986
Conferencing Skills	
• Supervisory Style(s)	Blanchard et al., 1985 Glickman, 1990

the classroom, evaluating student learning, and instructional effectiveness (Logan, Garland, & Ellet, 1989). Because planning is the design, organization, and preparation of instruction, and presentation is the actual delivery or modeling of the planning through appropriate instruction, the research is included in one group. According to Borich (1992), planning is the "process of deciding what and how students should learn" (p. 76). Furthermore, the systematic process of planning helps one set priorities regarding instruction. Planning, according to Ornstein (1990), is based upon the goals of the school, the objectives of the course, the abilities and needs of students, the content for instruction, and strategies for lesson planning.

To maximize student learning, the effective teacher designs, organizes, and adapts instruction to a variety of student abilities during the planning process. Effective planning enables students to engage in activities that are appropriate to their current achievement levels and needs (Brophy & Evertson, 1976; Brophy & Good, 1986; Flannelly & Palaich, 1985; Gunter, Estes, & Schwab, 1990; Issler, 1983; Levin & Long, 1981; Porter & Brophy, 1988). When planning for instruction, it is necessary to assess students' needs and adapt instruction when appropriate (Brophy & Good, 1986; Conoley, 1988). In a review of six research studies on planning, Clark and Peterson (1986) noted that teachers spent most of their planning time on learner characteristics. Teachers organized their lessons considering such aspects as a student's intelligence level, home life, and learning style. Good lessons utilize materials that match student abilities and interests (Clark & Yinger, 1979; McCutcheon, 1980; Mintz, 1979; Peterson, Marx, & Clark, 1978; Taylor & Valentine, 1985).

In addition to assessing students' needs in planning for instruction, the effective teacher also uses effective teaching research (i.e., lesson design, instructional skills, time on task) to assist in lesson preparation. Yinger's (1980) planning model identifies five levels of teacher planning: yearly planning, term planning, unit planning,

weekly planning, and daily planning. He further identifies four dimensions of teacher planning within each of the levels. At the onset, long-range teacher guides or units espouse the particular course of study and relate the content to particular skills (Dick & Reiser, 1989; Doll, 1989; Posner & Rudnitsky, 1986; Tuckman, 1975; Tyler, 1949; Wiles & Bondi, 1989). In particular, strategic planning through collaborative efforts directly impacts instruction (Ornstein, 1990). Research on planning demonstrates the importance of clearly stated and logically sequenced goals and objectives (Armstrong, 1989; McCutcheon, 1980; Peterson, Marx, & Clark 1978; Porter & Brophy, 1988; Taba, 1962). In addition, course objectives assist teachers in organizing the scope and sequence of instruction (Armstrong, 1989; Taba, 1962). Furthermore, in formulating objectives at the planning stage, the teacher sets goals and objectives at the appropriate level of difficulty (Bloom, 1956; Mager, 1984; Plowman, 1971; Popham, 1978). When planning, the appropriate selection and use of instructional materials also enhance teaching. Good teaching affects student achievement because good teachers plan for activities that maximize student engagement in learning (Brophy & Evertson, 1976; Brophy & Good, 1986; Dick & Reiser, 1989).

Based on an understanding of how children learn, effective teachers use a variety of instructional strategies and styles (Block, 1980; Brophy & Good, 1986; Conoley, 1988; Cruickshank, 1986; Dunn & Dunn, 1978; Johnson & Johnson, 1989; Kagan, 1985; Strong, Silver, & Hanson, 1985). This involves not only knowing several teaching models and techniques, but also knowing which ones fit the goal of the lesson and the needs of the student. With each student's level of competence, the instructional strategies change; good teachers, then, vary their methods with the subject and needs of the student. Two excellent secondary references (Gunter et al., 1990; Joyce & Weil, 1986) incorporate a variety of instructional models within the teaching framework. Joyce & Weil (1986) identified a wide variety of teaching models

(approaches), which are grouped according to the families of information-processing, personal, social, and behavioral systems. The use of these models is expanded to match the needs of students. In the same vein, Gunter et al. (1990) matches objectives to instruction via models. When presenting the content, a teacher can use a variety of techniques to compliment instruction (Anderson, 1986; Borich, 1988; Conoley, 1988; Rosenshine, 1983). After analyzing students' needs and designing appropriate instruction, the teacher demonstrates a command of the subject matter and delivers instruction to maximize student learning.

One vehicle that helps to develop a positive climate for student learning is the effective management of a classroom. When researching this knowledge area, three categories of competence which impact the management of a classroom emerged: time on task, classroom environment/climate, and student behavior. The effective use of time spent on instruction and learning can result in student achievement gains (Brophy & Evertson, 1976; Cusick, 1973; Evertson, Emmer, Clements, Sanford, & Worsham, 1989; Evertson et al., 1980; Karweit, 1984; Roberts, Schrader, & Harryman, 1986; Rowe, 1986; Stallings, 1980). Denham & Lieberman (1980), in the Beginning Teacher Evaluation Study, correlated academic learning time with student achievement. An effective teacher fosters and maintains a good group climate which helps in student learning (Barnes, 1981; Brophy, 1987; Good & Brophy, 1991; Soar & Soar, 1983). A recurring theme in the literature is the positive effects that the psychological and physical environments have on learning (Hunter, 1982; Jones & Jones, 1990). The physical layout as well as the grouping of students contributes to a positive learning atmosphere (Conoley, 1988; Johnson & Johnson, 1987; Slavin, 1987). The classroom design should be flexible enough so that changes can be made based on the different needs and activities of the students (Emmer, Evertson, Sanford, Clements, & Worsham, 1989; Ruggerio, 1988). Research indicates that the

establishment of classroom rules by the teacher minimizes student disruptions and promotes fairness and consistency (Charles, 1985; Emmer, 1988; Kounin, 1970; Wolfgang & Glickman, 1986). In addition, good managerial standards help students recognize expectations of teachers (Anderson, 1986; Canter & Canter, 1979; Doyle, 1986; Emmer, 1982; Herman & Tramontana, 1971; Hinely & Ponder, 1981; Jones & Jones, 1990; Leinhardt, Weidman, & Hammond, 1987; Ornstein & Levine, 1989).

Effective planning for instruction results in the ongoing assessment of content, which can enhance both teaching and learning (Bangert-Drowns, Kulik, & Kulik, 1986; Mintz, 1979; Peterson et al., 1978). Five purposes for evaluating students include: motivating students, feedback to students, feedback to teachers, information to parents, and information for making instructional decisions (Slavin, 1988). Effective teachers organize appropriate accountability measures for students in order to gauge their progress (Bloom, Hastings, & Madaus, 1971; Brophy & Good, 1986; Conoley, 1988; Gronlund, 1985; Popham, 1985; Porter & Brophy, 1988; Rosenshine, 1988; Terwilliger, 1971; Ward, 1987). When evaluating students, teachers should assess them fairly and consistently (Natriello & Dombusch, 1984; Worthen, Borg, & White, 1989). In order to accommodate student differences and varying student ability levels, a variety of formal and informal assessment procedures should be used (Jackson, 1968; Ornstein, 1990; Rosenshine & Meister, 1991; Worthen & Sanders, 1987). The use of various evaluative strategies provides a clearer indication of a child's ongoing progress. Conventional measurement instruments should be supplemented with alternatives (Cryan, 1986; Sia & Sydnor, 1987). Some suggestions offered by Clark and Starr (1986) include: group work, class discussions, homework, notebooks, reports, and quizzes. Teachers also should encourage self-monitoring procedures by students (Rosenshine & Meister, 1991). The effective teacher also effectively interprets and communicates the results to the desired audience.

Evaluation is typically communicated through the vehicles of report cards, conferences, and written letters/reports (Gelfer & Perkins, 1987; Ornstein, 1989, 1990). Parents who provide ongoing support and communicate on a regular basis with teachers afford their children a definite advantage in school (Henderson, 1988; Sattes, 1989).

An effective teacher with a broad knowledge base in instruction, management, and evaluation can model the delivery of instruction to a first-year teacher. From classroom observations and conferences, the mentor teacher, jointly with the first-year teacher, makes appropriate future decisions which influence classroom learning. The process of supervision was discussed in the previous section; the other process, coaching, overlaps with some of the supervision components, namely in the areas of classroom visitation, observation techniques, data collection methods, and conferencing skills. The processes (supervision and coaching) may be different, but the necessary skills remain basically the same. Both have as the end result growth and improvement.

Glickman (1990) refers to the process of peer coaching as "the use of teachers helping teachers through clinical supervision" (p. 286). When implemented in an educational setting, the technique of coaching improves instruction with a major focus on enhancing one's instructional quality (Garmston, 1987; Joyce & Showers, 1982; Moffett, St. John, & Isken, 1987). Peer coaching involves directly assisting another professional in a non-threatening way (Showers, 1984). This helping relationship is nurtured through encouraging another and modeling desired skills, if needed (Brandt, 1987; Garmston, 1987; Gray & Gray, 1985; Joyce & Showers, 1982; Showers, 1984). This process includes observing, analyzing, and providing feedback to another teacher (Joyce & Showers, 1982; Showers, 1984). Joyce and Showers (1983) highlight the process of coaching for the positive transfer of new skills, including the following functions: (1) companionship, (2) technical feedback, (3)

analysis of application, (4) adaptation, and (5) personal facilitation. Neubert and Bratton (1987) parallel the above process of coaching through identifying characteristics which encourage a positive coaching relationship. These include: (1) knowledge, (2) credibility, (3) support, (4) facilitation, and (5) availability (Ornstein, 1990). In summary, coaching and modeling form the framework for the major dimensions of instruction, demonstration teaching, and coaching. The specific key knowledge areas are examined in *Table 3*.

(4) Adult Development. In the content analysis, many of the authors recommended a knowledge of adult learning and adult development which can be extended to teacher career development. Because teachers have different needs and concerns throughout their professional career, knowledge of the stages in teacher development can assist the mentor teacher in supporting the first-year teacher. The mentor teacher, at the same time, realizes that every educator must be able to manage stress both personally and professionally. This mentor teacher knowledge dimension encompasses two broad areas of research--adult development and stress. Because of the vast knowledge base in these two areas, the review of the literature is in summary form.

Adult learning and development theory research form a foundation for teacher career development. The principles of adult learning infer that adults pass through various stages of personal and professional development, resulting in various needs and concerns (McNergney & Carrier, 1981). In order to consider teacher career development, one must first understand two categories of adult development theory, life-cycle and developmental stage. Life-cycle researchers concentrate on stages of adult development whereby one's chronological age is associated with needs, characteristics, and coping behaviors at certain times of one's life (Gould, 1978; Krupp, 1981; Levinson et al., 1978; Oja, 1980; Reedy, 1983). There is also a focus

Table 3

Identification of the Mentor Teacher Competency Dimension - Coaching and Modeling

Competency Key Areas	Selected Authors
Planning/Presenting	
• Overview	Borich, 1988, 1992 Ornstein, 1990
• Teaching Functions	Logan et al., 1989 Troisi, 1983
• Student Needs	Brophy & Evertson, 1976 Brophy & Good, 1986 Clark & Peterson, 1986 Conoley, 1988 Flannelly & Palaich, 1985 Gunter et al., 1990 Issler, 1983 Levin & Long, 1981 Porter & Brophy, 1988
• Materials/Aids	Clark & Yinger, 1979 McCutcheon, 1980 Mintz, 1979 Peterson et al., 1978 Taylor & Valentine, 1985
• Course Planning	Dick & Reiser, 1989 Doll, 1989 Ornstein, 1990 Posner & Rudnitsky, 1986 Tuckman, 1975 Tyler, 1949 Wiles & Bondi, 1989 Yinger, 1980
• Goals/Objectives	Armstrong, 1989 Bloom, 1956 McCutcheon, 1980 Mager, 1984 Peterson et al., 1978 Plowman, 1971 Popham, 1978 Porter & Brophy, 1988 Taba, 1962

Table 3 (continued)

Competency Key Areas	Selected Authors
• Models/Techniques/Styles	Anderson, 1986 Block, 1980 Borich, 1988 Brophy & Good, 1986 Conoley, 1988 Cruickshank, 1986 Dunn & Dunn, 1978 Gunter et al., 1990 Johnson & Johnson, 1989 Joyce & Weil, 1986 Kagan, 1985 Rosenshine, 1983 Strong et al., 1985
Classroom Management	
• Time on Task	Brophy & Evertson, 1976 Cusick, 1973 Denham & Lieberman, 1980 Evertson et al., 1980 Karweit, 1984 Roberts et al., 1986 Rowe, 1986 Stallings, 1980
• Classroom Environment/Climate	Barnes, 1981 Brophy, 1987 Conoley, 1988 Emmer et al., 1989 Good & Brophy, 1991 Hunter, 1982 Johnson & Johnson, 1987 Jones & Jones, 1990 Ruggerio, 1988 Slavin, 1987 Soar & Soar, 1983
• Student Behavior	Anderson, 1986 Canter & Canter, 1979 Charles, 1985 Doyle, 1986 Emmer, 1982, 1988 Herman & Tramontana, 1971 Hinely & Ponder, 1981 Jones & Jones, 1990 Leinhardt et al., 1987 Kounin, 1970 Ornstein & Levine, 1989 Wolfgang & Glickman, 1986

Table 3 (continued)

Competency Key Areas	Selected Authors
Student Assessment	
• Ongoing	Bangert-Drowns et al., 1986 Mintz, 1979 Peterson et al., 1978
• Purposes	Slavin, 1988
• Appropriateness	Bloom et al., 1971 Brophy & Good, 1986 Conoley, 1988 Gronlund, 1985 Popham, 1985 Porter & Brophy, 1988 Rosenshine, 1988 Terwilliger, 1971 Ward, 1987
• Fairness and Consistency	Natriello & Dombusch, 1984 Worthen et al., 1989
• Variety of Formal, Informal Procedures	Clark & Starr, 1986 Cryan, 1986 Jackson, 1968 Ornstein, 1990 Rosenshine & Meister, 1991 Sia & Sydnor, 1987 Worthen & Sanders, 1987
• Communication to Desired Audience	Gelfer & Perkins, 1987 Henderson, 1988 Ornstein, 1989, 1990 Sattes, 1989

Table 3 (continued)

Competency Key Areas		Selected Authors
Coaching		
•	Technique	Garmston, 1987 Glickman, 1990 Joyce & Showers, 1982 Moffett et al., 1987
•	Process	Brandt, 1987 Garmston, 1987 Gray & Gray, 1985 Joyce & Showers, 1982 Showers, 1984
•	Positive Relationship	Joyce & Showers, 1983 Neubert & Bratton, 1987

on predictable events of life which are common to most adults (Erickson, 1959). The other category, adult developmental stage theory, focuses on the premise that once adulthood is reached, human development continues throughout life (Glickman, 1985). Three areas of this development are conceptual, cognitive, and ego development, which bridge to teacher career development (Christensen, 1985; Glickman, 1981, 1985; Harvey, Hunt, & Schroder, 1961; Harvey, Prather, White, & Hoffmeister, 1968; Loevinger, 1976; Piaget, 1963).

Teacher career development researchers have conceptualized teacher concerns as developmental (Adams & Martray, 1981; Fuller, 1969). These teacher concerns have expanded into the stages of self-adequacy, teaching tasks, and teaching impact. Further developmental research postulates that teachers have different levels of concerns, knowledge, and behaviors at various times in their careers, which parallels the life-cycle adult development theory (Burden, 1980, 1990; Field, 1979; Fuller, 1969). The literature reveals a commonality in the stages of development for teachers (Burden, 1990; Fessler, 1985; Gregorc, 1973; Unruh & Turner, 1970).

In addition to understanding and reacting appropriately to one's current level of career development, one must be able to identify and manage stress both personally and professionally. A recognized authority and pioneer researcher on stress, Selye (1976) defines stress as a nonspecific response of the body to any demands made on it. A nonspecific response implies that the body reacts biochemically the same no matter what the stress or stressor is. Hiebert (1987) and Cox (1978) use an interactional definition of stress, explaining that stress results from interactions between a person and the environment. Because different environmental occurrences lead to varying levels of stress, certain situations become stressful only when the perceived demand exceeds an individual's ability to achieve those demands (Hiebert, 1983; Lazarus, 1966). In this form of interaction, stress is viewed as a response to a stimulus

differentiated by certain physiological, cognitive, and behavioral symptoms (Lazarus, Cohen, Folkman, Kanner, & Schaefer, 1980). Because of physical, psychological, and social differences, each individual evaluates a particular situation differently and arrives at various solutions unique to him/her (coping attempts).

Research on teacher stress and its importance to the teaching profession has been documented (McMurray, Hardy, & Posluns, 1987). Specifically, teacher stress affects not only the teacher but also the students in the classroom (Greenberg, 1984; Swick, 1989). Stress occurs in the very nature of the teaching profession. Some researchers have categorized sources of stressors in such areas as organizational and role-related (Carver & Sergiovanni, 1971), self-imposed or situational (Miller, 1979), and intrapersonal, interpersonal, and environmental (Hodge & Marker, 1978). Numerous studies have maintained that teachers also experience personal stress in their lives (Feitler & Tokar, 1982; Miller, 1979). Because there can be both positive and negative influences of stress, research is concerned with the teachers' lack of stress management skill expertise (Feitler & Tokar, 1982; Greenberg, 1984; Remley, 1985; Swick, 1989).

In order to deal with stress, teachers must be able to assess and study one's self and one's environment through a variety of methods. A stress management plan based on specific needs should be formulated (Farber & Miller, 1981; Kerr, 1988; Langer, 1983). The stress management literature is vast, ranging from organizational planning to the maintenance of one's health. The major areas of adult development, teacher career development, and stress management are displayed in summary form in *Table 4*.

(5) Interpersonal Skills. The art of communicating both verbally and nonverbally assists a mentor teacher in interacting with a first-year teacher as well

Table 4
Identification of the Mentor Teacher Competency Dimension - Adult Development

Competency Key Areas	Selected Authors
Adult Learning and Development Theory	
• Life-cycle Category	Erickson, 1959 Gould, 1978 Krupp, 1981 Levinson et al., 1978 Oja, 1980
• Developmental Stage Category	Christensen, 1985 Glickman, 1981, 1985 Harvey et al., 1961 Harvey et al., 1968 Loevinger, 1976 Piaget, 1963
Teacher Career Development	
• Teacher Concerns	Adams & Martray, 1981 Fuller, 1969
• Life-cycle Parallel	Burden, 1980, 1990 Field, 1979 Fuller, 1969
• Stages of Teacher Development	Fessler, 1985 Gregorc, 1973 McNergney & Carrier, 1981 Unruh & Turner, 1970

Table 4 (continued)

Competency Key Areas	Selected Authors
Stress Management	
• Overview and Definition	Cox, 1978 Hiebert, 1983 Lazarus, 1966 Lazarus et al., 1980 Selye, 1976
• Teacher and Stress	Carver & Sergiovanni,1971 Feitler & Tokar, 1982 Greenberg, 1984 Hodge & Marker, 1978 McMurray et al., 1987 Miller, 1979
• Stress Management Plan/Expertise	Farber & Miller, 1981 Feitler & Tokar, 1982 Greenberg, 1984 Kerr, 1988 Langer, 1983 Remley, 1985 Swick, 1989

as articulating the craft of teaching. By utilizing appropriate skills, the mentor teacher facilitates effective interpersonal relationships. In dealing with others, words and movements are the primary modes through which people share knowledge, attitudes, and skills (Miller, 1988; Schoonover, 1988). Because the process of communication is ongoing, it is important to match appropriate actions and responses "to the task, the setting, the personality, mood, and behaviors of those being influenced" (Schoonover, 1988, p. 13). Interpersonal skills, the "currency of effective relationships at work, support all aspects of one-to-one interchanges, team efforts, and organizational spirit" (p. 142). The three behavioral dimensions of interpersonal skills--the "mix or combination of behaviors demonstrated, the sequencing or order of behaviors, and the personal refinements or subtleties in each interchange" (p. 14) work together to achieve positive ends. One's choice of interpersonal skills depends upon the situation, the individuals involved, and the desired result. Before utilizing any repertoire of interpersonal skills, an individual must be able to engage in conversation or discourse with another. A meaningful conversation is usually truthful, clear, vivid, and relevant (Goss & O'Hair, 1988; Verderber, 1988). The effective use of these interpersonal techniques are needed in such areas as problem-solving, listening, questioning, conflict resolution, and team building.

Problem-solving techniques in the supervision and coaching process have been documented in a previous section. John Dewey's framework for problem-solving forms the basis for many problem-solving models of today (Ornstein, 1990). This model consists of the following steps: becoming aware of a problem, identifying it, classifying data and formulating a hypotheses, accepting or rejecting it, and evaluating the decision (Dewey, 1933). In order to achieve an amiable solution to any problem, both Ornstein (1990) and Verderber (1988) maintain that one must know which of the various problem-solving strategies to use in a given situation. Egan's

(1975) comprehensive and systematic approach to problem-solving can be used in a variety of situations. In any situation, though, this involves appropriate decision-making (Tropman & Mill, 1980).

Other necessary attributes of interpersonal communication are listening and questioning. Of all the communication skills, listening is the "most demanding and the least mastered" (Atwater, 1981, p. xi). Because listening is an active process requiring conscious decision-making, one must be aware of the attitudes and skills necessary for listening. These include comprehending, analyzing, interpreting, and evaluating the meaning of any message (Atwater, 1981; Goss & O'Hair, 1988; Leverentz & Garman, 1987; Maley, 1981; Nelson & Heeney, 1984; Schoonover, 1988; Verderber, 1988). Questioning, another attribute of interpersonal communication, encompasses various functions which provide: "an ongoing interest in relating, a flexible means of gathering information, and a method for specifying problems and possibilities" (Schoonover, 1988, p. 64). As with listening, there are definite skills necessary to asking appropriate questions. The effective use of questioning strategies facilitates a match between the question and response (Dillon, 1990; Ornstein, 1988; Schoonover, 1988; Verderber, 1988; Wilen, 1987).

For effective communication, in addition to problem-solving skills and the ability to question and listen, the ability to manage conflict in an organization is paramount. Because conflict is inevitable, one must have the necessary tools so that good decisions will be made. There are various strategies for managing conflict; research indicates these approaches vary from ignoring the conflict to acquiescing (Bolton, 1979; Goss & O'Hair, 1988; Kindler, 1988; Schmidt & Friedman, 1987). Leadership skills and group facilitation skills can assist in the management and resolution of conflict. To foster a positive team atmosphere, a leader should possess group facilitation skills. Knowledge of this process enables one to recognize, identify,

analyze, and lead any group through the problem or conflict effectively (Westley & Waters, 1988). Blanchard, Zigarmi, and Zigarmi (1985) as well as Tropman and Mill (1980) assert that the use of different leadership styles in various situations is a key to a leader's effectiveness. A team building agenda will complement group facilitation skills in helping to manage conflict or problems in any organization. When instituting a team building mindset, the climate of an organization must be considered (Dyer, 1987; Phillips, 1989; Tropman & Mill, 1980). Carson and LaFasto (1989) identified the following factors which impact the effectiveness of a team: set clear and obtainable goals; develop activities within the structure that will enable the achievement of desired results; hire and develop competent members of the team, and foster a team atmosphere with unified commitment. In summary, the effective use of interpersonal skills are necessary for a mentor in communicating productively to a first-year teacher. *Table 5* illustrates these essential interpersonal skills.

(6) Teacher Reflection. According to the content analysis in an earlier section of this chapter, teacher reflection, with the necessary attributes of self-assessment and collaboration, is important to the knowledge base of the mentor teacher. A mentor teacher develops appropriate approaches for professional development in order to self-reflect on personal experiences, concerns, and future actions. The recent emphasis on teacher reflection is indicated by an entire issue of *Educational Leadership* (March, 1991) devoted to the reflective practitioner. Providing valuable background information to this mindset, John Dewey, the father of reflective thinking, contrasted routine and reflective human action. Routine behavior is "guided by impulse, tradition, and authority," while reflective action "involves active, persistent, and careful consideration of any belief or practice in light of the grounds that support it and the further consequences to which it leads" (Jones, 1990, p. 16). Killion and Todnem (1991) define reflection as "the practice or act of analyzing our actions, decisions, or

Table 5
Identification of the Mentor Teacher Competency Dimension - Interpersonal Skills

Competency Key Areas	Selected Authors
Interpersonal Relationships/Communication	
• Process of Communication	Miller, 1988 Schoonover, 1988
• Conversation	Goss & O'Hair, 1988 Verderber, 1988
• Listening	Atwater, 1981 Goss & O'Hair, 1988 Leverentz & Garman, 1987 Maley, 1981 Nelson & Heeney, 1984 Schoonover, 1988 Verderber, 1988
• Questioning	Dillon, 1990 Ornstein, 1988 Schoonover, 1988 Verderber, 1988 Wilen, 1987
Problem-Solving	
• Process	Dewey, 1933 Ornstein, 1990 Verdeber, 1988
• Decision-Making	Tropman & Mill, 1980

Table 5 (continued)

Competency Key Areas		Selected Authors
Conflict Management		
•	Strategies	Bolton, 1979 Goss & O'Hair, 1988 Kindler, 1988 Schmidt & Friedman, 1987
•	Group Facilitation Process	Westley & Waters, 1988
•	Leadership Styles	Blanchard et al., 1985 Tropman & Mill, 1980
Team Building		
•	Organizational Climate	Dyer, 1987 Phillips, 1989 Tropman & Mill, 1980
•	Effectiveness Factors	Carson & LaFasto, 1989

products, by focusing on our process of achieving them" (p. 15). Attitudes of reflective teachers include open-mindedness, whole-heartedness, and responsibility; these characteristics can be expanded into actual questioning formats which can prompt reflection from teachers (Dewey, 1933; Grant, 1984; Grant & Zeichner, 1981).

As a source of continual personal and professional growth, teacher reflection is a valuable commodity when analyzing the thought processes and actions of a classroom teacher, especially through ongoing self-assessment. Good teachers are reflective about their own teaching (Cruickshank, 1985, 1987; Handal & Lauvas, 1987; Porter & Brophy, 1988). One can foster teacher reflection through engaging the teacher in a "cycle of thought and action based on professional experiences," which encourages reflective practice or inquiry-oriented teaching (Wellington, 1991, p.4). Researchers have analyzed reflection in terms of a process (Hunt, 1987; Schon, 1987; Smyth, 1989; Sparks-Langer & Colton, 1991). Smyth (1989) views reflection as a sequential cycle composed of describing, informing, confronting, and reconstructing. At each cyclic level, the teacher posits questions which result in thought-driven answers.

Reflection-on-action (past) and reflection-in-action (present) is expanded into a third type, reflection-for-action, which examines both a teacher's past and present actions in order to impact future decisions (Killion & Todnem, 1991; Schon, 1987). Reflection for action enables teachers to reflect on their job in relation to classroom behavior patterns and strategies. This exercise is usually performed in writing (Hunt, 1987). A three-step process (cognitive, critical, and teachers' narrative) examines how a teacher makes decisions; what experiences, goals, or beliefs impact those decisions; and how to interpret these actions in order to improve one's classroom teaching (Sparks-Langer & Colton, 1991).

Researchers indicate a variety of approaches in self-reflection or reflecting with another professional. Writing assignments encourage internal dialogue by teachers whereby they think about their feelings, belief system, decisions, and future actions (Curwin & Fuhrmann, 1975; Grant & Zeichner, 1981; Surbeck, Han, & Moyer, 1991). In order to overtly process these reflections, teachers can participate with other professionals in planned talk (Posner, 1985; Sparks-Langer & Colton, 1991). The reflective process encourages one to look both critically yet objectively at past actions and develop appropriate strategies for change. In categorical sections, *Table 6* highlights the major components of teacher reflection.

(7) Support Areas. In the content analysis, this dimension capsuled all of the "extra" topics which did not seem to fit in any other area. Various authors mentioned these in the research regarding the proposed mentor knowledge or suggested training agendas. Therefore, this dimension is not referenced. The major area, systems information, involves the policies and procedures regarding the school/district/state. Some of the other areas (i.e., parent communication, time management, multicultural education, and child development) are implied and discussed within the coaching and modeling dimension explained above.

SUMMARY OF REVIEW OF THE LITERATURE

The review of the literature encompassed three broad areas: the mentoring phenomenon, the induction program, and the knowledge base of the mentor teacher. First, the mentoring phenomenon laid the foundation for mentoring by exploring its origin, its application in various settings, mentor roles and responsibilities, and importance of mentoring relationships. Derived over 2,000 years ago, the concept of mentoring has a long history, extending from business to education. The overall

Table 6
Identification of the Mentor Teacher Competency Dimension - Teacher Reflection

Competency Key Areas		Selected Authors
Overview		
•	Definition	Killion & Todnem, 1991
•	Routine vs. Reflective Human Action	Jones, 1990
•	Attitudes of Teachers	Dewey, 1933 Grant & Zeichner, 1981
Personal and Professional Growth for Teachers		
•	Analysis of Thought Processes	Cruickshank, 1985, 1987 Handal & Lauvas, 1987 Porter & Brophy, 1988 Wellington, 1991
•	Process of Reflection/ Reflection-for-Action	Hunt, 1987 Schon, 1987 Smyth, 1989 Sparks-Langer & Colton, 1991
•	Variety of Approaches in Self-Reflection	Curwin & Gehrmann, 1975 Grant, 1984 Grant & Zeichner, 1981 Posner, 1985 Sparks-Langer & Colton, 1991 Surbeck et al., 1991

concept, though, remains basically the same as its original derivation, that of being a support person or one who assists another.

Initiated in the 1970's, the research on mentoring in business highlighted the importance of the mentor in the development of one's career. Individuals who were mentored in business settings were more successful and earned more money. In the embryonic stages since the early 1980's, formal mentoring in education is fairly new. Informal assistance in education, though, has been occurring for quite some time. Currently over half of the states in the United States have some form of mentoring or helping program to assist first-year teachers. The mentor's roles and responsibilities have been examined through such avenues as categories of support and possible mentor characteristics.

Both business and education researchers report positive results from those involved in mentoring relationships. The key to successful mentoring is the mentor-protege relationship, which occurs in phases. As in business, the mentoring relationship in education is paramount to the success of a positive mentoring experience. During this time, the mentor and first-year teacher are cognizant of matching one's developmental needs to each individual situation. The end result is a trusting, positive, and collegial relationship.

The second area, the induction program, discussed the first-year teachers' needs and concerns as well as provided an overview of the induction program concept. Special emphasis was afforded to background knowledge on mentor training and program development. A first-year teacher's overall responsibilities almost parallel those of an experienced teacher; however, the needs and concerns of these beginners vary significantly from those of a veteran. Over the past fifty years, beginning teachers have continued to report the same problems in such areas as management, organization,

and motivation of students. Because of the responsibilities and expectations of the first-year teacher, many beginners leave the profession.

Therefore, an organized induction program is imperative to facilitate the total career development of a teacher. This program forms links from preservice to fulltime teaching responsibility. Mentoring is the key in an induction program; it provides the needed support and help to a first-year teacher. In order to prepare teachers to become effective mentors, it is necessary to provide both quality initial and ongoing training. This purposeful training enables the mentor not only to adequately help and support a first-year teacher but also provides mutual benefits.

Research in the final area, the knowledge base of the mentor teacher, revealed broad suggestions and programs; therefore, it was necessary to examine the specific knowledge and skill base of the mentor teacher in depth. In order to identify these areas to formulate possible competencies, this researcher examined general knowledge and skill areas, mentor training approaches, and support areas for the first-year teacher. Using twenty existing conceptual and empirical research articles, this review was classified into these divisions: direct referral to the mentor knowlege base, suggestions for mentor training, and selected mentor training program descriptions. The resulting content analysis was further extended by specifically partitioning the broad categories for added definition and explanation. This resulted in seven potential dimensions for the mentor teacher knowledge base: mentoring process, clinical supervision, coaching and modeling, adult development, interpersonal skills, teacher reflection, and support areas.

In order to identify specific mentor teacher competency areas, the seven dimensions derived from the content analysis were examined in detail through reviewing the literature within each. Research in the first dimension, the mentoring process, explored the foundation of mentoring, mentoring relationships, needs and

concerns of new teachers, and roles and responsibilities of mentors. Clinical supervision, the second dimension, incorporated the researched areas of classroom observation, data collection, analysis of instruction, conferencing skills, and evaluation. Coaching and modeling included the general areas of planning/presenting, classroom management, student assessment, and coaching. Adult development, the next dimension, investigated adult learning and development theory, teacher career development, and stress management. The art of communicating, interpersonal relationships, problem-solving, conflict management, and team building were highlighted within the dimension of interpersonal skills. The sixth dimension, teacher reflection, was analyzed in relation to the process of reflection and self-reflection, while the final dimension, support areas, included "extra" topics which did not align under each of the other major dimensions, i.e., systems information.

This three-tiered review of the literature laid the foundation for the importance of the mentor in an induction program, the necessity of providing an induction program for first-year teachers, and possible knowledge and skill dimensions for the development of mentor teacher competencies and mentor training.

CHAPTER III

METHODOLOGY

The overall focus of this study was to validate mentor teacher competencies. However, in order to acquire these data, it was first necessary to determine the knowledge and skill areas that should be possessed by an effective mentor. In a review of the literature, Chapter II revealed that there exists little empirical base for mentor teacher competencies. Selected references, though, highlighted knowledge and skill areas, training agendas, and areas of support provided to the first-year teacher as well as identifying potential competency areas. A researcher-developed questionnaire based on a content analysis was utilized for the following: 1) to ascertain perceptions of experienced teachers, first-year teachers, and principals regarding both mentor teacher competencies and the experienced teachers' level of current competence; 2) to determine if there were any differences regarding the perceived importance of any mentor teacher competency or the experienced teachers' level of current competence; and 3) to consider any perceptual differences based on the experienced teachers' background in dealing with first-year teacher programs.

Subjects in each of the three groups (experienced teachers, first-year teachers, and principals) were requested to complete a researcher-developed questionnaire which provided demographic information and scales for both perceived importance and experienced teachers' current level of competence ratings of seventy-three (73) possible mentor teacher knowledge and skill competencies. Analysis of these data resulted in identifying a validated set of mentor competencies which can be used in designing, implementing, and evaluating mentor teacher development in individual schools, school districts, regional service centers, and state education agencies. This process is

reported under the following divisions: (1) sample; (2) instrument development procedures; (3) data collection; and (4) data analysis.

SAMPLE

Three groups of subjects, Level III teachers, first-year teachers, and principals at the elementary, middle, and secondary levels, were surveyed. According to L. L. Haynes, Professional Development Co-Director, Texas Education Agency, there are approximately 190,000 teachers in Texas; of those, 36,000 are Level III teachers (personal communication, February 19, 1991). At the current time, the Level III teacher designation is the highest ranking in the Texas career ladder. These Level III teachers have at least five years of teaching experience, have evidenced high performance evaluations according to the Texas Teacher Appraisal System (TTAS), and have obtained additional hours of higher education coursework or advanced academic training (AAT) (19 *Texas Administrative Code [TAC]* 149.71). Texas Education Agency (TEA) personnel provided a stratified random sample of 1,000 Level III teachers divided proportionally among PreKindergarten-5, 6-8, and 9-12 Texas teachers. These individuals were selected directly through this sampling process.

First-year teachers were randomly chosen by the selected Level III teachers at their respective campuses and were divided proportionally among Pre-Kindergarten-5, 6-8, and 9-12 grade levels. The third group, building principals, was selected by the designated Level III teachers on their campus. The entire sample, though, consisted of 3,000 individuals; of these, 1,000 were Level III teachers divided proportionally among PreKindergarten-5, 6-8, and 9-12 levels; 1,000 were first-year teachers; and 1,000 were building principals.

In considering the total stratified random sample of 3,000, several factors come into play. First, because of the stratified random sampling procedure, there was a possibility that some selected Level III teachers were at the same campus. Because each Level III teacher chose their respective principal, there was overlap in this sampling. In this case, ninety (90) principals of the possible 1,000 had previously responded to another Level III teacher's request at that campus, reducing the sample to 910. In another case, eighty-three (83) Level III teachers reported that on their campus there was no first-year teacher. This reduced the possible sample of first-year teachers from 1,000 to 917.

INSTRUMENT DEVELOPMENT PROCEDURES

The researcher-designed questionnaire was developed to acquire demographic information of each of three groups (experienced teachers, first-year teachers, and principals), to determine the competencies (knowledge and skill base) of mentor teachers, and to gauge perceptions of the experienced teachers' current competence level for each competency item. The instrument development process was conducted in three parts and is described under the following subdivisions: (1) content validation process; (2) pilot and field testing of the questionnaire; and (3) final design of the instrument. A summary of the instrument development process is displayed in *Table 7.*

Content Validation Process. In order to determine the knowledge base for the mentor teacher, an extensive literature review was conducted in two phases *(Table 7).* The first phase grouped twenty existing conceptual and empirical research articles in the general divisions of direct referral to the mentor knowledge base, suggestions for mentor training, and selected mentor training program descriptions. Further research compilation through a content analysis of these twenty selected references identified

Table 7
Instrument Development Process

Process	Procedures
• **Content Validation** (Fall, 1990)	First Phase: - Content Analysis of Selected References - Drafting of Potential Mentor Teacher Competency Dimensions & Areas - Review by State Education Agency Representatives Second Phase: - Task Analysis of General Competency Dimensions - Literature Review of Critical Attributes within Competency Areas - Examination by Content Consistency Panel - Changes from Initial Dimensions to Actual Dimensions - Formulation of Competency Items with Definitional Indicators
• **Pilot and Field Testing of the Questionnaire** (January - February, 1991)	-Two Separate Pilot Tests for Face Validity/ Readability - Texas Education Agency Pilot Induction Sites for Construct Validity

Table 7 (continued)

Process	Procedures
• **Final Design of the Instrument**	Part I: Demographic Data - General Information, i.e., current position, highest educational level; participation in program for student teacher or first-year teacher - Forced Choice Part II: Potential Competencies - Two Likert scales - Overview of Each Competency Dimension/Area - Seventy-three possible competency items - Definitional Indicators/Explanations for Each Competency Item

seven possible dimensions of mentor teacher knowledge: (1) mentoring process; (2) clinical supervision; (3) coaching and modeling; (4) adult development; (5) interpersonal skills; (6) teacher reflection; and (7) support areas. To further assist the researcher in drafting the general competency dimensions and possible areas, similar concepts/ideas and percentages were compiled. When determining the competency dimensions, all of the above seven dimensions with areas were included in the first draft (*Table 8*). In an initial meeting with two state education agency representatives, all initial dimensions were reviewed and discussed. The need to further combine and/or expand these dimensions as well as to define critical attributes within each was identified.

The second phase, the literature review, examined particular components within each of the seven dimensions derived from the content analysis. Suggestions for attributes of each competency area were gleaned initially from the authors' review of research in Chapter II. However, in order to provide specificity to the mentor teacher knowledge base, a task analysis in each of the seven dimensions was undertaken to break down the general knowledge areas into its constituent parts. This enabled the researcher to formulate possible competency items. When undertaking a task analysis, it is advisable to investigate numerous sources so that an overall picture can be developed (Davies, 1973). This additional research provided the basis for the expansion of each of the general competency dimensions into areas with specific competency items.

As part of the instrument development process, the proposed mentor teacher dimensions needed to be reviewed by a panel for consistency of content. The content consistency panel was composed of five individuals: two state education agency employees, a curriculum training specialist from a state-supported agency, a curriculum and instruction professor, and the researcher. The revised mentor teacher competency

Table 8

Frequency and Percentage of Similar Items in the Content Analysis of the Mentor Teacher Knowledge Base Derived from Twenty References

(See *Appendix A /Appendix B* for Full References)

Competency Dimensions/Key Attributes		# of Sources	Percentage
1.0	**Mentoring Process**		
1.1	Concept & purpose of mentoring	4	20
1.2	Role & responsibility of mentoring	9	45
1.3	Stages of mentoring relationships	5	25
1.4	Needs & concerns of new teachers	11	55
1.5	Characteristics of mentors	2	10
2.0	**Clinical Supervision**		
2.1	Analysis of instruction	13	65
2.2	Classroom visitations	1	5
2.3	Observation techniques	16	80
2.4	Conferencing skills	15	75
2.5	Evaluation (formative/summative)	2	10
2.6	[Performance] Appraisal Training	3	15
3.0	**Coaching and Modeling**		
3.1	Effective instructional strategies	16	80
	3.1.1 Instruct'l time mangement	3	15
	3.1.2 Learning styles	2	10
	3.1.3 Models of teaching	2	10
	3.1.4 Critical thinking	1	5
	3.1.5 Problem solving	2	10
	3.1.6 Cooperative learning	1	5
	3.1.7 Team teaching	2	10
3.2	Instructional planning (curriculum)	14	70
3.3	Student needs (child development)	1	5
3.4	Instructional materials	5	25
3.5	Delivery/instruct'l presentation	3	15
3.6	Demonstration teaching	11	55
3.7	Research in teaching/effectiveness	9	45
3.8	Modifying instruction	1	5
3.9	Maintaining professionalism	1	5
3.10	Peer coaching	8	40
3.11	Classroom managementt/environmentt	15	75
3.12	Student evaluation	2	10
3.13	Motivation	5	25
3.14	Monitoring/Feedback	1	5

Table 8 (continued)

Competency Dimensions/Key Attributes		# of Sources	Percentage
4.0	**Adult Development**		
4.1	Adult learners	16	80
4.2	Life cycle changes	2	10
4.3	Stages of teacher development/growth	5	25
4.4	Self-reliance & motivation	1	5
4.5	Stress management	3	15
5.0	**Interpersonal Skills**		
5.1	Articulate the craft of teaching	3	15
5.2	Communication skills	8	40
5.3	Problem solving	9	45
5.4	Decision making	2	10
5.5	Active listening	7	35
5.6	Effective questioning	2	10
5.7	Conflict resolution	3	15
5.8	Team/Consensus Building	5	25
5.9	Personal power	1	5
5.10	Leadership styles	3	15
5.11	Facilitation skills	4	20
6.0	**Teacher Reflection**		
6.1	Goal-planning (plan of action)	2	10
6.2	Collaboration	3	15
6.3	Self-assessment for growth	7	35
6.4	Discovery	2	10
6.5	Variety of perspectives	11	55
7.0	**Support Areas**		
7.1	Systems information	5	25
	7.1.1 Building/district policies	3	15
	7.1.2 Policies and procedures	2	10
	7.1.3 Paperwork	2	10
	7.1.4 Organization/political structure/culture	1	5
7.2	Process of change	3	15
7.3	Parent communication	4	20
7.4	Multicultural education	1	5
7.5	Time management (personal and professional)	2	10

dimensions were examined by the above reviewers. During this process, possible changes from the initial seven dimensions to a possible five were elaborated and discussed (*Figure 1*). The reviewers determined that the knowledge dimension, mentoring process, which functions as an overview to any mentoring program, be eliminated and become a set of assumptions. In assisting a first-year teacher, the mentor teacher understands the mentoring process. This dimension includes an overall foundation of mentoring and elaborates the needs and concerns of beginning teachers, as indicated in Chapter II. Because most of the professional educational literature regarding mentoring is focused primarily on the mentoring process, this researcher felt that it was important to indicate the areas of congruence among the selected authors. This area was not included in the instrument because the mentoring process is a set of assumptions which will be introduced in any mentoring program agenda.

Because the two dimensions, clinical supervision and coaching/modeling, overlapped in many key areas, an additional dimension was created (*Figure 1*). This new dimension, direct support, molds into one category both the processes of supervising and coaching as well as observation, data acquisition, and analysis of teaching. The other components of coaching and modeling became a new dimension, instruction, which includes the areas of planning, presenting, managing, and evaluating. Researchers group the teaching functions into various domains, which were elaborated in the final section of Chapter II (Logan, Garland, & Ellet, 1989). For purposes of this study, the instructional competency dimension was divided into four areas: curricular-instructional planning, instructional presentation, classroom management, and student evaluation.

Because of the emphasis on education professionals who are adults in this study, the adult development dimension became teacher development, concentrating on a professional's career development. Interpersonal skills and teacher reflection

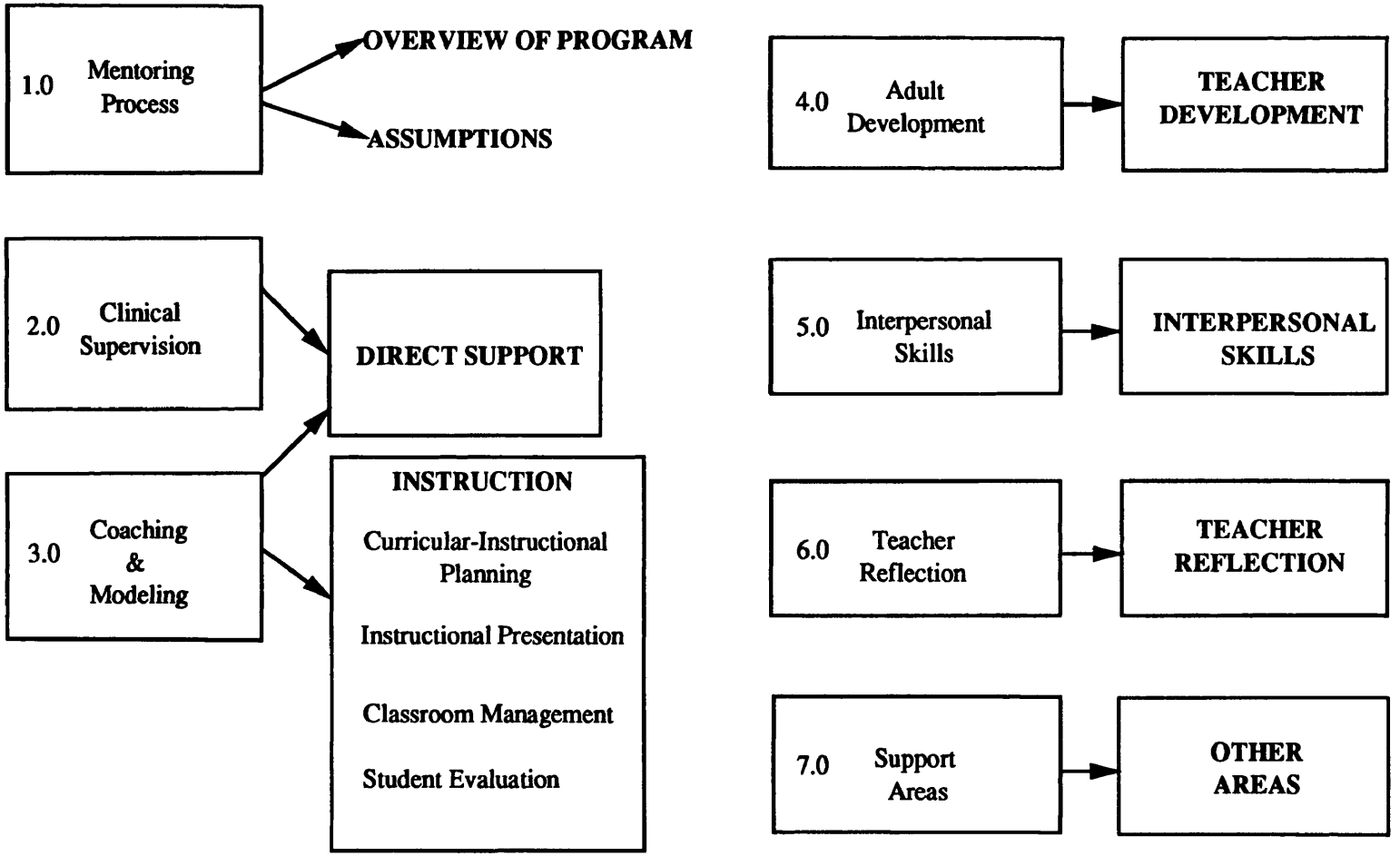

Figure 1. **Changes from Initial Categories to Categories for the Instrument**

remained the same two dimensions. In the support areas dimension, many of the indicators were already included in other potential competency dimensions. Because systems information, i.e., building procedures, organization, is explained by the respective building administrator at the beginning of each school year, this dimension also was eliminated and became an assumption. As with the mentoring process category, it was important to indicate the areas of congruence among the selected authors.

After the task analysis, this researcher formulated possible competency items for inclusion under each of the major five dimensions (instruction, direct support, teacher development, teacher reflection, and interpersonal skills). Further review by the content consistency panel was necessary. To assure consistency within this study, the same reviewers were utilized. Content validation was consistent with procedures recommended in the literature (Borg & Gall, 1989). The reviewers also suggested the inclusion of an explanation or example under each possible competency item. This would assist the respondents by providing additional information as well as clarity to each item.

Pilot and Field Testing of the Questionnaire. After the content validation process was completed, two pilot tests took place in late January, 1991 with selected graduate students from two separate Educational Curriculum and Instruction classes at Texas A&M University. The initial pilot test was given to sixteen graduate students who were registered for a foundations of multicultural education class. This researcher presented a scenario and requested that the students answer the questionnaire and address questionable instructions or sentences. They were also asked to appraise what they felt the questionnaire content measured; after completion of the questionnaire, an open discussion followed. A week later, another graduate class of twenty-three students in a philosophical theories of education class was provided the same

opportunity. Students in both classes responded to the face validity and readability of the instrument. These graduate students, who did not participate in the actual study, noted the clarity of the items and offered suggestions for rephasing the original instructions. Other minor changes were indicated.

Prior to the final printing of the questionnaire, field tests were conducted at three of the Texas Education Agency's (TEA) 1990-1991 pilot induction sites. Actual field tests were conducted in Abilene ISD (Abilene, Texas) on February 11, 1991 (thirty-seven mentor teachers) and in Region VI's *First Class* Teacher Induction Project (Huntsville, Texas) on February 14, 1991 (sixteen mentor teachers). Ten mentor teachers at the third TEA field test site, the Collaborative Teacher Induction Project for First-Year Teachers based at Southwest Texas State University (Del Valle ISD, San Marcos CISD, and Seguin ISD), completed the questionnaires, mailing them to the researcher at Texas A&M University. Mentor teachers at the pilot sites established internal consistency, noting comments or suggestions on the questionnaire. No major changes were made in the instrument; however, field site mentor teachers offered specific suggestions regarding the explanation of certain competency items. A few items were revised as a result of this process.

Final Design of the Instrument. The ACOMT (Analyzing the Competencies of the Mentor Teacher) questionnaire reflects the five possible competence dimensions with appropriate items that the preponderance of selected authors and reviewers indicated were necessary as part of the mentor teacher knowledge base. This information was organized procedurally into two specific parts: demographic information and potential competencies for the mentor teacher. Part I of the ACOMT contains demographic information, i.e., current position, current teaching/ administrative assignment, highest educational level, and participation in an induction program for first-year teachers. Except for years of professional experience and current

assignment, all of the responses were forced choice; the respondent checked the appropriate response(s) (*Appendix C*).

Part II of the ACOMT highlights potential mentor teacher competencies. As there were no research studies on mentor teacher competencies in the literature, the researcher-developed ACOMT questionnaire was developed from two phases of literature review: content analysis of mentor knowledge areas and identification of potential competency areas through a task analysis. This process is explained in Chapter II. This two-tiered review process, coupled with a validation process, enabled the building of five major dimensions which formed the framework for the content that a mentor should possess in order to assist a first-year teacher. The five dimensions are: instruction, teacher reflection, teacher career development, interpersonal skills, and direct support. For clarity, each of these five major competency dimensions includes an overall description. Specific areas within the dimensions include: *instruction* - models of instruction, techniques of instruction, curricular-instructional planning, instructional presentation, classroom management, and student evaluation; *teacher reflection* - mentor self-reflection, new teacher self-reflection; *teacher development*; *interpersonal skills*; and *direct support*. Potential competencies are listed separately after the general description and within the appropriate area. The ACOMT includes seventy-three (73) possible competency items. To assist the respondents in understanding each competency item, an explanation and/or example in italics is included after each (*Appendix C*).

Two Likert scales for each possible compentency indicator were developed, one to gauge HOW IMPORTANT the indicator was and the other to measure the experienced teachers' extent of CURRENT COMPETENCE for the indicator. There is improved validity when an "importance" dimension is included with another dimensional scale in a questionnaire (Saitta, Stenning, Brewster, & Simpson, 1973).

These five-point scales were located to the right and left of each potential competency item. In considering which answer to circle on each of the two five-point Likert scales, respondents were provided a written explanation for each of the two scales. A space for additional possible competency items and/or additional comments was located at the end of every competency section. This open-ended option allowed for additional comments by respondents.

DATA COLLECTION

The data were collected from April, 1991 to December, 1991. Questionnaires were mailed and follow-up mailings were utilized. In April, 1991, a packet of three questionnaires were mailed to 1,000 selected Texas Level III teachers. Each questionnaire set consisted of a letter of support from Texas A&M University (*Appendix D*) and three questionnaires in booklet form; these were mailed in a white business envelope with the printed return address. The letter of support indicated the purpose and significance of the research, respondent selection process, questionnaire distribution process, and confidentiality of responses. The questionnaires were printed so that, after completion, they could be folded, stapled, and mailed; the questionnnaires provided a return business reply stamp (*Appendix E*). Following written instructions in the letter, the Level III teacher distributed a questionnaire to both a first-year teacher and principal at his/her campus. Instructions in the letter of support requested that respondents complete and mail the questionnaires back within two-weeks of receipt. On May 15, 1991, a follow-up postcard was mailed to each of the 1,000 Level III teachers (*Appendix F*). The card indicated which of the three respondents (Level III teacher, first-year teacher, and principal) had returned the questionnaire. At the

conclusion of the first mailing, 894 of the 3,000 possible respondents (29.8%) had completed the questionnaire.

Because of the large sample size, this researcher sent a complete second mailing in September, 1991. Those directly selected Level III teachers who had not returned any of the three surveys were mailed a second questionnaire packet of three, including an explanation letter (*Appendix G*) as well as a letter of support from the Texas Education Agency (*Appendix H*). If any of the three respondents had previously completed a questionnaire, a letter addressing which of the three questionnaires had been returned (*Appendix I*), the Texas Education Agency letter of support, and the appropriate number of ACOMT questionnaires were sent with a requested return by the end of September, 1991. Because the questionnaire packets were first mailed in May, 1991, a first-year teacher had almost one year of experience. Therefore, follow-up survey packets that were mailed in September, 1991 defined a first-year teacher as one who had only one year of experience. This change was noted on the letters to the Level III teachers as well as on the follow-up postcards (*Appendix J*). This designation allowed for consistency in this study. As in the first mailing, a follow-up postcard was mailed one week after the deadline.

The third correspondence in October/November, 1991 targeted those Level III teachers who had originally been mailed all three surveys in September; the appropriate number of questionnaires were sent with a follow-up postcard reminder in mid-November, 1991. To increase response rate and probability of return, surveys were mailed out a fourth time in early December, 1991 to those groups who had turned in two of the three questionnaires; a final deadline of December 15, 1991 was established (*Appendix K*). In the total stratified random sample of 2,827, there was a return rate of 66.7% (1,887 individuals).

DATA ANALYSIS

Methods and procedures used for analyzing the questionnaire data were consistent with procedures existing in the literature (Borg & Gall, 1989). Descriptive statistics were computed for research questions one and two. These data were analyzed using frequencies, percentages, means, and standard deviations. Statistical tests for significant differences of means was accomplished through the use of a one-way analysis of variance measure. For research questions three and four, a one-way analysis of variance determined if there were significant differences within and among the three groups, Level III teachers, first-year teachers, and principals. Using a one-way analysis of variance, research question five examined three specific groups within the Level III teachers to determine if there were significant differences within and among these groups. In addition, where $p \leq 0.05$, a post hoc analysis with Scheffe's multiple range test was utilized. Because of this study's large sample, the omega squared statistical index was calculated for each of the competency items which were found to be statistically significant at the 0.05 level. This was employed to ascertain the degree of association between the independent (three groups) and dependent (competency items) variables. As this sample included almost nineteen hundred individuals, the omega squared indicates that statistically significant items may, in reality, have little practical significance.

SUMMARY

Because the overall focus of this study was to investigate, establish, and validate mentor teacher competencies, it was paramount to develop a comprehensive list of competencies which would frame the knowledge and skill base of the mentor

teacher. Organized as a process, this study was conducted in four divisions: sample, instrument development procedures, data collection, and data analysis. The sample consisted of 3,000 individuals composed equally among 1,000 Level III teachers, 1,000 first-year teachers, and 1,000 principals in Texas. To secure the 1,000 Level III teachers, the researcher was provided by the Texas Education Agency a stratified random sample list that was divided proportionally among PreKindergarten-K, 6-8, and 9-12 grades. The other two groups, first-year teachers and principals, were randomly chosen by the selected Level III teachers at their respective campuses.

The second division, instrument development procedures, was also organized as a process in itself, with the following subdivisions: content validation process, pilot and field testing of the questionnaire, and final design of the instrument. The first subdivision, content validation process, involved two phases which incorporated not only a content analysis of selected references but also a task analysis of the mentor teacher dimensions. After further study and review, the following five mentor teacher competence dimensions formed the framework for the mentor teacher knowledge areas: instruction, direct support, teacher development, teacher reflection, and interpersonal skills. As a result, there were seventy-three possible competency items within these five competence dimensions. The second subdivision, pilot and field testing of the instrument, necessitated two separate testing situations. Two separate graduate classes at Texas A&M University were utilized for pilot testing; graduate students responded to the readability and face validity of the questionnaire. Three of the Texas Education Agency's 1990-1991 pilot induction sites served as the field testing sites. During both of these testings, suggestions were offered and changes made to the questionnaire. The resulting Analyzing the Competencies of the Mentor Teacher (ACOMT) questionnaire was divided into two parts: Part I, Demographic Information, contains demographic information while Part II, Potential Competencies, includes the seventy-three mentor

teacher competencies within the five broad dimensions. Two Likert scales for each competency item enabled respondents to rate not only the perceived importance but also the perceived experienced teachers' extent of current competence of the item.

Data were gathered in four separate mailings from April, 1991 to December, 1991. Initially, a packet of three questionnaires was mailed to 1,000 Level III teachers in Texas who were selected through a stratified random sampling procedure. Upon receipt of the packet, these teachers were asked to select both a first-year teacher on their campus as well as their principal to complete a questionnaire. To analyze the data, descriptive statistics (frequencies, percentages, means, and standard deviations) were utilized in addition to a one-way analysis of variance, a post hoc analysis (Scheffe's multiple range test), and an omega squared statistic.

CHAPTER IV

RESULTS

INTRODUCTION AND PURPOSE

This chapter focuses on the presentation and analysis of the data collected in this study. The purposes of this study were to determine the specific knowledge and skill areas that should be possessed by an effective mentor and to validate these mentor teacher competencies. This validation will facilitate the conceptualization, design, implementation, and evaluation of mentor development in individual schools, school districts, regional service centers, and state education agencies. The researcher-developed questionnaire was used to: (1) ascertain perceptions of experienced teachers, first-year teachers, and principals regarding both mentor teacher competencies and the experienced teachers' level of current competence; (2) determine if there were any differences regarding the perceived importance of any mentor teacher competency or the experienced teachers' level of current competence; and (3) examine any perceptual differences based on the experienced teachers' background in dealing with first-year teachers in a mentor program. These data were analyzed from over eighteen hundred questionnaire responses from experienced teachers, first-year teachers, and principals.

Each of the three subject groups (Level III teachers, first-year teachers, and principals) furnished demographic information and rated seventy-three (73) possible mentor teacher knowledge and skill competencies according to both perceived importance and experienced teachers' current level of competence. The data from the questionnaires were analyzed using the Statistical Package for Social Sciences

(SPSSX) (SPSS Inc., 1988) on the computer system at Texas A&M University, College Station, Texas.

The results of this study are organized as follows: section one examines the demographics of the respondents, elaborating such areas as highest educational level, campus/grade level, and teaching/ administrative experience; section two overviews the five research questions, while the final five sections address the research questions. Each of these final sections highlight the statistical results and analyze them in relation to the respective research question(s).

DEMOGRAPHICS OF THE RESPONDENTS

In this study, a variety of demographic information was acquired through the 1,887 questionnaire responses. Frequencies and percentages of demographic information are included within each table. In Part I of the ACOMT (A Questionnaire for Analyzing the Competencies of the Mentor Teacher), respondents were asked to complete six items relating to position, teaching level, years of professional experience, highest educational level, and involvement in an induction program. The final item, involvement in an induction program, was used to partition the experienced teacher respondents into more selective groups. This is elaborated under research question five, or section six of this chapter.

In the total stratified random sample of 2,827, there was a return rate of 1887 or 66.7% (*Table 9*). Of the 1,000 Level III teachers directly selected in the sample, 783 (78.3%) participated in this study. Of the possible 917 first-year teachers selected by their respective Level III teachers, 501 (54.6%) responded to the questionnare; 603 of the 910 (66.3%) building administrators selected by Level III teachers responded to the

Table 9
Frequency Distribution of Stratified Random Sample - Level III Teachers, First-Year Teachers, and Principals

Respondents	Frequency	Percentage
Level III Teachers (n=1,000)	783	78.3
First-Year Teachers (n=917)	501	54.6
Principals (n=910)	603	66.3
TOTAL (n=2,827)	1887	66.7

instrument. These percentages are considered conservative in that Level III teachers without first-year teachers on that respective campus may not have returned any questionnaires.

Table 10 contains the frequency and percentage of the highest educational level of the respondents. Respondents were asked to indicate the highest educational level which they had attained. Over 96% of the Level III teacher respondents had completed coursework beyond the Bachelor's degree; of these, almost 65% had received their Master's degree. As one of the requirements for an administrator is certification, which includes coursework beyond the Master's, over 85% of the respondents had Master's degrees and/or completed additional coursework. Currently 9.6%, or 56 of the 603 respondents, had earned a doctoral degree. Almost 60% of the first-year teachers possessed their bachelor's degree, while 33% had begun coursework beyond this initial degree. Five percent of the first-year teachers had advanced degrees.

The total number of years of professional experience, including the current school year, is indicated in *Table 11*. Because administrators have both teaching and administrative experience, they responded to both categories, while first-year teachers, as the term implies, all had one year of experience. Of the experience level of the 783 Level III teachers, the greatest number, 243 (31.1%), had taught between sixteen and twenty years, while the next highest frequencies, 181(23.4%) and 158 (20.4%), were within the teaching years of 21-25 and 11-15 years, respectively. Of the principals, over fifty percent (340) had between six and fifteen years of teaching experience before becoming an administrator. Over fifty percent (311) of these administrators had acquired between six and fifteen years of administrative experience. Only 78 of the principal respondents (12.9%) indicated that they had only one to five years of experience.

Table 10

Frequency and Percentage of the Highest Educational Level of Level III Teachers, First-Year Teachers, and Principal Respondents

Educational Level	Level III Teachers		First-Year Teachers		Principals	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Bachelor's	29	3.7	300	59.9	----	----
Coursework beyond Bachelor's	202	25.9	101	20.2	----	----
Currently in Master's in Education	20	2.6	56	11.2	1	0.2
Currently in Master's outside Education	6	0.8	16	3.2	----	----
Master's Degree in Education	251	32.3	15	3.0	132	22.7
Master's in Field Outside Education	45	5.8	8	1.6	4	0.7
Coursework beyond Master's	214	27.5	4	0.8	388	66.6
Two Master's Degrees	1	0.1	1	0.1	1	0.2
Doctorate	10	1.3	----	----	56	9.6
Missing	___	___	2	___	21	___
TOTAL	783	100.0	503	100.0	603	100.0

Table 11

Teaching and Administrative Experience for Level III Teacher and Principal Respondents

Years of Experience	Level III Teachers Teaching		Principals Teaching		Principals Administrative	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1 - 5	--	--	101	19.1	78	13.5
6 - 10	44	5.7	193	36.4	155	26.9
11 - 15	158	20.4	147	27.7	156	27.0
16 - 20	243	31.3	59	11.1	100	17.3
21 - 25	181	23.4	18	3.4	57	9.9
26 - 30	107	13.8	9	1.7	21	3.7
31 - 43	42	5.4	3	0.6	10	1.7
Missing	8		73		26	
TOTAL	783	100.0	603	100.0	603	100.0

Note. Percentages may not be exact due to rounding error.

In response to the current teaching grade level(s) of the Level III teachers and first-year teachers, *Table 12* delineates these into the major areas of elementary (PreK-5), middle (6-8), and high school (9-12). The experienced teacher respondents consisted of 51.8% elementary, 22.0% middle school, and 24.5% high school, while first-year teachers respondents were composed of 51.8% elementary, 25.2% middle school, and 21.8% high school. The "Other" category (with a total of fifteen respondents) included those who cited combined grade level teaching assignments in elementary, middle, high school, and/or elementary/middle school. In completing this question, some respondents only indicated subject area and not grade level; therefore, 188 Level III teachers and 88 first-year teachers were not included.

Regarding departmentalized subject areas, *Table 13* highlights these for Level III teachers and first-year teachers. For purposes of this study, business included the cited courses of keyboarding, information processing, accounting, and speedwriting; fine arts included the areas of art, music, theatre arts, speech, and band; physical education encompassed the courses of physical education, adaptive physical education, dance, driver's education, and health; vocational reported the areas of industrial technology, agricultural science, health occupations, office education, horticulture, and homemaking. Except for the self-contained area (three or more subjects taught in a single classroom setting), teacher respondents taught in a wide distribution of subject areas. The most frequently reported subject area identified by both the Level III teachers and first-year teachers was ALL (self-contained classroom) with 46.8% (349) and 52.6% (253), respectively. The language arts/English area was the next highest, with 12.3% (92) of the Level III teachers and 11.6% (56) of the first-year teachers responding. The "Other" category included those teachers who taught a combined schedule (usually two subjects) at the elementary, middle, and/or high school levels.

Table 12
Frequency and Percentage of Grade Levels of Level III and First-Year Teacher Respondents

Grade Level	Level III Teachers		First-Year Teachers	
	Frequency	Percentage	Frequency	Percentage
Elementary (PreK-5)				
PreK - K	35	5.9	21	5.1
1	44	7.4	47	11.3
2	40	6.7	27	6.5
3	39	6.6	33	8.0
4	36	6.0	28	6.7
5	39	6.6	22	5.3
More than One Grade	75	12.6	37	8.9
Sub-Total (PreK - 5)	308	51.8	215	51.8
Middle (6-8)				
6	32	5.4	27	6.5
7	21	3.5	24	5.9
8	21	3.5	14	3.4
More than One Grade	57	9.6	39	9.4
Sub-Total (6 - 8)	131	22.0	104	25.2
High School (9-12)				
9	10	1.7	12	2.9
10	7	1.2	3	0.7
11	8	1.3	3	0.7
12	11	1.8	1	0.2
More than One Grade	110	18.5	72	17.3
Sub-Total (9 - 12)	146	24.5	91	21.8
Other	10	1.7	5	1.2
Missing	188	____	88	____
TOTAL	783	100.0	503	100.0

Table 13

Frequency and Percentage of Departmentalized Subject Areas of Level III and First-Year Teacher Respondents

Subject Areas	Level III Teachers		First-Year Teachers	
	Frequency	Percentage	Frequency	Percentage
Business	14	1.9	5	1.0
Computer	6	0.8	1	0.2
ESL/Bilingual	7	0.9	7	1.5
Fine Arts	31	4.2	14	2.9
Foreign Language	6	0.8	5	1.0
Gifted/Talented	6	0.8	1	0.2
Language Arts/English	92	12.3	56	11.6
Math	44	5.9	42	8.7
Physical Education	30	4.0	10	2.1
Science	35	4.7	17	3.5
Social Studies	35	4.7	17	3.5
Special Education	22	3.0	14	2.9
Vocational	16	2.1	2	0.4
ALL (Self-Contained)	349	46.8	253	52.6
Other	53	7.1	38	7.9
Missing	37		21	
TOTAL	783	100.0	503	100.0

Note. Percentages may not be exact due to rounding error.

The frequency and percentage of campus level of principals is indicated in *Table 14*. The highest percentage of principal respondents, 54.6% (328), occurred from those at the elementary level. Respondents at the middle school level were 18.6% (112), while 24.8% (149) of the individuals included high school administrators. Two percent of the respondents (12) indicated that their duties included administration at a PreK-8 site, a 6-12 school, or a PreK-12 campus.

Summary of Demographics of the Respondents. The demographics of the 1,887 respondents included information regarding their professional degrees and experiences as well as campus level areas. Of these, 783 were Level III teachers, 501 were first-year teachers, and 603 were principals. Over 96% of the Level III teachers had completed coursework beyond the bachelor's degree; furthermore, almost 65% of these had received their master's degree. Of the first-year teachers, almost 40% had pursued additional coursework and degrees beyond the master's degree; eighty-five percent of the principals had completed either their master's degree or additional coursework. Over thirty percent of the Level III teachers had taught between sixteen and twenty years, while over fifty percent of the principals had between six and fifteen years of experience. Teacher respondents (Level III and first-year) included almost the same percentage breakdown at the elementary, middle, and high school levels. The most frequently cited teaching area by both of these groups was self-contained, where at least three subject areas were taught in the same classroom. The second highest subject area was language arts/English. Over fifty percent of the principal respondents were from the elementary level.

Table 14
Frequency and Percentage of Campus Level of Principal Respondents

Campus Level	Principals	
	Frequency	Percentage
Elementary (PreK-5)	328	54.6
Middle (6-8)	112	18.6
High School (9-12)	149	24.8
Other	12	2.0
Missing	2	
TOTAL	603	100.0

INTRODUCTION TO THE RESEARCH QUESTIONS

This research study consisted of five research questions. The first research question was developed to determine the degree of commonality in the perceptions of Level III (experienced) teachers, first-year teachers, and principals in Texas regarding the importance of the specific competencies of a mentor teacher. Question two was designed to assess the degree of commonality in the perceptions of Level III (experienced) teachers, first-year teachers, and principals in Texas regarding the experienced teachers' level of current competence regarding each specific mentor teacher competency. Question three was formulated to discover if a difference existed among experienced teachers, first-year teachers, and principals in Texas regarding the perceived importance of any mentor teacher competency. Question four was designed to investigate if a difference existed among experienced teachers, first-year teachers, and principals in Texas regarding the experienced teachers' level of current competence regarding each specific mentor teacher competency. Question five was formulated to address three specific groups within the Level III teachers--those involved in an induction program who had daily contact with a first-year teacher, those involved in an induction program who had some contact with a first-year teacher, and those not involved in an induction program. This final question was to determine if a difference existed among experienced teachers regarding any competency item on the basis of their perceived importance or their perceived current level of competence. *Appendix L* indicates the frequency and percentage of each competency item based on the five-point Likert scale.

For research question one, means and standard deviations of the importance of each competency item as perceived by each of the three groups (Level III teachers, first-year teachers, and principals) were computed; means and standard deviations of the

experienced teachers' level of current competence were calculated for research question two. For purposes of this study, the resultant means were rank ordered for each area from the perspective of Level III teacher respondents. This was to facilitate the comparisons of mean ratings among the three groups. Since the lowest mean in the study was 3.08 out of a possible 5.00, the decision rule for mean ranking was: 4.50 - 5.00 (exceptionally high); 4.00 - 4.49 (high); 3.50 - 3.99 (moderately high); and 3.08 - 3.49 (moderate).

For research questions three, four, and five, an analysis of variance of the importance as well as the experienced teachers' extent of current competence as perceived by each of the three groups was performed for each of the competency items. Statistical tests for significant differences of means was accomplished through the use of a one-way analysis of variance measure. In addition, where $p \leq 0.05$, a post hoc analysis with Scheffe's multiple range test was utilized. Because of this study's large sample, the omega squared statistical index was employed for each of the competency items which were found to be statistically significant at the 0.05 level. This was calculated to ascertain the degree of association between the independent (three groups) and dependent (seventy-three mentor teacher competency items) variables. As this sample included almost nineteen hundred individuals, the omega squared justifies that statistically significant items may, in reality, have little practical significance.

For purposes of this study, the researcher focused particular attention on the experiential base of the respondents. Therefore, Level III teachers' and principals' ratings regarding the perceived importance of each mentor teacher competency item as well as the experienced teachers' perceived extent of current competence for each competency item was studied. Discussions were centered around the Level III teachers and principals because their experiential levels were much higher than those of first-year teachers.

RESEARCH QUESTION ONE

Once the potential mentor competencies were formulated from the literature, Level III teachers, first-year teachers, and principals rated each competency in terms of importance and experienced teachers' current level of competence (analyzed in research question two). The first question addressed by this study was: "To what degree do experienced teachers, first-year teachers, and principals in Texas have the same perceptions regarding the competencies a mentor teacher should possess?" The results for research question one are grouped in eleven tables. Each of the tables is grouped within its five major competence dimensions (instruction, teacher reflection, teacher development, interpersonal skills, and direct support). For ease of presentation, some of the competence dimensions have areas which appear as separate tables.

Instruction. Within this dimension are the areas of models of instruction, techniques of instruction, curricular-instructional planning, instructional presentation, classroom management, and student evaluation. Six tables present the data on the perceived importance of each competency item within the instruction dimension according to Level III teachers, first-year teachers, and principals. Within this dimension, *Table 15* describes the means and standard deviations of the perceived importance of the models of instruction competency items. All three groups (Level III teachers, first-year teachers, and principals) rated the importance of seven models of instruction at least 4.30 or higher. According to all groups, the top three were: direct instruction, mastery learning, and inductive thinking; however, cooperative learning, as perceived by the first-year teachers, was also a high variable due to its mean of 4.44, which tied the other two groups' third highest ranking model of instruction. Overall, first-year teachers' means of the perceived importance of the models of instruction competency items were slightly lower than the other two groups.

Table 15

Means and Standard Deviations of the Perceived Importance of Models of Instruction Competency Items

Competency Description[a] [Item Number]	GROUPS[b] Level III Teachers Mean[c]	Level III Teachers Standard Deviation	First-Year Teachers Mean	First-Year Teachers Standard Deviation	Principals Mean	Principals Standard Deviation
INSTRUCTION (Curricular-Instructional Planning):						
Analyzes instruction, utilizing a variety of MODELS of effective teaching, such as:						
Direct Instruction [#11]	4.64	.58	4.45	.69	4.58	.61
Mastery Learning [#15]	4.55	.68	4.55	.67	4.58	.62
Inductive Thinking [#13]	4.54	.63	4.44	.69	4.56	.60
Advance Organizers [#16]	4.49	.68	4.38	.76	4.46	.63
Concept Attainment [#17]	4.42	.69	4.31	.73	4.46	.62
Cooperative Learning [#14]	4.40	.75	4.44	.74	4.51	.63
Inquiry Training [#12]	4.38	.71	4.30	.78	4.47	.64

[a]*Note.* Refer to *Appendix C* for a detailed description of each major category and an explanation under each competency item.

[b]*Note.* Sample size by item is located in *Appendix L.*

[c]*Note.* Five point Likert scale with 1 as Not Important and 5 as Very Important.

The second area, techniques of instruction, was also ranked according to perceived importance by each of the three groups (*Table 16*). These groups highlighted the same four techniques, although not in the same order. Both Level III teachers and first-year teachers perceived demonstration (M=4.75; M=4.70, respectively) and discussion (M=4.72; M=4.69, respectively) the highest in importance, while principals rated the importance of questioning (M=4.74) and discussion (M=4.68) as their highest ranking techniques of instruction. The other highest mean ranking of the three groups was feedback, with both Level III teachers and first-year teachers having means of 4.68, while the principals' mean rating was 4.66. Ranging in mean levels from moderately high to high (M=3.84 to M=4.04) was the technique of role playing/ simulation. Overall, debate and lecture were perceived the lowest in importance, as the three groups' means ranged from 3.72 to 3.08. In fact, the technique of debate was the single lowest ranking importance mean of the entire questionnaire. This area provided the widest range of means, from exceptionally high (4.75) to moderate (3.08).

The curricular-instructional planning area includes seven competency items (*Table 17*). All three groups (Level III teachers, first-year teachers, and principals) identified a different competency as their highest individual mean ranking. "Integrates effectively various techniques in a given lesson, as needed" (M=4.74) was the highest importance competency according to Level III teacher respondents, while first-year teachers highlighted "organizes instruction for teaching to various learning styles in order to promote student learning" (M=4.68). Principals perceived a different competency, "selects a variety of instructional tools to support instruction," as their most important competency. All three groups indicated "participates in campus-level strategic planning" as the lowest, with means ranging from high (M=4.34) to moderately high (M=3.98). The disparity among the teachers and principals regarding this competency item indicated that principals thought a mentor should have a

Table 16

Means and Standard Deviations of the Perceived Importance of Techniques of Instruction Competency Items

Competency Description[a] [Item Number]	GROUPS[b] Level III Teachers Mean[c]	Level III Teachers Standard Deviation	First-Year Teachers Mean	First-Year Teachers Standard Deviation	Principals Mean	Principals Standard Deviation
INSTRUCTION (Curricular-Instructional Planning):						
Utilizes the following instructional TECHNIQUES in implementing the above models of effective teaching:						
Demonstration [#23]	4.75	.51	4.70	.58	4.67	.52
Discussion [#22]	4.72	.50	4.69	.54	4.68	.53
Questioning [#19]	4.68	.55	4.64	.63	4.74	.48
Feedback [#21]	4.68	.55	4.68	.61	4.66	.53
Role Playing/Simulation [#25]	3.84	.98	3.96	.96	4.04	.80
Debate [#24]	3.46	1.01	3.58	1.02	3.72	.94
Lecture [#20]	3.08	1.17	3.16	1.22	3.20	1.14

[a]*Note.* Refer to *Appendix C* for a detailed description of each major category and an explanation under each competency item.

[b]*Note.* Sample size by item is located in *Appendix L.*

[c]*Note.* Five point Likert scale with 1 as Not Important and 5 as Very Important.

Table 17

Means and Standard Deviations of the Perceived Importance of Curricular-Instructional Planning Competency Items

Competency Description[a] [Item Number]	GROUPS[b] Level III Teachers Mean[c]	Level III Teachers Standard Deviation	First-Year Teachers Mean	First-Year Teachers Standard Deviation	Principals Mean	Principals Standard Deviation
INSTRUCTION (Curricular-Instructional Planning):						
Integrates effectively various techniques in a given lesson, as needed. [#26]	4.74	.50	4.65	.62	4.68	.52
Selects a variety of instructional tools to support instruction. [#27]	4.71	.55	4.64	.62	4.74	.49
Recognizes the needs of students in special populations. [#9]	4.69	.54	4.60	.64	4.66	.57
Organizes instruction for teaching to various learning styles in order to promote student learning. [#10]	4.69	.57	4.68	.57	4.70	.51

[a]*Note.* Refer to *Appendix C* for a detailed description of each major category and an explanation under each competency item.

[b]*Note.* Sample size by item is located in *Appendix L.*

[c]*Note.* Five point Likert scale with 1 as Not Important and 5 as Very Important.

Table 17 (continued)

Competency Description[a] [Item Number]	GROUPS[b] Level III Teachers Mean[c]	Level III Teachers Standard Deviation	First-Year Teachers Mean	First-Year Teachers Standard Deviation	Principals Mean	Principals Standard Deviation
Develops and makes appropriate decisions regarding long/short range planning to maximize student learning. [#8]	4.65	.59	4.55	.66	4.64	.59
Integrates effectively selected models in a given lesson, as needed. [#18]	4.51	67	4.41	.73	4.54	.60
Participates in campus-level strategic planning. [#7]	4.11	.92	3.98	.93	4.34	.78

knowledge of strategic planning (M=4.34), while Level III teachers and first-year teachers ranked it moderately high (M=4.11; M=3.98, respectively).

As shown in *Table 18*, the instructional presentation area relies on the application of the previous areas of planning, techniques, and models. Overall, all three groups perceived the competencies of "utilizes prior experiences to perform important tasks in the school/classroom environment" and "utilizes a variety of instructional tools to support instruction" as exceptionally high ($M \geq 4.50$). Except for "bridges instructional planning to effective application of instructional techniques," the Level III respondents rated the importance competencies exceptionally high, with means ranging from 4.73 to 4.49.

Another area within the instruction dimension, classroom management, is illustrated in *Table 19*. This one area, composed of three competencies, overall garnered the highest range of means among the three groups. Exceptionally high in importance, the competency "maintains standards for student behavior that maximize student learning" was perceived by Level III teachers (M=4.91), first-year teachers (M=4.90), and principals (M=4.90) in much the same manner. These three means were the highest-ranking single means in the entire questionnaire. These groups were consistent in their ranking of the importance of these three competencies. In this area, there was no perceived importance mean below a 4.80 (exceptionally high).

Eight competency items were rated as to perceived importance regarding the mentor teacher knowledge base within the final area of instruction, student evaluation (*Table 20*). Level III teacher respondents ranked five of the eight indicators exceptionally high, with means ranging from 4.73 to 4.50. These same five indicators were also reported exceptionally high (≥ 4.50) by the other two groups. Both Level III teachers and principals rated "uses a variety of techniques to INCREASE student growth and development" with the single highest perceived importance mean within

Table 18

Means and Standard Deviations of the Perceived Importance of Instructional Presentation Competency Items

Competency Description[a] [Item Number]	GROUPS[b] Level III Teachers Mean[c]	Level III Teachers Standard Deviation	First-Year Teachers Mean	First-Year Teachers Standard Deviation	Principals Mean	Principals Standard Deviation
INSTRUCTION (Instructional Presentation):						
Utilizes prior experiences to perform important tasks in the school/classroom environment. [#28]	4.73	.52	4.68	.57	4.66	.54
Utilizes a variety of instructional tools to support instruction. [#31]	4.67	.56	4.58	.69	4.70	.50
Applies current educational research to important tasks in the school/classroom environment. [#29]	4.49	.67	4.41	.68	4.51	.63
Bridges instructional planning to effective application of instructional techniques. [#30]	4.17	.89	3.97	.99	4.43	.73

[a]*Note.* Refer to *Appendix C* for a detailed description of each major category and an explanation under each competency item.

[b]*Note.* Sample size by item is located in *Appendix L.*

[c]*Note.* Five point Likert scale with 1 as Not Important and 5 as Very Important.

Table 19

Means and Standard Deviations of the Perceived Importance of Classroom Management Competency Items

Competency Description[a] [Item Number]	GROUPS[b] Level III Teachers Mean[c]	Level III Teachers Standard Deviation	First-Year Teachers Mean	First-Year Teachers Standard Deviation	Principals Mean	Principals Standard Deviation
INSTRUCTION (Classroom Management):						
Maintains standards for student behavior that maximize student learning. [#34]	4.91	.31	4.90	.33	4.90	.34
Utilizes time on task to enhance student learning. [#32]	4.87	.37	4.84	.38	4.89	.36
Provides a classroom environment conducive to student learning. [#33]	4.80	.44	4.82	.43	4.86	.39

[a]*Note.* Refer to *Appendix C* for a detailed description of each major category and an explanation under each competency item.

[b]*Note.* Sample size by item is located in *Appendix L.*

[c]*Note.* Five point Likert scale with 1 as Not Important and 5 as Very Important.

Table 20

Means and Standard Deviations of the Perceived Importance of Student Evaluation Competency Items

Competency Description[a] [Item Number]	GROUPS[b] Level III Teachers Mean[c]	Level III Teachers Standard Deviation	First-Year Teachers Mean	First-Year Teachers Standard Deviation	Principals Mean	Principals Standard Deviation
INSTRUCTION (Student Evaluation):						
Uses a variety of techniques to INCREASE student growth and development. [#38]	4.73	.51	4.66	.58	4.77	.45
Applies multiple methods of effectively communicating progress to the STUDENTS. [#40]	4.73	.59	4.67	.61	4.68	.53
Uses a variety of techniques to EVALUATE student progress. [#39]	4.67	.55	4.59	.65	4.71	.50
Applies multiple methods of effectively communicating progress to the PARENT(S) or LEGAL GUARDIAN(S). [#41]	4.61	.66	4.63	.62	4.69	.53

[a]*Note.* Refer to *Appendix C* for a detailed description of each major category and an explanation under each competency item.

[b]*Note.* Sample size by item is located in *Appendix L.*

[c]*Note.* Five point Likert scale with 1 as Not Important and 5 as Very Important.

Table 20 (continued)

Competency Description[a] [Item Number]	GROUPS[b] Level III Teachers Mean[c]	Level III Teachers Standard Deviation	First-Year Teachers Mean	First-Year Teachers Standard Deviation	Principals Mean	Principals Standard Deviation
Utilizes informal diagnostic testing during the course of instruction in order to address individual students. [#36]	4.50	.73	4.40	.73	4.58	.60
Uses state and district test scores for the ongoing adaptation of teaching plans in order to promote student learning. [#35]	4.25	.70	4.07	1.00	4.51	.68
Applies multiple methods of effectively communicating progress to OTHER TEACHERS and CAMPUS PERSONNEL. [#42]	4.13	.91	4.09	.94	4.31	.72
Interprets state and district achievement tests to determine the degree of success of the classroom instruction. [#37]	4.05	.95	3.86	1.01	4.38	.74

this area (M=4.73; M=4.77, respectively). First-year teachers, however, perceived "applies multiple methods of effectively communicating progress to the STUDENTS" with a mean of 4.67 as their highest. Both Level III teachers and first-year teachers indicated the competency, "interprets state and district achievement tests to determine the degree of success of the classroom instruction" as the lowest in perceived importance (M=4.05; M=3.86, respectively), while principals rated "applies multiple methods of effectively communicating progress to OTHER TEACHERS and CAMPUS PERSONNEL" as their lowest (M=4.31). This area's means ranged from exceptionally high (M=4.77) to moderately high (M=3.86).

Mentor Reflection. The second major competency dimension, mentor reflection, includes the areas of mentor self-reflection and new teacher self-reflection. Two tables examine the perceived importance of each competency item within the mentor reflection dimension according to Level III teachers, first-year teachers, and principals. Of the seven competency items in mentor self-reflection (*Table 21*), all groups (Level III teachers, first-year teachers, and principals) ranked the following three items as the highest: "adapts teaching, where needed," "reflects critically on own teaching," and "considers multiple alternatives and possible consequences (options) before taking action," with means ranging from exceptionally high (M=4.83) to high (M=4.48). In fact, the first two competencies above were rated exceptionally high by Level III teachers (M= 4.83; M=4.75, respectively), first-year teachers (M=4.75; M=4.66, respectively), and principals (M=4.77; M=4.67, respectively). Even though the competency item "analyzes using self-assessment model" was the lowest ranking mean among the three groups, its perceived importance was high, with means ranging from 4.21 to 4.11.

The other area, new teacher self-reflection, is elaborated in *Table 22*. Regarding the four competencies, perceptions were consistent among all three groups.

Table 21

Means and Standard Deviations of the Perceived Importance of Mentor Self-Reflection Competency Items

Competency Description[a] [Item Number]	GROUPS[b] Level III Teachers Mean[c]	Level III Teachers Standard Deviation	First-Year Teachers Mean	First-Year Teachers Standard Deviation	Principals Mean	Principals Standard Deviation
TEACHER REFLECTION (Mentor Self-Reflection):						
Adapts teaching, where needed. [#44]	4.83	.40	4.75	.50	4.77	.44
Reflects critically on own teaching. [#43]	4.75	.48	4.66	.57	4.67	.54
Considers multiple alternatives and possible consequences (options) before taking action. [#46]	4.51	.67	4.48	.70	4.50	.62
Analyzes an unusual circumstance in the school environment from many points of view. [#45]	4.48	.73	4.44	.71	4.44	.67
Selects the potential solution for its long range consequences. [#47]	4.47	.67	4.45	.71	4.45	.63

[a]*Note.* Refer to *Appendix C* for a detailed description of each major category and an explanation under each competency item.

[b]*Note.* Sample size by item is located in *Appendix L.*

[c]*Note.* Five point Likert scale with 1 as Not Important and 5 as Very Important.

Table 21 (continued)

Competency Description[a] [Item Number]	GROUPS[b] Level III Teachers Mean[c]	Level III Teachers Standard Deviation	First-Year Teachers Mean	First-Year Teachers Standard Deviation	Principals Mean	Principals Standard Deviation
Establishes a long range perception of the teacher's role in the total educational process. [#48]	4.33	.80	4.37	.79	4.43	.70
Analyzes using self-assessment model. [#49]	4.06	.93	4.11	.86	4.21	.77

Table 22

Means and Standard Deviations of the Perceived Importance of New Teacher Self-Reflection Competency Items

Competency Description[a] [Item Number]	GROUPS[b] Level III Teachers Mean[c]	Level III Teachers Standard Deviation	First-Year Teachers Mean	First-Year Teachers Standard Deviation	Principals Mean	Principals Standard Deviation
TEACHER REFLECTION (New Teacher Self-Reflection):						
Establishes procedures, guidelines, and atmosphere for professional growth. [#51]	4.78	.48	4.77	.51	4.66	.58
Collaborates with first-year teacher in professional development by IMPLEMENTING. [#53]	4.71	.55	4.69	.59	4.66	.57
Provides opportunities for the first-year teacher to reflect on personal experiences, problems, concerns, needs, and future goals. [#50]	4.70	.53	4.69	.60	4.64	.60
Collaborates with first-year teacher in professional development by PLANNING. [#52]	4.52	.69	4.55	.71	4.63	.63

[a]*Note.* Refer to *Appendix C* for a detailed description of each major category and an explanation under each competency item.

[b]*Note.* Sample size by item is located in *Appendix L.*

[c]*Note.* Five point Likert scale with 1 as Not Important and 5 as Very Important.

"Establishes procedures, guidelines, and atmosphere for professional growth" was rated as the highest by Level III teachers (M=4.78) and first-year teachers (M=4.77). In addition to the above competency, "collaborates with first-year teacher in professional development by IMPLEMENTING" was also ranked exceptionally high by principals (M=4.66; M=4.66, respectively).

Teacher Development. This dimension encompasses six competency items (*Table 23*). All of the items were rated exceptionally high to high in terms of perceived importance, with means ranging from 4.78 to 4.27. Both Level III teachers and principals perceived the same three competency mean items as their highest. These included: "creates an environment that promotes self-reliance in the first-year teacher" (M=4.78; M=4.71, respectively), "recognizes symptoms of stress in self" (M=4.77; M=4.59, respectively), and "applies appropriate skills in stress management to self" (M=4.64; M=4.54, respectively). All of the competencies above were rated as exceptionally high ($\geq$ 4.50); the competency "utilizes techniques appropriate to the individual" (M-4.56) was also indicated exceptionally high in terms of importance by the first-year teacher respondents.

Interpersonal Skills. Nine indicators within this dimension are cited as potential mentor teacher competencies, ranging from active listening to effective questioning strategies. With means from 4.67 to 4.51, Level III teacher respondents perceived all nine competency items as exceptionally high ($\geq$ 4.50). Listening skills (M=4.67), situational leadership (M=4.64), team building (M=4.64), articulating the teaching process (M=4.63), and problem-solving (M=4.63) were the top ranking interpersonal skills in terms of importance as perceived by the Level III teachers. The principals also concurred with the above five skills. First-year teacher respondents perceived the same top four as the other two groups; however, the competency, "recognizes the process of decision-making," (M=4.56) was added into their list of top five. In the entire

Table 23

Means and Standard Deviations of the Perceived Importance of Teacher Development Competency Items

Competency Description[a] [Item Number]	GROUPS[b] Level III Teachers Mean[c]	Level III Teachers Standard Deviation	First-Year Teachers Mean	First-Year Teachers Standard Deviation	Principals Mean	Principals Standard Deviation
TEACHER DEVELOPMENT:						
Creates an environment that promotes self- reliance in the first-year teacher. [#54]	4.78	.45	4.78	.51	4.71	.52
Recognizes symptoms of stress in self. [#57]	4.77	.51	4.60	.67	4.59	.58
Applies appropriate skills in stress management to self. [#58]	4.64	.56	4.51	.67	4.54	.62
Relates different stages in life to the work setting. [#56]	4.56	.69	4.45	.81	4.40	.72
Utilizes techniques appropriate to the individual. [#55]	4.53	.69	4.56	.71	4.45	.67
Communicates appropriate methods of stress management to others. [#59]	4.34	.82	4.27	.92	4.35	.73

[a]*Note.* Refer to *Appendix C* for a detailed description of each major category and an explanation under each competency item.

[b]*Note.* Sample size by item is located in *Appendix L.*

[c]*Note.* Five point Likert scale with 1 as Not Important and 5 as Very Important.

dimension of interpersonal skills, the mean spreads of both Level III teachers and principals were very small (0.16 and 0.14, respectively). Within these two groups, there was no perceived importance ranking below exceptionally high (≥ 4.50) on any of the nine competency items. This is illustrated in *Table 24*.

Direct Support. *Table 25* describes the means and standard deviations of the perceived importance of the direct support competency items. Eleven competency items comprise this dimension. All three groups (Level III teachers, first-year teachers, and principals) perceived the same three competencies as exceptionally high, reporting means from 4.74 to 4.58. These competencies were: "models, through teaching skills, ways of promoting high quality instruction" (M=4.74; M=4.68; M=4.71, respectively); "recognizes the teaching and assessing cycle of direct assistance (M=4.66; M=4.64; M=4.58, respectively); and "recognizes the process of peer coaching" (M=4.62; M=4.58; M=4.58, respectively). The competency "chooses data collection methods that support the purpose(s) of the actual classroom observation" was perceived by both Level III teachers and first-year teachers as having a moderately high importance ranking, with means of 3.96 and 3.99, respectively. In this dimension, Level III teachers had one of the largest mean spreads, ranging from exceptionally high (4.74) to moderately high (3.96).

Summary of Research Question One. Level III teachers, first-year teachers, and principals rated each of the seventy-three potential mentor teacher competencies in terms of importance. In the entire questionnaire, sixty-five of the seventy-three competencies (89%) were rated at least 4.00 out of a possible 5.00 on a Likert scale by each of the three groups. The other eight competencies' means averaged from a high of 3.99 to a low of 3.08. The mean ratings of the three groups were assessed as high (≥ 4.00) in the following mentor teacher competency areas: models of instruction (all competencies ≥ 4.30); classroom management (all competencies ≥ 4.80); mentor self-

Table 24

Means and Standard Deviations of the Perceived Importance of Interpersonal Skills Competency Items

Competency Description[a] [Item Number]	GROUPS[b] Level III Teachers Mean[c]	Level III Teachers Standard Deviation	First-Year Teachers Mean	First-Year Teachers Standard Deviation	Principals Mean	Principals Standard Deviation
INTERPERSONAL SKILLS:						
Uses active listening skills. [#66]	4.67	.55	4.64	.62	4.66	.54
Utilizes situational leadership. [#68]	4.64	.59	4.57	.64	4.54	.63
Generates team building. [#65]	4.64	.62	4.60	.70	4.69	.55
Articulates the teaching process to the first-year teacher. [#60]	4.63	.63	4.61	.62	4.69	.53
Utilizes a repertoire of problem-solving skills. [#61]	4.63	.58	4.54	.68	4.64	.55
Applies the skills of facilitation. [#62]	4.61	.57	4.54	.64	4.57	.58
Recognizes the process of decision-making. [#63]	4.58	.63	4.56	.66	4.59	.59

[a]*Note.* Refer to *Appendix C* for a detailed description of each major category and an explanation under each competency item.

[b]*Note.* Sample size by item is located in *Appendix L.*

[c]*Note.* Five point Likert scale with 1 as Not Important and 5 as Very Important.

Table 24 (continued)

Competency Description[a] [Item Number]	GROUPS[b] Level III Teachers Mean[c]	Level III Teachers Standard Deviation	First-Year Teachers Mean	First-Year Teachers Standard Deviation	Principals Mean	Principals Standard Deviation
Adopts conflict resolution strategies. [#64]	4.52	.68	4.46	.71	4.51	.63
Applies effective questioning strategies. [#67]	4.51	.67	4.41	.75	4.52	.61

Table 25

Means and Standard Deviations of the Perceived Importance of Direct Support Competency Items

Competency Description[a] [Item Number]	GROUPS[b] Level III Teachers Mean[c]	Level III Teachers Standard Deviation	First-Year Teachers Mean	First-Year Teachers Standard Deviation	Principals Mean	Principals Standard Deviation
DIRECT SUPPORT:						
Models, through teaching skills, ways of promoting high quality instruction. [#72]	4.74	.53	4.68	.60	4.71	.51
Recognizes the teaching and assessing cycle of direct assistance. [#69]	4.66	.59	4.64	.61	4.64	.55
Recognizes the process of peer coaching. [#71]	4.62	.62	4.58	.65	4.58	.61
Uses appropriate consultative strategies/approoaches. [#70]	4.48	.68	4.37	.74	4.44	.66
Provides appropriate feedback to the first-year teacher regarding preparation, presentation, and self-analysis. [#79]	4.47	.72	4.48	.74	4.54	.69

[a]*Note.* Refer to *Appendix C* for a detailed description of each major category and an explanation under each competency item.

[b]*Note.* Sample size by item is located in *Appendix L.*

[c]*Note.* Five point Likert scale with 1 as Not Important and 5 as Very Important.

Table 25 (continued)

Competency Description[a] [Item Number]	GROUPS[b] Level III Teachers Mean[c]	Level III Teachers Standard Deviation	First-Year Teachers Mean	First-Year Teachers Standard Deviation	Principals Mean	Principals Standard Deviation
Applies appropriate approaches for the analysis of teaching. [#76]	4.34	.78	4.32	.80	4.38	.68
Provides an experienced perspective regarding classroom observation through a systematic method. [#75]	4.32	.81	4.29	.87	4.43	.72
Interprets observation data. [#78]	4.21	.93	4.16	.96	4.33	.80
Practices multiple means of classroom observation techniques. [#74]	4.18	.87	4.12	.89	4.30	.76
Collects data about various events in the classroom. [#77]	4.15	.91	4.18	.89	4.30	.76
Chooses data collection methods that support the purpose(s) of the actual classroom observation. [#73]	3.96	.97	3.99	1.03	4.24	.81

reflection (all competencies ≥ 4.06); new teacher self-reflection (all competencies ≥ 4.52); teacher development (all competencies ≥ 4.27); and interpersonal skills (all competencies ≥ 4.56). The area of classroom management derived the highest mean ratings among the three groups. Except for one competency item, all of the following competency areas achieved at least a 4.20 or higher mean rating: curricular-instructional planning, instructional presentation, student evaluation, and direct support. In particular, except for one competency item, only the first-year teacher rated the items' importance as less than 4.00. These were: strategic planning, bridging of planning to application, interpretation of tests, and data collection methods. (Chapter V discusses this more fully.) On this last item, Level III teachers derived a mean score of 3.96. The area of techniques of instruction provided the greatest disparity among the three groups, with only four of the seven competencies rated as high (≥ 4.30) by the three groups. Consistent among the three groups were the moderate-moderately high ratings of the techniques of role playing/simulation, debate, and lecture.

RESEARCH QUESTION TWO

After the respondents rated the level of importance for each mentor teacher competency, they were instructed to ascertain the experienced teachers' level of current competence for each competency item. The research question, "To what extent do experienced teachers, first-year teachers, and principals in Texas have the same perceptions regarding the experienced teachers' current level of competence for each potential competency measure?" was developed to answer this question. Each of the eleven tables is grouped within its five major competence dimensions (instruction, teacher reflection, teacher development, interpersonal skills, and direct support). For

the reader's benefit, some of the competence dimensions have areas which appear as separate tables.

Instruction. The areas of models of instruction, techniques of instruction, curricular-instructional planning, instructional presentation, classroom management, and student evaluation are within this dimension. Six tables partition the above major areas within the instruction dimension in terms of the three groups' perceptions regarding the experienced teachers' current level of competence of each item. *Table 26* depicts the means and standard deviations of the perceived extent of current competence of the seven models of instruction competency items. Except for direct instruction (M=4.35), Level III teacher respondents ranked the experienced teachers' current competence level of each item as moderately high, with means ranging from 3.98 to 3.65. Principals rated the experienced teachers' extent of current competence in much the same manner as the Level III teachers, with direct instruction (M=4.23) having a high perceived level of current competence. All three groups (Level III teachers, first-year teachers, and principals) perceived inductive thinking (M=3.73; M=3.75; M=3.63, respectively) and inquiry training (M=3.65; M=3.68; M=3.65, respectively) as the lowest two of the seven models of instruction, possessing a moderately high level of current competence.

Respondents of the three groups perceived each of the seven techniques of instruction in terms of the experienced teachers' current extent of competence. Overall, there was a large spread of means, ranging from high (M=4.39) to moderate (M=3.12), as indicated in *Table 27*. Level III teachers and first-year teachers ranked the extent of current competence of the seven techniques of instruction in the same order, with demonstration (M-4.39; M=4.28, respectively), questioning (M=4.34; M=4.29, respectively), discussion (M=4.34; M=4.26, respectively), and feedback (M=4.26; M=4.24, respectively) acquiring a high rating of current competence. Principals

Table 26

Means and Standard Deviations of the Perceived Extent of Current Competence of Models of Instruction Competency Items

Competency Description[a] [Item Number]	GROUPS[b] Level III Teachers Mean[c]	Level III Teachers Standard Deviation	First-Year Teachers Mean	First-Year Teachers Standard Deviation	Principals Mean	Principals Standard Deviation
INSTRUCTION (Curricular-Instructional Planning):						
Analyzes instruction, utilizing a variety of MODELS of effective teaching, such as:						
Direct Instruction [#11]	4.35	.73	4.19	.82	4.23	.76
Advance Organizers [#16]	3.98	.91	3.96	.95	3.82	.87
Mastery Learning [#15]	3.97	.96	4.00	.94	3.78	.90
Cooperative Learning [#14]	3.90	.94	4.00	.94	3.80	.89
Concept Attainment [#17]	3.84	.87	3.85	.89	3.77	.87
Inductive Thinking [#13]	3.73	.94	3.75	.95	3.63	.87
Inquiry Training [#12]	3.65	.94	3.68	.97	3.65	.87

[a]*Note.* Refer to *Appendix C* for a detailed description of each major category and an explanation under each competency item.

[b]*Note.* Sample size by item is located in *Appendix L.*

[c]*Note.* Five point Likert scale with 1 as Not Important and 5 as Very Important.

Table 27

Means and Standard Deviations of the Perceived Extent of Current Competence of Techniques of Instruction Competency Items

Competency Description[a] [Item Number]	GROUPS[b] Level III Teachers Mean[c]	Level III Teachers Standard Deviation	First-Year Teachers Mean	First-Year Teachers Standard Deviation	Principals Mean	Principals Standard Deviation
INSTRUCTION (Curricular-Instructional Planning):						
Utilizes the following instructional TECHNIQUES in implementing the above models of effective teaching:						
Demonstration [#23]	4.39	.77	4.28	.84	4.20	.73
Questioning [#19]	4.34	.75	4.29	.79	4.12	.81
Discussion [#22]	4.34	.76	4.26	.86	4.19	.73
Feedback [#21]	4.26	.78	4.24	.86	4.15	.77
Lecture [#20]	3.73	1.06	3.75	1.05	3.86	.95
Role Playing/Simulation [#25]	3.49	1.07	3.46	1.14	3.50	.86
Debate [#24]	3.12	1.02	3.18	1.09	3.19	.92

[a]*Note.* Refer to *Appendix C* for a detailed description of each major category and an explanation under each competency item.

[b]*Note.* Sample size by item is located in *Appendix L*.

[c]*Note.* Five point Likert scale with 1 as Not Important and 5 as Very Important.

assessed the same four techniques with high levels of competence, although not in the above order. On the other hand, all three groups valued the techniques of lecture, role playing/simulation, and debate as moderately high in terms of extent of current competence.

The third area, curricular-instructional planning, was also rated by each of the three groups in terms of the experienced teachers' extent of current competence. With seven competencies, this area is examined in *Table 28*. All three groups (Level III teachers, first-year teachers, and principals) felt that both "integrates effectively various techniques in a given lesson, as needed" (M=4.26; M=4.16; M=3.99, respectively) and "develops and makes appropriate decisions regarding long/short range planning to maximize student learning" (M=4.23; M=4.09; M=4.10, respectively) embodied high levels of current competence when referring to experienced teachers. Level III teacher respondents perceived two competencies, "integrates effectively selected models in a given lesson, as needed" (M=3.87) and "participates in campus-level strategic planning" (M=3.86), as possessing a moderately high level of current competence. Both first-year teachers and principals valued four of the seven competencies (57%) below 4.00. This indicated a moderately high level of current competence but implied that more development by experienced teachers was needed in terms of this dimension.

In the area of instructional presentation, both Level III teachers and principals perceived the experienced teachers' current level of competence as moderately high in three of the four (75%) competencies (*Table 29*). Both of these groups reported the competency "applies current educational research to important tasks in the school/classroom environment" as having a moderately high extent of current competence (M=3.96; M=3.67, respectively). The first-year teacher respondents reported that half of the competencies were perceived as high, while the other two items' reported extent of current competence was valued as moderate ($\leq$ 3.49).

Table 28

Means and Standard Deviations of the Perceived Extent of Current Competence of Curricular-Instructional Planning Competency Items

Competency Description[a] [Item Number]	GROUPS[b] Level III Teachers Mean[c]	Level III Teachers Standard Deviation	First-Year Teachers Mean	First-Year Teachers Standard Deviation	Principals Mean	Principals Standard Deviation
INSTRUCTION (Curricular-Instructional Planning):						
Integrates effectively various techniques in a given lesson, as needed. [#26]	4.26	.79	4.16	.84	3.99	.78
Develops and makes appropriate decisions regarding long/short range planning to maximize student learning. [#8]	4.21	.83	4.09	.87	4.10	.78
Selects a variety of instructional tools to support instruction. [#27]	4.16	.86	3.93	.96	4.01	.80
Recognizes the needs of students in special populations. [#9]	4.05	.87	4.00	.95	3.93	.83

[a]*Note.* Refer to *Appendix C* for a detailed description of each major category and an explanation under each competency item.

[b]*Note.* Sample size by item is located in *Appendix L.*

[c]*Note.* Five point Likert scale with 1 as Not Important and 5 as Very Important.

Table 28 (continued)

Competency Description[a] [Item Number]	GROUPS[b] Level III Teachers Mean[c]	Level III Teachers Standard Deviation	First-Year Teachers Mean	First-Year Teachers Standard Deviation	Principals Mean	Principals Standard Deviation
Organizes instruction for teaching to various learning styles in order to promote student learning. [#10]	4.01	.89	3.98	.97	3.87	.88
Integrates effectively selected models in a given lesson, as needed. [#18]	3.87	.91	3.90	.93	3.73	.90
Participates in campus-level strategic planning. [#7]	3.86	.94	3.89	.96	3.96	.82

Table 29

Means and Standard Deviations of the Perceived Extent of Current Competence of Instructional Presentation Competency Items

Competency Description[a] [Item Number]	GROUPS[b] Level III Teachers Mean[c]	Level III Teachers Standard Deviation	First-Year Teachers Mean	First-Year Teachers Standard Deviation	Principals Mean	Principals Standard Deviation
INSTRUCTION (Instructional Presentation):						
Utilizes prior experiences to perform important tasks in the school/classroom environment. [#28]	4.35	.71	4.19	.86	4.19	.71
Utilizes a variety of instructional tools to support instruction. [#31]	4.21	.82	4.00	.95	4.12	.77
Bridges instructional planning to effective application of instructional techniques. [#30]	4.12	.88	3.94	.97	4.05	.83
Applies current educational research to important tasks in the school/classroom environment. [#29]	3.96	.92	3.87	.97	3.67	.92

[a]*Note.* Refer to *Appendix C* for a detailed description of each major category and an explanation under each competency item.

[b]*Note.* Sample size by item is located in *Appendix L.*

[c]*Note.* Five point Likert scale with 1 as Not Important and 5 as Very Important.

Overall, in the area of classroom management, the three groups (Level III teachers, first-year teachers, and principals) perceived the three competencies as exceptionally high, with means ranging from 4.50 to 4.32 (*Table 30*). The mean ratings were higher than any other area, indicating the highest level of current competence of experienced teachers. In analyzing each of the groups' three individual mean rankings, the means only varied 0.07 at the most, indicating a high degree of commonality.

The final area of instruction, student evaluation, encompasses eight competencies which were rated in terms of experienced teachers' current level of competence (*Table 31*). Both Level III teachers and first-year teachers rated five of the eight competencies (62.5%) at least a 4.0 or higher. The highest mean level (M=4.52) was reported by Level III teacher respondents on the competency "applies multiple methods of effectively communicating progress to the STUDENTS." Principals, though, valued only the above competency above 4.0 (M=4.21). On the other seven competencies, the experienced teachers' current level of competence was perceived by the principals as moderately high, with means ranging from 3.99 to 3.61. Both Level III teachers and first-year teachers concurred on the competency having the lowest measure of current competence, although the first-year teachers also rated "interprets state and district achievement tests to determine the degree of success of the classroom instruction" with the same perceived extent of current competence (M=3.72).

Mentor Reflection. Mentor self-reflection and new teacher self-reflection comprise the second major competency dimension, mentor reflection. *Table 32* examines the area of mentor self-reflection, which is included in the dimension of mentor reflection. Overall, the level of current competence mean ratings by Level III teachers and first-year teachers was much higher than that indicated by the principals. Five of the seven competencies, as perceived by the Level III teachers and first-year

Table 30

Means and Standard Deviations of the Perceived Extent of Current Competence of Classroom Management Competency Items

Competency Description[a] [Item Number]	GROUPS[b] Level III Teachers Mean[c]	Level III Teachers Standard Deviation	First-Year Teachers Mean	First-Year Teachers Standard Deviation	Principals Mean	Principals Standard Deviation
INSTRUCTION (Classroom Management):						
Provides a classroom environment conducive to student learning. [#33]	4.47	.69	4.35	.81	4.50	.64
Maintains standards for student behavior that maximize student learning. [#34]	4.45	.73	4.39	.81	4.48	.65
Utilizes time on task to enhance student learning. [#32]	4.41	.70	4.32	.79	4.43	.68

[a]*Note.* Refer to *Appendix C* for a detailed description of each major category and an explanation under each competency item.

[b]*Note.* Sample size by item is located in *Appendix L.*

[c]*Note.* Five point Likert scale with 1 as Not Important and 5 as Very Important.

Table 31

Means and Standard Deviations of the Perceived Extent of Current Competence of Student Evaluation Competency Items

Competency Description[a] [Item Number]	GROUPS[b] Level III Teachers Mean[c]	Level III Teachers Standard Deviation	First-Year Teachers Mean	First-Year Teachers Standard Deviation	Principals Mean	Principals Standard Deviation
INSTRUCTION (Student Evaluation):						
Applies multiple methods of effectively communicating progress to the STUDENTS. [#40]	4.52	.72	4.36	.85	4.21	.77
Applies multiple methods of effectively communicating progress to the PARENT(S) or LEGAL GUARDIAN(S). [#41]	4.27	.86	4.23	.95	3.99	.91
Uses a variety of techniques to EVALUATE student progress. [#39]	4.18	.85	4.12	.96	3.98	.85
Uses a variety of techniques to INCREASE student growth and development. [#38]	4.14	.82	4.08	.91	3.93	.84

[a]*Note.* Refer to *Appendix C* for a detailed description of each major category and an explanation under each competency item.

[b]*Note.* Sample size by item is located in *Appendix L.*

[c]*Note.* Five point Likert scale with 1 as Not Important and 5 as Very Important.

Table 31 (continued)

Competency Description[a] [Item Number]	GROUPS[b] Level III Teachers Mean[c]	Level III Teachers Standard Deviation	First-Year Teachers Mean	First-Year Teachers Standard Deviation	Principals Mean	Principals Standard Deviation
Utilizes informal diagnostic testing during the course of instruction in order to address individual students. [#36]	4.11	.86	4.05	.96	3.89	.91
Uses state and district test scores for the ongoing adaptation of teaching plans in order to promote student learning. [#35]	3.97	.95	3.88	.98	3.74	.93
Interprets state and district achievement tests to determine the degree of success of the classroom instruction. [#37]	3.78	.95	3.72	1.01	3.60	.91
Applies multiple methods of effectively communicating progress to OTHER TEACHERS and CAMPUS PERSONNEL. [#42]	3.73	1.07	3.72	1.14	3.61	.96

Table 32

Means and Standard Deviations of the Perceived Extent of Current Competence of Mentor Self-Reflection Competency Items

Competency Description[a] [Item Number]	GROUPS[b] Level III Teachers Mean[c]	Level III Teachers Standard Deviation	First-Year Teachers Mean	First-Year Teachers Standard Deviation	Principals Mean	Principals Standard Deviation
TEACHER REFLECTION (Mentor Self-Reflection):						
Analyzes an unusual circumstance in the school environment from many points of view. [#45]	4.31	.78	4.24	.87	3.95	.86
Adapts teaching, where needed. [#44]	4.25	.82	4.12	.91	3.94	.84
Considers multiple alternatives and possible consequences (options) before taking action. [#46]	4.25	.78	4.21	.87	3.95	.83
Reflects critically on own teaching. [#43]	4.20	.84	4.01	.96	3.89	.87
Selects the potential solution for its long range consequences. [#47]	4.19	.80	4.18	.89	3.87	.84

[a]*Note.* Refer to *Appendix C* for a detailed description of each major category and an explanation under each competency item.

[b]*Note.* Sample size by item is located in *Appendix L.*

[c]*Note.* Five point Likert scale with 1 as Not Important and 5 as Very Important.

Table 32 (continued)

Competency Description[a] [Item Number]	GROUPS[b] Level III Teachers Mean[c]	Level III Teachers Standard Deviation	First-Year Teachers Mean	First-Year Teachers Standard Deviation	Principals Mean	Principals Standard Deviation
Establishes a long range perception of the teacher's role in the total educational process. [#48]	3.98	.93	3.95	1.02	3.71	.87
Analyzes using self-assessment model. [#49]	3.58	1.08	3.70	1.07	3.31	1.00

teachers, had mean ratings from 4.31 to 4.18, while the principals' means for these same competencies ranged from 3.95 to 3.87. With the competency "analyzes using self-assessment model," the means of Level III teachers (M=3.58) and first-year teachers (M=3.70) were classified as moderately high on the competency items, while principals valued the experienced teachers' extent of current competence as moderate (M=3.31).

Table 33 reports the means and standard deviations of the four competencies within the area of new teacher self-reflection. All three groups (Level III teachers, first-year teachers, and principals) perceived the two competencies, "collaborates with first-year teacher in professional development by IMPLEMENTING" and "establishes procedures, guidelines, and atmosphere for professional growth," as high (M= 4.19; M=4.00; M=4.03, respectively). The competency, "collaborates with first-year teacher in professional development by PLANNING," was perceived by the first-year teacher as 0.24 below the competence mean ranking of the other two groups.

Teacher Development. All three groups measured the experienced teachers' extent of current competence on the competency items in much the same manner, as indicated in the teacher development dimension (*Table 34*). Regarding the six competency items, the mean ratings within the three groups occurred in the same order. Except for one competency item, all three groups (Level III teachers, first-year teachers, and principals) perceived the extent of current competence for the top two items as high (4.00 - 4.49), with "recognizes symptoms of stress in self" (M=4.45; M=4.22; M=4.10, respectively) and "creates an environment that promotes self-reliance in the first-year teacher" (M=4.20; M=4.12; M=4.05, respectively). Principal respondents were the only group to rank "relates different stages in life to the work setting" below 4.0, with a moderately high mean rating of 3.85. The lowest mean level ranking among the three groups was "communicates appropriate methods of stress

Table 33

Means and Standard Deviations of the Perceived Extent of Current Competence of New Teacher Self-Reflection Competency Items

Competency Description[a] [Item Number]	GROUPS[b] Level III Teachers Mean[c]	Level III Teachers Standard Deviation	First-Year Teachers Mean	First-Year Teachers Standard Deviation	Principals Mean	Principals Standard Deviation
TEACHER REFLECTION (New Teacher Self-Reflection):						
Collaborates with first-year teacher in professional development by IMPLEMENTING. [#53]	4.19	.90	4.00	1.12	4.03	.90
Establishes procedures, guidelines, and atmosphere for professional growth. [#51]	4.14	.91	4.03	1.07	4.01	.88
Provides opportunities for the first-year teacher to reflect on personal experiences, problems, concerns, needs, and future goals. [#50]	3.97	.98	3.79	1.15	3.77	.89
Collaborates with first-year teacher in professional development by PLANNING. [#52]	3.82	1.08	3.58	1.21	3.85	.97

[a] *Note.* Refer to *Appendix C* for a detailed description of each major category and an explanation under each competency item.

[b] *Note.* Sample size by item is located in *Appendix L.*

[c] *Note.* Five point Likert scale with 1 as Not Important and 5 as Very Important.

Table 34

Means and Standard Deviations of the Perceived Extent of Current Competence of Teacher Development Competency Items

Competency Description[a] [Item Number]	GROUPS[b] Level III Teachers Mean[c]	Level III Teachers Standard Deviation	First-Year Teachers Mean	First-Year Teachers Standard Deviation	Principals Mean	Principals Standard Deviation
TEACHER DEVELOPMENT:						
Recognizes symptoms of stress in self. [#57]	4.45	.82	4.22	.96	4.10	.87
Creates an environment that promotes self- reliance in the first-year teacher. [#54]	4.20	.86	4.12	1.00	4.05	.81
Relates different stages in life to the work setting. [#56]	4.14	.93	4.03	1.05	3.85	.88
Utilizes techniques appropriate to the individual. [#55]	3.97	.95	3.98	1.02	3.81	.89
Applies appropriate skills in stress management to self. [#58]	3.83	.94	3.86	1.00	3.65	.86
Communicates appropriate methods of stress management to others. [#59]	3.64	1.05	3.58	1.21	3.47	.95

[a]*Note.* Refer to *Appendix C* for a detailed description of each major category and an explanation under each competency item.

[b]*Note.* Sample size by item is located in *Appendix L.*

[c]*Note.* Five point Likert scale with 1 as Not Important and 5 as Very Important.

management to others" (M=3.64; M=3.58; M=3.47, respectively); however, it measured a moderately high extent of current competence (3.50 - 3.99).

Interpersonal Skills. In this nine competency item dimension, the Level III teachers overall rated the experienced teachers' current level of competence as noticeably higher than the other two groups (*Table 35*). According to both Level III teachers and principals, "recognizes the process of decision-making" (M=4.20; M=4.05, respectively) as well as "articulates the teaching process to the first-year teacher" (M=4.15; M=4.05, respectively) received the highest rankings of current competence within the individual groups. First-year teachers rated "uses active listening skills" as their highest within this dimension, with a mean level of 4.00; the competencies of "utilizes a repertoire of problem-solving skills" and "generates team building" were close behind, with each rating means of 3.98. For the most part, this area had the most disparity regarding mean level rankings. Both Level III teachers and principals perceived "utilizes situational leadership" as the lowest, with a moderately high level of experienced teachers' current competence, with means of 3.92 and 3.70, respectively. First-year teachers, on the other hand, reported that "adopts conflict resolution strategies," with a moderately high mean ranking of 3.88, was the lowest ranking competency item.

Direct Support. As shown in *Table 36*, this competency dimension also had a wide disparity of means, ranging from high (M=4.21) to moderate (M=3.46). Except for two of the eleven competencies, both Level III teachers and first-year teachers perceived in much the same manner the experienced teachers' current level of competence. The two competencies where there was discrepancy included: ""collects data about various events in the classroom" and "chooses data collection methods that support the purpose(s) of the actual classroom observation." Principals, on the other hand, rated the experienced teachers' current extent of competence on each item

Table 35

Means and Standard Deviations of the Perceived Extent of Current Competence of Interpersonal Skills Competency Items

Competency Description[a] [Item Number]	GROUPS[b] Level III Teachers Mean[c]	Level III Teachers Standard Deviation	First-Year Teachers Mean	First-Year Teachers Standard Deviation	Principals Mean	Principals Standard Deviation
INTERPERSONAL SKILLS:						
Recognizes the process of decision-making. [#63]	4.20	.84	3.96	1.04	4.05	.80
Articulates the teaching process to the first-year teacher. [#60]	4.15	.85	3.96	1.03	4.05	.80
Utilizes a repertoire of problem-solving skills. [#61]	4.15	.77	3.98	.99	3.95	.83
Applies the skills of facilitation. [#62]	4.13	.82	3.96	.99	3.99	.84
Generates team building. [#65]	4.13	.93	3.98	1.08	4.04	.86
Uses active listening skills. [#66]	4.02	.90	4.00	1.04	3.93	.86

[a]*Note.* Refer to *Appendix C* for a detailed description of each major category and an explanation under each competency item.

[b]*Note.* Sample size by item is located in *Appendix L.*

[c]*Note.* Five point Likert scale with 1 as Not Important and 5 as Very Important.

Table 35 (continued)

Competency Description[a] [Item Number]	GROUPS[b] Level III Teachers Mean[c]	Level III Teachers Standard Deviation	First-Year Teachers Mean	First-Year Teachers Standard Deviation	Principals Mean	Principals Standard Deviation
Applies effective questioning strategies. [#67]	3.97	.87	3.95	1.00	3.90	.81
Adopts conflict resolution strategies. [#64]	3.95	.93	3.88	1.05	3.77	.87
Utilizes situational leadership. [#68]	3.92	.91	3.93	1.03	3.70	.92

Table 36

Means and Standard Deviations of the Perceived Extent of Current Competence of Direct Support Competency Items

Competency Description[a] [Item Number]	GROUPS[b] Level III Teachers Mean[c]	Level III Teachers Standard Deviation	First-Year Teachers Mean	First-Year Teachers Standard Deviation	Principals Mean	Principals Standard Deviation
DIRECT SUPPORT:						
Recognizes the teaching and assessing cycle of direct assistance. [#69]	4.21	.87	4.05	1.02	4.09	.83
Models, through teaching skills, ways of promoting high quality instruction. [#72]	4.20	.89	4.02	1.05	4.14	.83
Recognizes the process of peer coaching. [#71]	4.01	.97	3.86	1.06	3.75	.97
Uses appropriate consultative strategies/approoaches. [#70]	3.82	.91	3.85	.97	3.62	.92
Provides appropriate feedback to the first-year teacher regarding preparation, presentation, and self-analysis. [#79]	3.76	1.07	3.74	1.14	3.60	1.06

[a]*Note.* Refer to *Appendix C* for a detailed description of each major category and an explanation under each competency item.

[b]*Note.* Sample size by item is located in *Appendix L.*

[c]*Note.* Five point Likert scale with 1 as Not Important and 5 as Very Important.

Table 36 (continued)

Competency Description[a] [Item Number]	GROUPS[b] Level III Teachers Mean[c]	Level III Teachers Standard Deviation	First-Year Teachers Mean	First-Year Teachers Standard Deviation	Principals Mean	Principals Standard Deviation
Applies appropriate approaches for the analysis of teaching. [#76]	3.72	1.03	3.71	1.06	3.53	.96
Provides an experienced perspective regarding classroom observation through a systematic method. [#75]	3.69	1.08	3.62	1.14	3.51	1.01
Practices multiple means of classroom observation techniques. [#74]	3.67	1.10	3.70	1.05	3.44	1.01
Interprets observation data. [#78]	3.57	1.16	3.56	1.17	3.38	1.06
Collects data about various events in the classroom. [#77]	3.56	1.10	3.65	1.11	3.40	1.04
Chooses data collection methods that support the purpose(s) of the actual classroom observation. [#73]	3.49	1.10	3.63	1.12	3.46	1.04

consistently lower than the Level III teacher respondents. Because of the preponderance of mean scores below 4.0 (moderately high), this area indicates that the perceived extent of current competence of experienced teachers is lower than the other four areas. Principals and first-year teachers perceived the same item, "interprets observation data" with the lowest mean rating (M=3.56; M=3.38, respectively). The first-year teachers, though, ranked the current level of competence on the above item as moderately high, while principals gauged it as moderate. Level III teachers ranked "chooses data collection methods that support the purpose(s) of the actual classroom observation" with a mean of 3.49, implying a moderate level of current competence of experienced teachers.

Summary of Research Question Two. Respondents in the three groups rated each of the seventy-three items in relation to their perceptions of the experienced teachers' current level of competence. In the entire questionnaire, only eighteen of the seventy-three competencies (24.6%) were rated at least 4.00 out of a possible 5.00 on a Likert scale by each of the three groups. For discussion purposes of this research question, a mean rating above 4.00 (high-exceptionally high) denotes competence of that particular competency item, while a mean below 4.00 (moderately high-moderate) implies additional training or a possible lack of competence. In analyzing the mean ratings among the three groups, the means of Level III teachers were consistently higher than those of the other two groups. Level III teachers, overall, gave higher ratings of competence to their group as compared to those ratings by first-year teachers and principals.

Within the instruction dimension, all three groups perceived the experienced teachers as competent (means above 4.00) in the area of classroom management. The two areas with slight diversities were new teacher self-reflection and instructional presentation. In the area of new teacher self-reflection, the experienced teachers were

gauged as currently competent (means above 4.00) on two of the four competency items, while the other two items means' rated below 4.00. The other area, instructional presentation, had one competency with means below 4.00, and one was diverse (one of the three groups rated the competency below 4.00). The six areas with some diversity included: techniques of instruction (four items with means above 4.00; three below 4.00), curricular/instructional planning (one item with means above 4.00; four items with diversity; three with means below 4.00), student evaluation (one competency with means above 4.00; four with diversity; three with means below 4.00), mentor self-reflection (five items with diversity; two with means below 4.00), teacher development (two items with means above 4.00; one with diversity; three with means below 4.00), and interpersonal skills (six items with diversity; three with means below 4.00). The competency items with diversity were determined because a large majority of the means in the above six areas were below 4.00. On some competency items, only one group differed in perception (below a 4.00); therefore, diversity was indicated.

Fifteen of eighteen possible competency items within two areas, models of teaching and direct support, were rated by the three groups as below 4.00. Level III teachers, first-year teachers, and principals determined that the experienced teachers' level of current competence on six of the seven competencies within the area of models of teaching was moderate-moderately high (below a 4.00). Nine of the eleven competencies within the other area, direct support, were also rated by all three groups with below 4.00 means. Those competency items rated below a 4.00 by all three groups indicated either the experienced teachers' lack of competence or the need for additional training/staff development.

RESEARCH QUESTION THREE

In order to identify any differences among experienced teachers, first-year teachers, and principals in Texas, the perceived importance data of each of the seventy-three competency items was analyzed. The third research question posited by this study was: "Is there a significant difference among experienced teachers, first-year teachers, and principals in Texas regarding the perceived importance on any potential competency measure?" The five major competence dimensions (instruction, teacher reflection, teacher development, interpersonal skills, and direct support) form the framework for the grouping of the eleven tables. To assist the reader, some of the competence dimensions have areas which appear as separate tables.

Instruction. Within this dimension are the areas of models of instruction, techniques of instruction, curricular-instructional planning, instructional presentation, classroom management, and student evaluation. Six tables analyzed the perceived importance of each competency item within this dimension. Seven models of instruction (*Table 37*) were rated by respondents in the three groups. All of the models except for mastery learning were statistically significant at the .05 level. Of these, direct instruction, inquiry training, and concept attainment were highly significant ($p \leq 0.001$). Further analysis using the omega squared statistic indicated that less than two percent of the variance in the dependent variable (competency item) was accounted for by the grouping level (Level III teachers, first-year teachers, principals) on the statistically significant six models of instruction. These included: direct instruction, inquiry training, inductive thinking, cooperative learning, advance organizers, and concept attainment.

Differences among the three groups regarding the importance of the seven techniques of instruction are presented in *Table 38*. Over half of the items (four of the

Table 37

Analysis of Variance of the Perceived Importance of Models of Instruction Competency Items According to Level III Teachers, First-Year Teachers, and Principals

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
INSTRUCTION (Curricular-Instructional Planning):				
Analyzes instruction, utilizing a variety of MODELS of effective teaching, such as:				
Direct Instruction [#11]	13.68	.001	.014	G1 G3 G2
Inquiry Training [#12]	8.89	.001	.009	G3 G1 G2
Inductive Thinking [#13]	4.97	.007	.004	G3 G1 G2
Cooperative Learning [#14]	3.86	.021	.003	G3 G2 G1
Mastery Learning [#15]	.43	.648	---	
Advance Organizers [#16]	4.03	.018	.003	G1 G3 G2
Concept Attainment [#17]	6.41	.001	.006	G3 G1 G2

[a]*Note.* The explanation/example for each competency item is included in *Appendix B*.

[b]*Note.* Scheffe's Multiple Range Test; G1=Level III Teachers; G2=First-Year Teachers; G3=Principals

c*Note.* Omega Squared denotes magnitude of effect across the three groups (Level III teachers, first-year teachers, and principals).

Table 38

Analysis of Variance of the Perceived Importance of Techniques of Instruction Competency Items According to Level III Teachers, First-Year Teachers, and Principals

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
INSTRUCTION (Curricular-Instructional Planning):				
Utilizes the following instructional TECHNIQUES in implementing the above models of effective teaching:				
Questioning [#19]	4.33	.013	.004	G3 G1 G2
Lecture [#20]	2.05	.129	---	
Feedback [#21]	.22	.801	---	
Discussion [#22]	1.22	.297	---	
Demonstration [#23]	3.87	.021	.003	G1 G2 G3
Debate [#24]	11.73	.001	.012	G3 G2 G1
Role Playing/Simulation [#25]	7.70	.001	.007	G3 G2 G1

[a] *Note.* The explanation/example for each competency item is included in *Appendix B.*

[b] *Note.* Scheffe's Multiple Range Test; G1=Level III Teachers; G2=First-Year Teachers; G3-Principals

[c] *Note.* Omega Squared denotes magnitude of effect across the three groups (Level III teachers, first-year teachers, and principals).

seven competency items) were significant at the 0.05 level. These statistically significant techniques included questioning, demonstration, debate, and role playing/simulation. Ancillary analysis with omega squared on these four items revealed that the three groups of respondents accounted for less than two percent of the total variance in the mentor teacher competency item(s).

Regarding perceived importance of the items within the curricular-instructional planning area, *Table 39* indicates the analysis of seven competency items. Of these, all but one were statistically significant at the 0.05 level. When assessing the degree of relationship between the variables, an omega squared statistic was computed. Less than three percent of the total variance in the competency items was related to the grouping of respondents. Therefore, even though there are statistically significant differences, the omega squared statistic reveals that there is little practical significance of the six mentor teacher competency items. Therefore, the grouping variable had fundamentally little or no effect on each respective competency item. The results were stable regardless of the grouping.

Table 40 reports that three of the four competency items in the instructional presentation area were statistically significant at the 0.05 level. These were: "applies current educational research to important tasks in the school/classroom environment" (p=0.021); "bridges instructional planning to effective application of instructional techniques" (p=0.001); and "utilizes a variety of instructional tools to support instruction" (p=0.004). Because of the large sample size, an omega squared statistic was computed to ascertain the strength of relationship between each competency item and the three groups. This analysis revealed that less than four percent of the variance in any competency indicator was attributed to the three groups (omega squared= 0.003, 0.038, 0.005, respectively).

Table 39

Analysis of Variance of the Perceived Importance of Curricular-Instructional Planning Competency Items According to Level III Teachers, First-Year Teachers, and Principals

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
INSTRUCTION (Curricular-Instructional Planning):				
Participates in campus-level strategic planning. [#7]	23.89	.001	.024	G3 G1 G2
Develops and makes appropriate decisions regarding long/short range planning to maximize student learning. [#8]	5.05	.007	.004	G1 G3 G2
Recognizes the needs of students in special populations. [#9]	3.73	.024	.001	G1 G3 G2
Organizes instruction for teaching to various learning styles in order to promote student learning. [#10]	.20	.818	---	

[a] *Note.* The explanation/example for each competency item is included in *Appendix B*.

[b] *Note.* Scheffe's Multiple Range Test; G1=Level III Teachers; G2=First-Year Teachers; G3=Principals

c *Note.* Omega Squared denotes magnitude of effect across the three groups (Level III teachers, first-year teachers, and principals).

Table 39 (continued)

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
Integrates effectively selected models in a given lesson, as needed. [#18]	6.07	.002	.006	G3 G1 G2
Integrates effectively various techniques in a given lesson, as needed. [#26]	4.19	.015	.004	G1 G3 G2
Selects a variety of instructional tools to support instruction. [#27]	5.13	.006	.005	G3 G1 G2

Table 40

Analysis of Variance of the Perceived Importance of Instructional Presentation Competency Items According to Level III Teachers, First-Year Teachers, and Principals

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
INSTRUCTION (Instructional Presentation):				
Utilizes prior experiences to perform important tasks in the school/classroom environment. [#28]	2.61	.074	---	
Applies current educational research to important tasks in the school/classroom environment. [#29]	3.86	.021	.003	G3 G1 G2
Bridges instructional planning to effective application of instructional techniques. [#30]	37.13	.001	.038	G3 G1 G2
Utilizes a variety of instructional tools to support instruction. [#31]	5.61	.004	.005	G3 G1 G2

[a]*Note.* The explanation/example for each competency item is included in *Appendix B.*

[b]*Note.* Scheffe's Multiple Range Test; G1=Level III Teachers; G2=First-Year Teachers; G3=Principals

c*Note.* Omega Squared denotes magnitude of effect across the three groups (Level III teachers, first-year teachers, and principals).

Within the classroom management area, none of the three items in regard to importance were statistically significant at the 0.05 level (*Table 41*). There were no significant differences among the three groups regarding the perceived importance of these three competency items. Except for "provides a classroom environment conducive to student learning" ($p = 0.068$), the perceptions were well above the 0.05 level of probability ($p = 0.101$, $p = 0.783$).

Student evaluation, the final area within the instruction dimension, contains eight competency items (*Table 42*). Six of the eight items were statistically significant at the 0.05 level. Of these items, less than five percent of the variation in the three groups was attributed to variance regarding a specific competency item. Therefore, according to the omega squared statistic, even though there was statistical significance on six items, there is little practical significance. Importance perceptions, then, can be generalized across the three groups.

Mentor Reflection. This second dimension contains the areas of mentor self-reflection and new teacher self-reflection. Results of the analysis of variance among the three groups yielded high levels of significance ($p \leq 0.01$) on three of the seven items within mentor self-reflection (*Table 43*). "Reflects critically on own teaching" ($p = 0.004$), "adapts teaching, where needed" ($p = 0.002$), and "analyzes using self-assessment model" ($p = 0.007$) reported significance statistics. The omega squared value was also calculated for these three items (0.005, 0.005, 0.004, respectively) and indicated that less than five-tenths of one percent of the variance in any competency item was accounted for by the three groups.

An analysis of variance in the other area, new teacher self-reflection, is illustrated in *Table 44*. Half of the competency items were found to be statistically significant at the 0.05 level. These were: "establishes procedures, guidelines, and atmosphere for professional growth" with $p = 0.001$, and "collaborates with first-year

Table 41

Analysis of Variance of the Perceived Importance of Classroom Management Competency Items According to Level III Teachers, First-Year Teachers, and Principals

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
INSTRUCTION (Classroom Management):				
Utilizes time on task to enhance student learning. [#32]	2.30	.101	---	
Provides a classroom environment conducive to student learning. [#33]	2.69	.068	---	
Maintains standards for student behavior that maximize student learning. [#34]	.24	.783	---	

[a] *Note.* The explanation/example for each competency item is included in *Appendix B*.

[b] *Note.* Scheffe's Multiple Range Test; G1=Level III Teachers; G2=First-Year Teachers; G3=Principals

[c] *Note.* Omega Squared denotes magnitude of effect across the three groups (Level III teachers, first-year teachers, and principals).

Table 42

Analysis of Variance of the Perceived Importance of Student Evaluation Competency Items According to Level III Teachers, First-Year Teachers and Principals

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
INSTRUCTION (Student Evaluation):				
Uses state and district test scores for the ongoing adaptation of teaching plans in order to promote student learning. [#35]	34.72	.001	.035	G3 G1 G2
Utilizes informal diagnostic testing during the course of instruction in order to address individual students. [#36]	9.07	.001	.009	G3 G1 G2
Interprets state and district achievement tests to determine the degree of success of the classroom instruction. [#37]	47.47	.001	.048	G1 G3 G2
Uses a variety of techniques to INCREASE student growth and development. [#38]	6.35	.002	.006	G3 G1 G2

[a] *Note.* The explanation/example for each competency item is included in *Appendix B*.

[b] *Note.* Scheffe's Multiple Range Test; G1=Level III Teachers; G2=First-Year Teachers; G3=Principals

[c] *Note.* Omega Squared denotes magnitude of effect across the three groups (Level III teachers, first-year teachers, and principals).

Table 42 (continued)

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
Uses a variety of techniques to EVALUATE student progress. [#39]	5.77	.003	.005	G3 G1 G2
Applies multiple methods of effectively communicating progress to the STUDENTS. [#40]	2.52	.080	---	
Applies multiple methods of effectively communicating progress to the PARENT(S) or LEGAL GUARDIAN(S). [#41]	3.16	.042	---	
Applies multiple methods of effectively communicating progress to OTHER TEACHERS and CAMPUS PERSONNEL. [#42]	10.63	.001	.010	G3 G1 G2

Table 43

Analysis of Variance of the Perceived Importance of Mentor Self-Reflection Competency Items According to Level III Teachers, First-Year Teachers, and Principals

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
TEACHER REFLECTION (Mentor Self-Reflection):				
Reflects critically on own teaching. [#43]	5.54	.004	.005	G1 G3 G2
Adapts teaching, where needed. [#44]	6.04	.002	.005	G1 G3 G2
Analyzes an unusual circumstance in the school environment from many points of view. [#45]	.76	.469	---	
Considers multiple alternatives and possible consequences (options) before taking action. [#46]	.26	.772	---	
Selects the potential solution for its long range consequences. [#47]	.22	.800	---	

[a]*Note.* The explanation/example for each competency item is included in *Appendix B*.

[b]*Note.* Scheffe's Multiple Range Test; G1=Level III Teachers; G2=First-Year Teachers; G3=Principals

c*Note.* Omega Squared denotes magnitude of effect across the three groups (Level III teachers, first-year teachers, and principals).

Table 43 (continued)

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
Establishes a long range perception of the teacher's role in the total educational process. [#48]	2.44	.087	---	
Analyzes using self-assessment model. [#49]	4.94	.007	.004	G3 G2 G1

Table 44

Analysis of Variance of the Perceived Importance of New Teacher Self-Reflection Competency Items According to Level III Teachers, First-Year Teachers, and Principals

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
TEACHER REFLECTION (New Teacher Self-Reflection):				
Provides opportunities for the first-year teacher to reflect on personal experiences, problems, concerns, needs, and future goals. [#50]	1.81	.164	---	
Establishes procedures, guidelines, and atmosphere for professional growth. [#51]	9.05	.001	.009	G1 G2 G3
Collaborates with first-year teacher in professional development by PLANNING. [#52]	4.71	.009	.004	G3 G2 G1
Collaborates with first-year teacher in professional development by IMPLEMENTING. [#53]	1.07	.344	---	

[a] *Note.* The explanation/example for each competency item is included in *Appendix B*.

[b] *Note.* Scheffe's Multiple Range Test; G1=Level III Teachers; G2=First-Year Teachers; G3=Principals

[c] *Note.* Omega Squared denotes magnitude of effect across the three groups (Level III teachers, first-year teachers, and principals).

teacher in professional development by PLANNING" with p = 0.009. As highlighted in the table, less than one percent of the variance in each of the two competency items could be accounted for by the grouping of the teachers and administrators.

Teacher Development. Differences among the three groups regarding the six competency items are displayed in *Table 45*. All but "communicates appropriate methods of stress management to others" were significant at the 0.05 level. Highly significant differences ($p < 0.001$) were reported on three competency items: "relates different stages in life to the work setting," "recognizes symptoms of stress in self," and "applies appropriate skills in stress management to self." After calculating the omega squared statistical index for each of the five statistically significant items, it was found that less than three percent of the variance in a competency item could be accounted for by variations in the grouping of experienced teachers, first-year teachers, and principals.

Interpersonal Skills. This dimension encompasses nine indicators, ranging from active listening to questioning strategies. "Utilizes a repertoire of problem-solving skills," "generates team building," "applies efffective questioning strategies," and "utilizes situational leadership" were the four items found to be statistically significant at the 0.05 level. Further analysis using the omega squared index revealed that less than five-tenths of one percent of the total variation in each mentor teacher competency item could be attributed to the grouping variation. Even though these four items are statistically significant, the omega squared statistic indicates that there is no practical significance (*Table 46*). The results were stable regardless of the type of grouping variable

Direct Support. With eleven competency items, this dimension is the single largest area, and over half of the items (six of eleven) were statistically significant at the 0.05 level (*Table 47*). The significant items were: "uses appropriate consultative

Table 45

Analysis of Variance of the Perceived Importance of Teacher Development Competency Items According to Level III Teachers, First-Year Teachers, and Principals

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
TEACHER DEVELOPMENT:				
Creates an environment that promotes self- reliance in the first-year teacher. [#54]	3.84	.022	.003	G3 G2 G1
Utilizes techniques appropriate to the individual. [#55]	3.66	.026	.003	G2 G1 G3
Relates different stages in life to the work setting. [#56]	9.09	.001	.009	G1 G2 G3
Recognizes symptoms of stress in self. [#57]	20.41	.001	.021	G1 G2 G3
Applies appropriate skills in stress management to self. [#58]	7.21	.001	.007	G1 G3 G2
Communicates appropriate methods of stress management to others. [#59]	1.48	.227	---	

[a] *Note.* The explanation/example for each competency item is included in *Appendix B.*

[b] *Note.* Scheffe's Multiple Range Test; G1=Level III Teachers; G2=First-Year Teachers; G3=Principals

c *Note.* Omega Squared denotes magnitude of effect across the three groups (Level III teachers, first-year teachers, and principals).

Table 46

Analysis of Variance of the Perceived Importance of Interpersonal Skills Competency Items According to Level III Teachers, First-Year Teachers, and Principals

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
INTERPERSONAL SKILLS:				
Articulates the teaching process to the first-year teacher. [#60]	2.74	.065	---	
Utilizes a repertoire of problem-solving skills. [#61]	4.54	.011	.004	G3 G1 G2
Applies the skills of facilitation. [#62]	2.58	.076	---	
Recognizes the process of decision-making. [#63]	.34	.714	---	
Adopts conflict resolution strategies. [#64]	1.38	.252	---	
Generates team building. [#65]	3.25	.039	.003	G3 G1 G2

[a]*Note.* The explanation/example for each competency item is included in *Appendix B.*

[b]*Note.* Scheffe's Multiple Range Test; G1=Level III Teachers; G2=First-Year Teachers; G3=Principals

c*Note.* Omega Squared denotes magnitude of effect across the three groups (Level III teachers, first-year teachers, and principals).

Table 46 (continued)

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
Uses active listening skills. [#66]	.56	.573	---	
Applies effective questioning strategies. [#67]	4.13	.016	.003	G3 G1 G2
Utilizes situational leadership. [#68]	5.22	.006	.005	G1 G2 G3

Table 47

Analysis of Variance of the Perceived Importance of Direct Support Competency Items According to Level III Teachers, First-Year Teachers, and Principals

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
DIRECT SUPPORT:				
Recognizes the teaching and assessing cycle of direct assistance. [#69]	.10	.901	---	
Uses appropriate consultative strategies/approoaches. [#70]	3.62	.027	.003	G1 G3 G2
Recognizes the process of peer coaching. [#71]	1.12	.326	---	
Models, through teaching skills, ways of promoting high quality instruction. [#72]	1.76	.173	---	
Chooses data collection methods that support the purpose(s) of the actual classroom observation. [#73]	16.38	.001	.017	G3 G2 G1

[a]*Note.* The explanation/example for each competency item is included in *Appendix B*.

[b]*Note.* Scheffe's Multiple Range Test; G1=Level III Teachers; G2=First-Year Teachers; G3=Principals

c*Note.* Omega Squared denotes magnitude of effect across the three groups (Level III teachers, first-year teachers, and principals).

Table 47 (continued)

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
Practices multiple means of classroom observation techniques. [#74]	6.24	.002	.006	G3 G1 G2
Provides an experienced perspective regarding classroom observation through a systematic method. [#75]	4.71	.009	.004	G3 G1 G2
Applies appropriate approaches for the analysis of teaching. [#76]	1.05	.351	---	
Collects data about various events in the classroom. [#77]	5.23	.005	.005	G3 G2 G1
Interprets observation data. [#78]	5.75	.003	.005	G3 G2 G1
Provides appropriate feedback to the first-year teacher regarding preparation, presentation, and self-analysis. [#79]	1.65	.192	---	

strategies/approaches" (p=0.027), "chooses data collection methods that support the purpose(s) of the actual classroom observation" (p=0.017), "practices multiple means of classroom observation techniques" (p=0.002), "provides an experienced perspective regarding classroom observation through a systematic method" (p=0.004), "collects data about various events in the classroom" (p=0.005), and "interprets observation data" (p=0.003). After calculating the omega squared index for each of the six above items, it was disclosed that less than two percent of the variance in any competency item could be ascribed to the grouping variable.

Summary of Research Question Three. In each illustrated table, an analysis of variance provided information to determine if there were any differences among the experienced teachers, first-year teachers, and principals regarding the importance of any of the seventy-three competency items. As discussed previously, all differences ≤ 0.05 level of significance were investigated. For each of the areas found to be statistically significant, an omega squared statistic was computed because of this study's large sample. This statistic measures the degree of association between the independent (three groups) and dependent (competency items) variables. In general, the higher the degree of relationship, the greater the importance of the findings. Overall, on all significant items, it was ascertained that the three groups of respondents, the independent variable, accounted for less than five percent of the variance in any competency item. Therefore, there is a very weak association between the three groups and the competency item(s); the grouping variable had fundamentally little or no effect on any competency item. In this study, the perceived importance of the seventy-three competency items were constant across the three groups from a practical perspective.

RESEARCH QUESTION FOUR

So that any differences among experienced teachers, first-year teachers, and principals could be identified, the experienced teachers' level of current competence for any of the seventy-three potential mentor teacher competencies was examined. Research question four posed for this study was: "Is there a significant difference among experienced teachers, first-year teachers, and principals in Texas regarding the experienced teachers' current level of competence for each potential competency measure?" Within the five possible competence dimensions of instruction, teacher reflection, teacher development, interpersonal skills, and direct support, the mentor teacher competency items were grouped. For ease of presentation, areas were created within the large competence dimensions; these areas appear as tables.

Instruction. Six tables analyzed the experienced teachers' extent of current competence within this dimension. An analysis of variance of the experienced teachers' current level of competence was performed for each of the seventy-three competency items in the areas of models of instruction, techniques of instruction, curricular-instructional planning, instructional presentation, classroom management, and student evaluation. *Table 48* highlights seven models of instruction; at the 0.05 level of significance, the following five models were statistically significant: direct instruction ($p=0.001$); inductive thinking ($p=0.076$); cooperative learning ($p=0.001$); mastery learning ($p=0.001$); and advance organizers ($p=0.003$). Regarding the strength of magnitude, the omega squared statistical index computed that less than one percent of the effect regarding a competency item could be attributed to the grouping variable.

With seven competency items in *Table 49*, the techniques of instruction area revealed that over half (four) were statistically significant at the 0.05 level. There was a significant difference in perceptions of current competence among the three groups in

Table 48

Analysis of Variance of the Perceived Extent of Current Competence of Models of Instruction Competency Items According to Level III Teachers, First-Year Teachers, and Principals

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
INSTRUCTION (Curricular-Instructional Planning):				
Analyzes instruction, utilizing a variety of MODELS of effective teaching, such as:				
Direct Instruction [#11]	7.07	.001	.007	G1 G3 G2
Inquiry Training [#12]	.17	.844	---	
Inductive Thinking [#13]	2.58	.076	.006	
Cooperative Learning [#14]	6.61	.001	.006	G2 G1 G3
Mastery Learning [#15]	9.48	.001	.009	G2 G1 G3
Advance Organizers [#16]	6.00	.003	.006	G1 G2 G3
Concept Attainment [#17]	1.50	.223	---	

[a]*Note.* The explanation/example for each competency item is included in *Appendix B*.

[b]*Note.* Scheffe's Multiple Range Test; G1=Level III Teachers; G2=First-Year Teachers; G3=Principals

c*Note.* Omega Squared denotes magnitude of effect across the three groups (Level III teachers, first-year teachers, and principals).

Table 49

Analysis of Variance of the Perceived Extent of Current Competence of Techniques of Instruction Competency Items According to Level III Teachers, First-Year Teachers, and Principals

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
INSTRUCTION (Curricular-Instructional Planning):				
Utilizes the following instructional TECHNIQUES in implementing the above models of effective teaching:				
Questioning [#19]	13.32	.001	.013	G1 G2 G3
Lecture [#20]	2.83	.059	---	
Feedback [#21]	3.34	.036	.003	G1 G2 G3
Discussion [#22]	5.95	.003	.005	G1 G2 G3
Demonstration [#23]	9.59	.001	.009	G1 G2 G3
Debate [#24]	.90	.406	---	
Role Playing/Simulation [#25]	.69	.501	---	

[a] *Note.* The explanation/example for each competency item is included in *Appendix B*.

[b] *Note.* Scheffe's Multiple Range Test; G1=Level III Teachers; G2=First-Year Teachers; G3=Principals

c *Note.* Omega Squared denotes magnitude of effect across the three groups (Level III teachers, first-year teachers, and principals).

the techniques of questioning, feedback, discussion, and demonstration. Further analysis utilizing the omega squared statistic disclosed that less than two percent of the variance was due to the grouping variable. This implies a very weak association between the respective competency item(s) and the grouping variable.

The curricular-instructional planning area, also with seven competency items, is illustrated in *Table 50*. An analysis of variance resulted in five of the seven competency items being statistically significant at the 0.05 level. Ancillary analysis disclosed that less than two percent of the total variance in the competency item(s) could be credited to the three groups. These items with omega squared statistics include: "develops and makes appropriate decisions regarding long/short range planning to maximize student learning" (0.003); "organizes instruction for teaching to various learning styles in order to promote student learning" (0.004); "integrates effectively selected models in a given lesson, as needed" (0.005); "integrates effectively various techniques in a given lesson, as needed" (0.020); and "selects a variety of instructional tools to support instruction" (0.011). Even though the results indicated a significant difference, the proportion of variance revealed by the omega squared statistic was less than two percent. Revealing little practical significance, the results were stable regardless of the type of grouping variable.

In the instructional presentation area cited in *Table 51*, all four competency items were statistically significant ($p \leq 0.05$). In fact, the analysis of variance disclosed that all these items were highly significant ($p \leq 0.001$). An omega squared statistical index was calculated for the four items to gauge the magnitude of effect between the competency item(s) and the grouping arrangement. "Utilizes prior experiences to perform important tasks in the school/classroom environment" with an omega squared value of 0.010; "applies current educational research to important tasks in the school/classroom environment" (0.017); "bridges instructional planning to effective

Table 50

Analysis of Variance of the Perceived Extent of Current Competence of Curricular-Instructional Planning Competency Items According to Level III Teachers, First-Year Teachers, and Principals

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
INSTRUCTION (Curricular-Instructional Planning):				
Participates in campus-level strategic planning. [#7]	1.95	.142	---	
Develops and makes appropriate decisions regarding long/short range planning to maximize student learning. [#8]	3.79	.023	.003	G1 G3 G2
Recognizes the needs of students in special populations. [#9]	2.81	.060	---	
Organizes instruction for teaching to various learning styles in order to promote student learning. [#10]	4.29	.014	.004	G1 G2 G3

[a]*Note.* The explanation/example for each competency item is included in *Appendix B*.

[b]*Note.* Scheffe's Multiple Range Test; G1=Level III Teachers; G2=First-Year Teachers; G3=Principals

c*Note.* Omega Squared denotes magnitude of effect across the three groups (Level III teachers, first-year teachers, and principals).

Table 50 (continued)

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
Integrates effectively selected models in a given lesson, as needed. [#18]	5.53	.004	.005	G2 G1 G3
Integrates effectively various techniques in a given lesson, as needed. [#26]	19.42	.001	.020	G1 G2 G3
Selects a variety of instructional tools to support instruction. [#27]	11.15	.001	.011	G1 G3 G2

Table 51

Analysis of Variance of the Perceived Extent of Current Competence of Instructional Presentation Competency Items According to Level III Teachers, First-Year Teachers, and Principals

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
INSTRUCTION (Instructional Presentation):				
Utilizes prior experiences to perform important tasks in the school/classroom environment. [#28]	10.45	.001	.010	G1 G2 G3
Applies current educational research to important tasks in the school/classroom environment. [#29]	16.77	.001	.017	G1 G3 G2
Bridges instructional planning to effective application of instructional techniques. [#30]	5.87	.003	.005	G1 G3 G2
Utilizes a variety of instructional tools to support instruction. [#31]	8.51	.001	.008	G1 G3 G2

[a] *Note.* The explanation/example for each competency item is included in Appendix B.

[b] *Note.* Scheffe's Multiple Range Test; G1=Level III Teachers; G2=First-Year Teachers; G3=Principals

[c] *Note.* Omega Squared denotes magnitude of effect across the three groups (Level III teachers, first-year teachers, and principals).

application of instructional techniques" (0.005); and "utilizes a variety of instructional tools to support instruction" (0.008) all indicate a weak measure of association. The omega squared statistic indicated that less than two percent of the variance in any competency item(s) differed regarding the grouping of the respondents.

Only one of the three items in the classroom management area (*Table 52*), "provides a classroom environment conducive to student learning," was statistically significant ($p = 0.002$). Further analysis was performed with the omega squared statistic; less than six-tenths of one percent of the total variation for this competency item could be accounted for by the grouping variable. Even though this item is statistically significant, the omega squared statistic denotes a very weak magnitude of effect.

Student evaluation, the final area in the instruction dimension, includes eight competencies; all but one of these were statistically significant ($p \leq 0.05$). Significant competency items with the omega squared statistic include: "uses state and district test scores for the ongoing adaptation of teaching plans in order to promote student learning" (0.010); "utilizes informal diagnostic testing during the course of instruction in order to address individual students" (0.010); "interprets state and district achievement tests to determine the degree of success of the classroom instruction" (0.006); "uses a variety of techniques to INCREASE student growth and development" (0.011); "uses a variety of techniques to EVALUATE student progress" (0.008); "applies multiple methods of effectively communicating progress to the STUDENTS" (0.028); and "applies multiple methods of effectively communicating progress to the PARENT(S) or LEGAL GUARDIAN(S)" (0.017). This indicates a very weak association (less than three percent of the total variance) between the competency item(s) and the three groups. This information is presented in *Table 53*.

Table 52

Analysis of Variance of the Perceived Extent of Current Competence of Classroom Management Competency Items According to Level III Teachers, First-Year Teachers, and Principals

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
INSTRUCTION (Classroom Management):				
Utilizes time on task to enhance student learning. [#32]	3.45	.032	---	
Provides a classroom environment conducive to student learning. [#33]	6.32	.002	.006	G3 G1 G2
Maintains standards for student behavior that maximize student learning. [#34]	2.15	.116	---	

[a]*Note.* The explanation/example for each competency item is included in *Appendix B*.

[b]*Note.* Scheffe's Multiple Range Test; G1=Level III Teachers; G2=First-Year Teachers; G3=Principals

c*Note.* Omega Squared denotes magnitude of effect across the three groups (Level III teachers, first-year teachers, and principals).

Table 53

Analysis of Variance of the Perceived Extent of Current Competence of Student Evaluation Competency Items According to Level III Teachers, First-Year Teachers, and Principals

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
INSTRUCTION (Student Evaluation):				
Uses state and district test scores for the ongoing adaptation of teaching plans in order to promote student learning. [#35]	9.99	.001	.010	G1 G2 G3
Utilizes informal diagnostic testing during the course of instruction in order to address individual students. [#36]	10.18	.001	.010	G3 G1 G2
Interprets state and district achievement tests to determine the degree of success of the classroom instruction. [#37]	6.45	.002	.006	G1 G2 G3

[a] *Note.* The explanation/example for each competency item is included in *Appendix B*.

[b] *Note.* Scheffe's Multiple Range Test; G1=Level III Teachers; G2=First-Year Teachers; G3=Principals

[c] *Note.* Omega Squared denotes magnitude of effect across the three groups (Level III teachers, first-year teachers, and principals).

Table 53 (continued)

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
Uses a variety of techniques to INCREASE student growth and development. [#38]	10.85	.001	.011	G1 G2 G3
Uses a variety of techniques to EVALUATE student progress. [#39]	8.30	.001	.008	G1 G2 G3
Applies multiple methods of effectively communicating progress to the STUDENTS. [#40]	26.74	.001	.028	G1 G2 G3
Applies multiple methods of effectively communicating progress to the PARENT(S) or LEGAL GUARDIAN(S). [#41]	16.88	.001	.017	G1 G2 G3
Applies multiple methods of effectively communicating progress to OTHER TEACHERS and CAMPUS PERSONNEL. [#42]	2.42	.090	---	

Mentor Reflection. Mentor self-reflection and new teacher self-reflection are contained in this area. When gauging the overall significance of the experienced teachers' level of current competence for each competency item across the three groups in the mentor self-reflection area (*Table 54*), an analysis of variance resulted in all of the seven items being statistically significant at the 0.05 level. Further analysis, though, indicated that less than four percent of the total variation in the competency item(s) could be linked to the grouping framework.

The other area, new teacher self-reflection, includes four competency items which are analyzed in *Table 55*. As noted in the table, all four items are statistically significant at the 0.05 level. Because of the large sample, further analysis was conducted. The omega squared values for each of the competency items were: "provide opportunities for the first-year teacher to reflect on personal experiences, problems, concerns, needs, and future goals" (0.008); "establishes procedures, guidelines, and atmosphere for professional growth" (0.003); "collaborates with first-year teacher in professional development by PLANNING" (0.009); and "collaborates with first-year teacher in professional development by IMPLEMENTING" (0.007). The above values reveal that less than one percent of the total variance in the competency item(s) can be attributed to the grouping arrangement. This indicates a weak association between the three groups and the competency item(s). Even though these competency items were all statistically significant, little practical significance is evident as computed by the omega squared statistic. The grouping variable had fundamentally little or no effect on any competency item.

Teacher Development. There were highly significant differences with all six competency items in this dimension (*Table 56*). Significance scores ranged from 0.001 ("relates different stages in life to the work setting"; "recognizes symptoms of stress in self"; and "applies appropriate skills in stress management to self") to 0.012

Table 54

Analysis of Variance of the Perceived Extent of Current Competence of Mentor Self-Reflection Competency Items According to Level III Teachers, First-Year Teachers, and Principals

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
TEACHER REFLECTION (Mentor Self-Reflection):				
Reflects critically on own teaching. [#43]	21.95	.001	.023	G1 G2 G3
Adapts teaching, where needed. [#44]	21.10	.001	.022	G1 G2 G3
Analyzes an unusual circumstance in the school environment from many points of view. [#45]	31.75	.001	.033	G1 G2 G3
Considers multiple alternatives and possible consequences (options) before taking action. [#46]	25.31	.001	.026	G1 G2 G3

[a] *Note.* The explanation/example for each competency item is included in *Appendix B*.

[b] *Note.* Scheffe's Multiple Range Test; G1=Level III Teachers; G2=First-Year Teachers; G3=Principals

c *Note.* Omega Squared denotes magnitude of effect across the three groups (Level III teachers, first-year teachers, and principals).

Table 54 (continued)

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
Selects the potential solution for its long range consequences. [#47]	28.12	.001	.029	G1 G2 G3
Establishes a long range perception of the teacher's role in the total educational process. [#48]	15.21	.001	.015	G1 G2 G3
Analyzes using self-assessment model. [#49]	19.17	.001	.020	G2 G1 G3

Table 55

Analysis of Variance of the Perceived Extent of Current Competence of New Teacher Self-Reflection Competency Items According to Level III Teachers, First-Year Teachers, and Principals

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
TEACHER REFLECTION (New Teacher Self-Reflection):				
Provides opportunities for the first-year teacher to reflect on personal experiences, problems, concerns, needs, and future goals. [#50]	8.04	.001	.008	G1 G2 G3
Establishes procedures, guidelines, and atmosphere for professional growth. [#51]	4.00	.019	.003	G1 G2 G3
Collaborates with first-year teacher in professional development by PLANNING. [#52]	9.13	.001	.009	G3 G1 G2
Collaborates with first-year teacher in professional development by IMPLEMENTING. [#53]	7.56	.001	.007	G1 G2 G3

[a] *Note.* The explanation/example for each competency item is included in *Appendix B*.

[b] *Note.* Scheffe's Multiple Range Test; G1=Level III Teachers; G2=First-Year Teachers; G3=Principals

[c] *Note.* Omega Squared denotes magnitude of effect across the three groups (Level III teachers, first-year teachers, and principals).

Table 56

Analysis of Variance of the Perceived Extent of Current Competence of Teacher Development Competency Items According to Level III Teachers, First-Year Teachers, and Principals

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
TEACHER DEVELOPMENT:				
Creates an environment that promotes self- reliance in the first-year teacher.	4.64	.010	.004	G2 G1 G3
Utilizes techniques appropriate to the individual. [#55]	6.23	.002	.006	G2 G1 G3
Relates different stages in life to the work setting. [#56]	15.28	.001	.016	G1 G2 G3
Recognizes symptoms of stress in self. [#57]	26.55	.001	.028	G1 G2 G3
Applies appropriate skills in stress management to self. [#58]	8.64	.001	.008	G2 G1 G3
Communicates appropriate methods of stress management to others. [#59]	4.42	.012	.005	G1 G2 G3

[a]*Note.* The explanation/example for each competency item is included in *Appendix B.*

[b]*Note.* Scheffe's Multiple Range Test; G1=Level III Teachers; G2=First-Year Teachers; G3=Principals

c*Note.* Omega Squared denotes magnitude of effect across the three groups (Level III teachers, first-year teachers, and principals).

("communicates appropriate methods of stress management to others"). The omega squared statistic was computed for all six competency items because $p \leq 0.05$; further analysis revealed a weak magnitude of effect. In general, the grouping of Level III teachers, first-year teachers, and principals accounted for less than three percent of the variance in each competency item(s).

Interpersonal Skills. When respondents in the three groups were asked to rate the experienced teachers' current level of competence on specific competency items, there were nine items involving interpersonal skills (*Table 57*). Using a one-way analysis of variance, all but two ("uses active listening skills" and "applies effective questioning strategies") of these were statistically significant ($p \leq 0.05$). Ancillary analysis with the omega squared statistic revealed that the grouping variable accounted for less than two percent of the variance on any competency item. Competency items with the omega squared statistic were as follows: "articulates the teaching process to the first-year teacher" (0.007); "utilizes a repertoire of problem-solving skills" (0.01); "applies the skills of facilitation" (0.007); "recognizes the process of decision-making" (0.011); "adopts conflict resolution strategies" (0.006); "generates team building" 0.003), and "utilizes situational leadership" (0.011). This statistic indicated a weak association between the independent (three groups) and dependent variables (mentor teacher competency items).

Direct Support. *Table 58* displays the analysis of variance results of the eleven competency items included within the direct support dimension. All eleven items were statistically significant at the 0.05 level of significance, ranging from p=0.010 to p=0.006. The omega squared statistic revealed that slightly over one percent of the variance with any competency item could be accounted for by the grouping variable.

Summary of Research Question Four. An analysis of variance was performed on each of the seventy-three competency items to determine if there were any

Table 57

Analysis of Variance of the Perceived Extent of Current Competence of Interpersonal Skills Competency Items According to Level III Teachers, First-Year Teachers, and Principals

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
INTERPERSONAL SKILLS:				
Articulates the teaching process to the first-year teacher. [#60]	7.40	.001	.007	G1 G3 G2
Utilizes a repertoire of problem-solving skills. [#61]	11.17	.001	.011	G1 G2 G3
Applies the skills of facilitation. [#62]	7.38	.001	.007	G1 G3 G2
Recognizes the process of decision-making. [#63]	11.17	.001	.011	G1 G3 G2
Adopts conflict resolution strategies. [#64]	5.98	.003	.006	G1 G2 G3
Generates team building. [#65]	3.94	.020	.003	G2 G1 G3

[a] *Note.* The explanation/example for each competency item is included in *Appendix B*.

[b] *Note.* Scheffe's Multiple Range Test; G1=Level III Teachers; G2=First-Year Teachers; G3=Principals

[c] *Note.* Omega Squared denotes magnitude of effect across the three groups (Level III teachers, first-year teachers, and principals).

Table 57 (continued)

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
Uses active listening skills. [#66]	1.55	.212	---	
Applies effective questioning strategies. [#67]	1.14	.319	---	
Utilizes situational leadership. [#68]	10.54	.001	.011	G2 G1 G3

Table 58

Analysis of Variance of the Perceived Extent of Current Competence of Direct Support Competency Items According to Level III Teachers, First-Year Teachers, and Principals

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
DIRECT SUPPORT:				
Recognizes the teaching and assessing cycle of direct assistance. [#69]	5.31	.005	.005	G1 G3 G2
Uses appropriate consultative strategies/approoaches. [#70]	10.28	.001	.010	G2 G1 G3
Recognizes the process of peer coaching. [#71]	11.72	.001	.012	G1 G2 G3
Models, through teaching skills, ways of promoting high quality instruction. [#72]	5.74	.003	.005	G1 G3 G2
Chooses data collection methods that support the purpose(s) of the actual classroom observation. [#73]	3.58	.028	.003	G2 G1 G3

[a]*Note.* The explanation/example for each competency item is included in *Appendix B*.

[b]*Note.* Scheffe's Multiple Range Test; G1=Level III Teachers; G2=First-Year Teachers; G3=Principals

[c]*Note.* Omega Squared denotes magnitude of effect across the three groups (Level III teachers, first-year teachers, and principals).

Table 58 (continued)

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
Practices multiple means of classroom observation techniques. [#74]	10.40	.001	.010	G2 G1 G3
Provides an experienced perspective regarding classroom observation through a systematic method. [#75]	4.30	.014	.004	G1 G2 G3
Applies appropriate approaches for the analysis of teaching. [#76]	6.24	.002	.006	G1 G2 G3
Collects data about various events in the classroom. [#77]	7.25	.001	.006	G2 G1 G3
Interprets observation data. [#78]	5.26	.005	.004	G1 G2 G3
Provides appropriate feedback to the first-year teacher regarding preparation, presentation, and self-analysis. [#79]	4.31	.014	.004	G1 G2 G3

differences among the experienced teachers, first-year teachers, and principals regarding the experienced teachers' current level of competence for each competency measure. All differences that were significant at the 0.05 level or above were investigated further using an omega squared statistic. In addition, the Scheffe's Multiple Range Test was employed to ascertain where there was difference if the omega squared statistic proved a strong association between the independent and dependent variables. Overall, on all significant items, the grouping variable (three groups-Level III teachers, first-year teachers, and principals) accounted for less than five percent of the variance in any competency item. Therefore, there was a very weak association (low magnitude of effect) between the independent and dependent variables on the significant items. The results were stable regardless of the type of grouping variable.

RESEARCH QUESTION FIVE

The final research question was developed to determine if there were any differences among Level III teachers in terms of their involvement in an induction program and the amount of contact with a first-year teacher regarding any of the seventy-three competency items. Each of the competencies was rated by the Level III teachers on the basis of both the perceived importance and the perceived current competence of experienced teachers. Research question five stated: "Are there significant differences on any potential competency measure regarding the perceived importance or the perceived current level of competence among the following groups of experienced teachers: those involved in an induction program who had daily contact with a first-year teacher; those involved in an induction program who had some or little contact with a first-year teacher; and those not involved in an induction program?" Level III teachers were initially divided into those who had participated in an induction

program and those who had not. Of those who had, a further differentiation was made in terms of contact with a first-year teacher (daily or less than daily). In order to partition the Level III teachers into the three groups, the groups were derived as follows: Level III teachers in an induction program who had daily contact with a first-year teacher (N=60 - 7.7%); Level III teachers in an induction program who had some or little contact with a first-year teacher (N=81 - 10.4%); and Level III teachers not involved in an induction program (N=636 - 81.9%). There were six missing cases. The ACOMT questionnaire identified five competence dimensions (instruction, teacher reflection, teacher development, interpersonal skills, and direct support) under which the competency items were placed. Because this research question addresses both perceived importance and perceived level of current competence, appropriate italic headings are located within each area to assist with ease of presentation. The *perceived importance* grouping is examined first, while the *perceived extent of current competence of experienced teachers* is analyzed last.

After performing an analysis of variance on each of the competency items in terms of importance and experienced teachers' extent of current competence, all differences that were significant at the 0.05 level or above were investigated further. The omega squared statistic was computed to determine the strength of the association between the three groups of Level III teachers who had either daily, some, or no contact with first-year teachers and each competency item. *Appendix M* indicates the means and standard deviations of the *perceived importance* of each competency item; the means and standard deviations of the *experienced teachers' perceived extent of current competence* is located in *Appendix N*. Both descriptive statistics are based on a five-point Likert scale.

Instruction. Within this dimension are the areas of models of instruction, techniques of instruction, curricular-instructional planning, instructional presentation,

classroom management, and student evaluation. Six separate tables examine the *perceived importance* of each competency item within the instruction dimension.

Perceived Importance of Models of Instruction. In the area of models of instruction, only two of the seven items, inquiry training ($p = 0.025$) and mastery learning ($p = 0.005$), were statistically significant at the 0.05 level (*Table 59*). On the competency item of inquiry training, the omega squared value was 0.007, while the model of mastery learning resulted in an omega squared value of 0.011. This implied a weak relationship because less than five percent of the variance in the competency item(s) was accounted for by the grouping variable (Level III teachers in an induction program who had daily contact with a first-year teacher; Level III teachers in an induction program who had some/little contact with a first-year teacher; Level III teachers who had no contact with a first-year teacher in an induction program).

Perceived Importance of Techniques of Instruction. Table 60 highlights the analysis of variance results for the perceived importance of seven competency items within the techniques of instruction area. Because all of the p scores were ≥ 0.05, none of these seven items were statistically significant. The perceptions of the three groups of Level III teachers (those having daily contact, those having some contact, and those having no contact with first-year teachers in an induction program) were consistent across the groups in terms of the techniques of questioning, lecture, feedback, discussion, demonstration, debate, and role playing/simulation.

Perceived Importance of Curricular-Instructional Planning, Instructional Presentation, Classroom Management, and Student Evaluation. Within the instruction dimension, the areas of curricular-instructional planning (*Table 61*), instructional presentation (*Table 62*), classroom management (*Table 63*), and student evaluation (*Table 64*) are examined in separate tables. None of the competency items were statistically significant at the 0.05 level. This indicates that there were no significant

Table 59

Analysis of Variance of the Perceived Importance of Models of Instruction Competency Items According to Level III Teachers Who Have Had Daily, Little, or No Contact with First-Year Teachers

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
INSTRUCTION (Curricular-Instructional Planning):				
Analyzes instruction, utilizing a variety of MODELS of effective teaching, such as:				
Direct Instruction [#11]	.02	.980	---	
Inquiry Training [#12]	3.71	.025	.007	G2 G1 G3
Inductive Thinking [#13]	1.51	.222	---	
Cooperative Learning [#14]	1.42	.243	---	
Mastery Learning [#15]	5.29	.005	.011	G2 G1 G3
Advance Organizers [#16]	1.86	.156	---	
Concept Attainment [#17]	2.36	.094	---	

[a]*Note.* The explanation/example for each competency item is included in *Appendix B.*

[b]*Note.* Scheffe's Multiple Range Test; G1=Level III Teachers with DAILY contact with a first-year teacher; G2=Level III Teachers with LITTLE contact with a first-year teacher; G3= Level III Teachers with NO contact with a first-year teacher.

c*Note.* Omega Squared denotes magnitude of effect across the three groups (Level III teachers, first-year teachers, and principals).

Table 60

Analysis of Variance of the Perceived Importance of Techniques of Instruction Competency Items According to Level III Teachers Who Have Had Daily, Little, or No Contact with First-Year Teachers

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
INSTRUCTION (Curricular-Instructional Planning):				
Utilizes the following instructional TECHNIQUES in implementing the above models of effective teaching:				
Questioning [#19]	.79	.456	---	
Lecture [#20]	1.63	.198	---	
Feedback [#21]	1.46	.232	---	
Discussion [#22]	1.07	.345	---	
Demonstration [#23]	.23	.795	---	
Debate [#24]	1.10	.332	---	
Role Playing/Simulation [#25]	1.78	.169	---	

[a]*Note.* The explanation/example for each competency item is included in *Appendix B*.

[b]*Note.* Scheffe's Multiple Range Test; G1=Level III Teachers with DAILY contact with a first-year teacher; G2=Level III Teachers with LITTLE contact with a first-year teacher; G3= Level III Teachers with NO contact with a first-year teacher.

c*Note.* Omega Squared denotes magnitude of effect across the three groups (Level III teachers, first-year teachers, and principals).

Table 61

Analysis of Variance of the Perceived Importance of Curricular-Instructional Planning Competency Items According to Level III Teachers Who Have Had Daily, Little, or No Contact with First-Year Teachers

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
INSTRUCTION (Curricular-Instructional Planning):				
Participates in campus-level strategic planning. [#7]	1.61	.201	---	
Develops and makes appropriate decisions regarding long/short range planning to maximize student learning. [#8]	2.28	.103	---	
Recognizes the needs of students in special populations. [#9]	.62	.536	---	
Organizes instruction for teaching to various learning styles in order to promote student learning. [#10]	1.44	.238	---	

[a]*Note.* The explanation/example for each competency item is included in *Appendix B*.

[b]*Note.* Scheffe's Multiple Range Test; G1=Level III Teachers with DAILY contact with a first-year teacher; G2=Level III Teachers with LITTLE contact with a first-year teacher; G3= Level III Teachers with NO contact with a first-year teacher.

c*Note.* Omega Squared denotes magnitude of effect across the three groups (Level III teachers, first-year teachers, and principals).

Table 61 (continued)

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
Integrates effectively selected models in a given lesson, as needed. [#18]	.28	.756	---	
Integrates effectively various techniques in a given lesson, as needed. [#26]	1.01	.363	---	
Selects a variety of instructional tools to support instruction. [#27]	.40	.669	---	

Table 62

Analysis of Variance of the Perceived Importance of Instructional Presentation Competency Items According to Level III Teachers Who Have Had Daily, Little, or No Contact with First-Year Teachers

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
INSTRUCTION (Instructional Presentation):				
Utilizes prior experiences to perform important tasks in the school/classroom environment. [#28]	.35	.703	---	
Applies current educational research to important tasks in the school/classroom environment. [#29]	1.37	.256	---	
Bridges instructional planning to effective application of instructional techniques. [#30]	1.34	.264	----	
Utilizes a variety of instructional tools to support instruction. [#31]	1.02	.360	---	

[a] *Note.* The explanation/example for each competency item is included in *Appendix B*.

[b] *Note.* Scheffe's Multiple Range Test; G1=Level III Teachers with DAILY contact with a first-year teacher; G2=Level III Teachers with LITTLE contact with a first-year teacher; G3= Level III Teachers with NO contact with a first-year teacher.

[c] *Note.* Omega Squared denotes magnitude of effect across the three groups (Level III teachers, first-year teachers, and principals).

Table 63

Analysis of Variance of the Perceived Importance of Classroom Management Competency Items According to Level III Teachers Who Have Had Daily, Little, or No Contact with First-Year Teachers

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
INSTRUCTION (Classroom Management):				
Utilizes time on task to enhance student learning. [#32]	.11	.898	---	
Provides a classroom environment conducive to student learning. [#33]	.07	.936	---	
Maintains standards for student behavior that maximize student learning. [#34]	.81	.445	---	

[a]*Note.* The explanation/example for each competency item is included in *Appendix B*.

[b]*Note.* Scheffe's Multiple Range Test; G1=Level III Teachers with DAILY contact with a first-year teacher; G2=Level III Teachers with LITTLE contact with a first-year teacher; G3= Level III Teachers with NO contact with a first-year teacher.

c*Note.* Omega Squared denotes magnitude of effect across the three groups (Level III teachers, first-year teachers, and principals).

Table 64

Analysis of Variance of the Perceived Importance of Student Evaluation Competency Items According to Level III Teachers Who Have Had Daily, Little, or No Contact with First-Year Teachers

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
INSTRUCTION (Student Evaluation):				
Uses state and district test scores for the ongoing adaptation of teaching plans in order to promote student learning. [#35]	1.72	.179	---	
Utilizes informal diagnostic testing during the course of instruction in order to address individual students. [#36]	.24	.785	---	
Interprets state and district achievement tests to determine the degree of success of the classroom instruction. [#37]	2.10	.124	---	

[a] *Note.* The explanation/example for each competency item is included in *Appendix B*.

[b] *Note.* Scheffe's Multiple Range Test; G1=Level III Teachers with DAILY contact with a first-year teacher; G2=Level III Teachers with LITTLE contact with a first-year teacher; G3= Level III Teachers with NO contact with a first-year teacher.

[c] *Note.* Omega Squared denotes magnitude of effect across the three groups (Level III teachers, first-year teachers, and principals).

Table 64 (continued)

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
Uses a variety of techniques to INCREASE student growth and development. [#38]	1.11	.331	---	
Uses a variety of techniques to EVALUATE student progress. [#39]	.49	.611	---	
Applies multiple methods of effectively communicating progress to the STUDENTS. [#40]	1.05	.349	---	
Applies multiple methods of effectively communicating progress to the PARENT(S) or LEGAL GUARDIAN(S). [#41]	.25	.776	---	
Applies multiple methods of effectively communicating progress to OTHER TEACHERS and CAMPUS PERSONNEL. [#42]	2.57	.078	---	

differences across the three groups of teachers regarding their perceived importance of a competency item.

Mentor Reflection. Contained in this dimension are the areas of mentor self-reflection and new teacher self-reflection. *Perceived Importance of Mentor Self-Reflection.* Of the seven competency items included in the area of mentor self-reflection, only one item, "analyzes using self-assessment model" ($p = 0.027$), was statistically significant at the 0.05 level. The omega squared statistic, which denotes the magnitude of effect, indicated that less than one percent (0.007) of the effect regarding a competency item was attributed to the grouping variable (Level III teachers in an induction program who had daily contact with first-year teachers; Level III teachers in an induction program who had some contact with first-year teachers; Level III teachers not involved in an induction program). This is illustrated in *Table 65*.

Perceived Importance of New Teacher Self-Reflection. In the other area, new teacher self-reflection, *Table 66* illustrates an analysis of variance of the perceived importance of the four competency items. Only one, "collaborates with first-year teacher in professional development by IMPLEMENTING" ($p = 0.046$) was statistically significant at the 0.05 level. Further analysis with the omega squared statistic determined that, regarding the competency item, less than five percent of the variance was attributed to the independent variable (Level III teachers' grouping).

Teacher Development. *Perceived Importance. Table 67* indicates that the three groups of experienced teachers were consistent in their ratings of the perceived importance of the six items within the teacher development dimension. There were no competency items that were statistically significant at the 0.05 level.

Interpersonal Skills. *Perceived Importance.* The three groups of experienced teachers were asked to rate the perceived importance on nine items within the interpersonal skills dimension (*Table 68*). Results through an analysis of variance

Table 65

Analysis of Variance of the Perceived Importance of Mentor Self-Reflection Competency Items According to Level III Teachers Who Have Had Daily, Little, or No Contact with First-Year Teachers

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
TEACHER REFLECTION (Mentor Self-Reflection):				
Reflects critically on own teaching. [#43]	.18	.837	---	
Adapts teaching, where needed. [#44]	.24	.783	---	
Analyzes an unusual circumstance in the school environment from many points of view. [#45]	.37	.692	---	
Considers multiple alternatives and possible consequences (options) before taking action. [#46]	.17	.840	---	
Selects the potential solution for its long range consequences. [#47]	.78	.461	---	

[a]*Note.* The explanation/example for each competency item is included in *Appendix B*.

[b]*Note.* Scheffe's Muiltiple Range Test; G1=Level III Teachers with DAILY contact with a first-year teacher; G2=Level III Teachers with LITTLE contact with a first-year teacher; G3= Level III Teachers with NO contact with a first-year teacher.

c*Note.* Omega Squared denotes magnitude of effect across the three groups (Level III teachers, first-year teachers, and principals).

Table 65 (continued)

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
Establishes a long range perception of the teacher's role in the total educational process. [#48]	.90	.408	---	
Analyzes using self-assessment model. [#49]	3.65	.027	.007	G1 G2 G3

Table 66

Analysis of Variance of the Perceived Importance of New Teacher Self-Reflection Competency Items According to Level III Teachers Who Have Had Daily, Little, or No Contact with First-Year Teachers

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
TEACHER REFLECTION (New Teacher Self-Reflection):				
Provides opportunities for the first-year teacher to reflect on personal experiences, problems, concerns, needs, and future goals. [#50]	.29	.750	---	
Establishes procedures, guidelines, and atmosphere for professional growth. [#51]	1.72	.180	---	
Collaborates with first-year teacher in professional development by PLANNING. [#52]	1.14	.320	---	
Collaborates with first-year teacher in professional development by IMPLEMENTING. [#53]	3.08	.046	.005	G1 G2 G3

[a] *Note.* The explanation/example for each competency item is included in *Appendix B*.

[b] *Note.* Scheffe's Multiple Range Test; G1=Level III Teachers with DAILY contact with a first-year teacher; G2=Level III Teachers with LITTLE contact with a first-year teacher; G3= Level III Teachers with NO contact with a first-year teacher.

[c] *Note.* Omega Squared denotes magnitude of effect across the three groups (Level III teachers, first-year teachers, and principals).

Table 67

Analysis of Variance of the Perceived Importance of Teacher Development Competency Items According to Level III Teachers Who Have Had Daily, Little, or No Contact with First-Year Teachers

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
TEACHER DEVELOPMENT:				
Creates an environment that promotes self- reliance in the first-year teacher. [#54]	.20	.821	---	
Utilizes techniques appropriate to the individual. [#55]	.24	.786	---	
Relates different stages in life to the work setting. [#56]	.29	.747	---	
Recognizes symptoms of stress in self. [#57]	.23	.792	---	
Applies appropriate skills in stress management to self. [#58]	.39	.678	---	
Communicates appropriate methods of stress management to others. [#59]	1.02	.360	---	

[a] *Note.* The explanation/example for each competency item is included in *Appendix B.*

[b] *Note.* Scheffe's Multiple Range Test; G1=Level III Teachers with DAILY contact with a first-year teacher; G2=Level III Teachers with LITTLE contact with a first-year teacher; G3= Level III Teachers with NO contact with a first-year teacher.

c *Note.* Omega Squared denotes magnitude of effect across the three groups (Level III teachers, first-year teachers, and principals).

Table 68

Analysis of Variance of the Perceived Importance of Interpersonal Skills Competency Items According to Level III Teachers Who Have Had Daily, Little, or No Contact with First-Year Teachers

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
INTERPERSONAL SKILLS:				
Articulates the teaching process to the first-year teacher. [#60]	2.34	.097	---	
Utilizes a repertoire of problem-solving skills. [#61]	.38	.682	---	
Applies the skills of facilitation. [#62]	.52	.592	---	
Recognizes the process of decision-making. [#63]	1.70	.183	---	
Adopts conflict resolution strategies. [#64]	.96	.385	---	
Generates team building. [#65]	1.23	.293	---	

[a]*Note.* The explanation/example for each competency item is included in *Appendix B*.

[b]*Note.* Scheffe's Multiple Range Test; G1=Level III Teachers with DAILY contact with a first-year teacher; G2=Level III Teachers with LITTLE contact with a first-year teacher; G3= Level III Teachers with NO contact with a first-year teacher.

c*Note.* Omega Squared denotes magnitude of effect across the three groups (Level III teachers, first-year teachers, and principals).

Table 68 (continued)

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
Uses active listening skills. [#66]	1.26	.283	---	
Applies effective questioning strategies. [#67]	.26	.768	---	
Utilizes situational leadership. [#68]	1.41	.245	---	

evidenced that none of the nine items were statistically significant at the 0.05 level. The perceptions of the experienced teachers across the groups were basically the same.

Direct Support. *Perceived Importance.* This dimension encompasses eleven competency items; *Table 69* shows that only one item, "recognizes the process of peer coaching" was statistically significant at the 0.05 level. Further analysis indicated that less than one percent of the variance in this competency item could be accounted for by the grouping variable.

Instruction. The areas of models of instruction, techniques of instruction, curricular-instructional planning, instructional presentation, classroom management, and student evaluation comprise this dimension. Six tables investigated the *experienced teachers' perceived extent of competence* on each of the seventy-three items.

Perceived Extent of Competence of Models of Instruction. Regarding the experienced teachers' perceived level of current competence, *Table 70* reports on the models of instruction competency items. Three of the seven items were statistically significant at the 0.05 level. An omega squared statistic was computed for the following significant competency items: inquiry training (0.013), mastery learning (0.009), and concept attainment (0.009). This statistic indicates that the three groups of respondents accounted for less than five percent of the total variance in the competency item(s).

Perceived Extent of Competence of Techniques of Instruction. When asked to rate the experienced teachers' current level of competence regarding the seven technqiues of instruction competency items, an analysis of variance revealed that two of these techniques (debate, role playing/simulation) were statistically significant at the 0.05 level (*Table 71*). Further analysis with the omega squared statistic disclosed that the grouping of the Level III teachers accounted for slightly more than one percent of the variance in any competency item(s). This also indicates a weak association between

Table 69

Analysis of Variance of the Perceived Importance of Direct Support Competency Items According to Level III Teachers Who Have Had Daily, Little, or No Contact with First-Year Teachers

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
DIRECT SUPPORT:				
Recognizes the teaching and assessing cycle of direct assistance. [#69]	.63	.532	---	
Uses appropriate consultative strategies/approoaches. [#70]	1.46	.233	---	
Recognizes the process of peer coaching. [#71]	3.23	.040	.006	G2 G1 G3
Models, through teaching skills, ways of promoting high quality instruction. [#72]	.20	.818	---	
Chooses data collection methods that support the purpose(s) of the actual classroom observation. [#73]	2.52	.081	.000	

[a]*Note.* The explanation/example for each competency item is included in *Appendix B*.

[b]*Note.* Scheffe's Multiple Range Test; G1=Level III Teachers with DAILY contact with a first-year teacher; G2=Level III Teachers with LITTLE contact with a first-year teacher; G3= Level III Teachers with NO contact with a first-year teacher.

[c]*Note.* Omega Squared denotes magnitude of effect across the three groups (Level III teachers, first-year teachers, and principals).

Table 69 (continued)

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
Practices multiple means of classroom observation techniques. [#74]	1.55	.213	---	
Provides an experienced perspective regarding classroom observation through a systematic method. [#75]	1.31	.272	---	
Applies appropriate approaches for the analysis of teaching. [#76]	2.02	.134	---	
Collects data about various events in the classroom. [#77]	1.98	.138	---	
Interprets observation data. [#78]	1.80	.166	---	
Provides appropriate feedback to the first-year teacher regarding preparation, presentation, and self-analysis. [#79]	.25	.782	---	

Table 70

Analysis of Variance of the Perceived Extent of Current Competence of Models of Instruction Competency Items According to Level III Teachers Who Have Had Daily, Little, or No Contact with First-Year Teachers

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
INSTRUCTION (Curricular-Instructional Planning):				
Analyzes instruction, utilizing a variety of MODELS of effective teaching, such as:				
Direct Instruction [#11]	1.37	.254	---	
Inquiry Training [#12]	6.27	.002	.013	G1 G2 G3
Inductive Thinking [#13]	2.99	.051	---	
Cooperative Learning [#14]	2.01	.135	---	
Mastery Learning [#15]	4.64	.010	.009	G1 G2 G3
Advance Organizers [#16]	3.07	.047	---	
Concept Attainment [#17]	4.45	.012	.009	G1 G2 G3

[a] *Note.* The explanation/example for each competency item is included in *Appendix B*.

[b] *Note.* Scheffe's Multiple Range Test; G1=Level III Teachers with DAILY contact with a first-year teacher; G2=Level III Teachers with LITTLE contact with a first-year teacher; G3= Level III Teachers with NO contact with a first-year teacher.

[c] *Note.* Omega Squared denotes magnitude of effect across the three groups (Level III teachers, first-year teachers, and principals).

Table 71

Analysis of Variance of the Perceived Extent of Current Competence of Techniques of Instruction Competency Items According to Level III Teachers Who Have Had Daily, Little, or No Contact with First-Year Teachers

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
INSTRUCTION (Curricular-Instructional Planning):				
Utilizes the following instructional TECHNIQUES in implementing the above models of effective teaching:				
Questioning [#19]	1.34	.263	---	
Lecture [#20]	1.66	.191	---	
Feedback [#21]	.43	.650	---	
Discussion [#22]	.79	.454	---	
Demonstration [#23]	.25	.780	---	
Debate [#24]	5.59	.004	.012	G2 G1 G3
Role Playing/Simulation [#25]	3.77	.024	.007	G1 G2 G3

[a] *Note.* The explanation/example for each competency item is included in *Appendix B*.

[b] *Note.* Scheffe's Multiple Range Test; G1=Level III Teachers with DAILY contact with a first-year teacher; G2=Level III Teachers with LITTLE contact with a first-year teacher; G3= Level III Teachers with NO contact with a first-year teacher.

[c] *Note.* Omega Squared denotes magnitude of effect across the three groups (Level III teachers, first-year teachers, and principals).

the three groups and the competency item(s); the grouping variable had little or no effect on each competency item.

Perceived Extent of Competence of Curricular-Instructional Planning, Instructional Presentation, Classroom Management, and Student Evaluation. Competency items within the areas of curricular-instructional planning (*Table 72*), instructional presentation (*Table 73*), classroom management (*Table 74*), and student evaluation (*Table 75*) were investigated through an analysis of variance to determine if there was a significant difference on any competency item regarding the perceived extent of current competence of experienced teachers. None of these competency items in the above areas were significant at the 0.05 level. Therefore, in the areas of curricular-instructional planning, instructional presentation, classroom management, and student evaluation, the three groups of experienced teachers perceived the importance as well as the experienced teachers' extent of current competence in much the same manner; no significant differences were ascertained.

Mentor Reflection. Contained in this dimension are the areas of mentor self-reflection and new teacher self-reflection.

Perceived Extent of Current Competence of Mentor Self-Reflection. In determining if there was a difference in the perceived extent of current competence for these seven items included in mentor self-reflection, an analysis of variance was conducted. Two of the seven competency items (*Table 76*) were statistically significant at the 0.05 level. Further analysis discovered that the grouping variable of the three sets of Level III teachers was ascribed to less than one percent of the variance in the following competency item(s): "considers multiple alternatives and possible consequences (options) before taking action" (omega squared = 0.009) and "analyzes using self-assessment model" (omega squared = 0.006).

Table 72

Analysis of Variance of the Perceived Extent of Current Competence of Curricular-Instructional Planning Competency Items According to Level III Teachers Who Have Had Daily, Little, or No Contact with First-Year Teachers

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
INSTRUCTION (Curricular-Instructional Planning):				
Participates in campus-level strategic planning. [#7]	1.69	.185	---	
Develops and makes appropriate decisions regarding long/short range planning to maximize student learning. [#8]	1.17	.311	---	
Recognizes the needs of students in special populations. [#9]	1.74	.176	---	
Organizes instruction for teaching to various learning styles in order to promote student learning. [#10]	1.39	.250	---	

[a]*Note.* The explanation/example for each competency item is included in *Appendix B*.

[b]*Note.* Scheffe's Multiple Range Test; G1=Level III Teachers with DAILY contact with a first-year teacher; G2=Level III Teachers with LITTLE contact with a first-year teacher; G3= Level III Teachers with NO contact with a first-year teacher.

c*Note.* Omega Squared denotes magnitude of effect across the three groups (Level III teachers, first-year teachers, and principals).

Table 72 (continued)

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
Integrates effectively selected models in a given lesson, as needed. [#18]	2.30	.101	---	
Integrates effectively various techniques in a given lesson, as needed. [#26]	.59	.555	---	
Selects a variety of instructional tools to support instruction. [#27]	.01	.994	---	

Table 73

Analysis of Variance of the Perceived Extent of Current Competence of Instructional Presentation Competency Items According to Level III Teachers Who Have Had Daily, Little, or No Contact with First-Year Teachers

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
INSTRUCTION (Instructional Presentation):				
Utilizes prior experiences to perform important tasks in the school/classroom environment. [#28]	.06	.944	---	
Applies current educational research to important tasks in the school/classroom environment. [#29]	2.09	.124	---	
Bridges instructional planning to effective application of instructional techniques. [#30]	1.71	.181	---	
Utilizes a variety of instructional tools to support instruction. [#31]	.38	.681	---	

[a]*Note.* The explanation/example for each competency item is included in *Appendix B*.

[b]*Note.* Scheffe's Multiple Range Test; G1=Level III Teachers with DAILY contact with a first-year teacher; G2=Level III Teachers with LITTLE contact with a first-year teacher; G3= Level III Teachers with NO contact with a first-year teacher.

c*Note.* Omega Squared denotes magnitude of effect across the three groups (Level III teachers, first-year teachers, and principals).

Table 74

Analysis of Variance of the Perceived Extent of Current Competence of Classroom Management Competency Items According to Level III Teachers Who Have Had Daily, Little, or No Contact with First-Year Teachers

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
INSTRUCTION (Classroom Management):				
Utilizes time on task to enhance student learning. [#32]	.69	.504	---	
Provides a classroom environment conducive to student learning. [#33]	1.93	.145	---	
Maintains standards for student behavior that maximize student learning. [#34]	.42	.657	---	

[a]*Note.* The explanation/example for each competency item is included in *Appendix B*.

[b]*Note.* Scheffe's Multiple Range Test; G1=Level III Teachers with DAILY contact with a first-year teacher; G2=Level III Teachers with LITTLE contact with a first-year teacher; G3= Level III Teachers with NO contact with a first-year teacher.

c*Note.* Omega Squared denotes magnitude of effect across the three groups (Level III teachers, first-year teachers, and principals).

Table 75

Analysis of Variance of the Perceived Extent of Current Competence of Student Evaluation Competency Items According to Level III Teachers Who Have Had Daily, Little, or No Contact with First-Year Teachers

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
INSTRUCTION (Student Evaluation):				
Uses state and district test scores for the ongoing adaptation of teaching plans in order to promote student learning. [#35]	.39	.678	---	
Utilizes informal diagnostic testing during the course of instruction in order to address individual students. [#36]	1.83	.161	---	
Interprets state and district achievement tests to determine the degree of success of the classroom instruction. [#37]	1.99	.137	---	

[a]*Note.* The explanation/example for each competency item is included in *Appendix B*.

[b]*Note.* Scheffe's Multiple Range Test; G1=Level III Teachers with DAILY contact with a first-year teacher; G2=Level III Teachers with LITTLE contact with a first-year teacher; G3= Level III Teachers with NO contact with a first-year teacher.

c*Note.* Omega Squared denotes magnitude of effect across the three groups (Level III teachers, first-year teachers, and principals).

Table 75 (continued)

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
Uses a variety of techniques to INCREASE student growth and development. [#38]	2.78	.063	---	
Uses a variety of techniques to EVALUATE student progress. [#39]	1.59	.205	---	
Applies multiple methods of effectively communicating progress to the STUDENTS. [#40]	1.18	.308	---	
Applies multiple methods of effectively communicating progress to the PARENT(S) or LEGAL GUARDIAN(S). [#41]	1.65	.193	---	
Applies multiple methods of effectively communicating progress to OTHER TEACHERS and CAMPUS PERSONNEL. [#42]	3.30	.037	---	

Table 76

Analysis of Variance of the Perceived Extent of Current Competence of Mentor Self-Reflection Competency Items According to Level III Teachers Who Have Had Daily, Little, or No Contact with First-Year Teachers

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
TEACHER REFLECTION (Mentor Self-Reflection):				
Reflects critically on own teaching. [#43]	.36	.701	---	
Adapts teaching, where needed. [#44]	2.56	.078	---	
Analyzes an unusual circumstance in the school environment from many points of view. [#45]	1.03	.358	---	
Considers multiple alternatives and possible consequences (options) before taking action. [#46]	4.78	.012	.009	G1 G3 G2

[a]*Note.* The explanation/example for each competency item is included in *Appendix B*.

[b]*Note.* Scheffe's Multiple Range Test; G1=Level III Teachers with DAILY contact with a first-year teacher; G2=Level III Teachers with LITTLE contact with a first-year teacher; G3= Level III Teachers with NO contact with a first-year teacher.

c*Note.* Omega Squared denotes magnitude of effect across the three groups (Level III teachers, first-year teachers, and principals).

Table 76 (continued)

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
Selects the potential solution for its long range consequences. [#47]	2.24	.107	---	
Establishes a long range perception of the teacher's role in the total educational process. [#48]	2.10	.123	---	
Analyzes using self-assessment model. [#49]	3.46	.032	.006	G1 G2 G3

Perceived Extent of Competence of New Teacher Self-Reflection. Table 77 describes the perceived extent of current competence of the four competency items in new teacher self-reflection; all four were statistically significant at the 0.05 level. An omega squared statistic was computed to determine the magnitude of effect between the competency item(s) and the three groups. This statistic revealed that the grouping arrangement attributed to less than two percent of the variance in the mentor teacher competency items. There was a weak measure of association between the independent and dependent variables. The results were stable regardless of the grouping variable.

Teacher Development. *Perceived Extent of Competence.* When the experienced teachers rated the perceived current extent of competence on the six items within the teacher development dimension, two were statistically significant at the 0.05 level (*Table 78*). They were: "creates an environment that promotes self-reliance in the first-year teacher" (p=0.002) and "relates different stages in life to the work setting" (p=0.011). The omega squared statistic on these two items computed to 0.014 and 0.009, respectively, indicating a weak effect between the grouping variable and the competency item(s).

Interpersonal Skills. *Perceived Extent of Competence.* When rating the perceived extent of current competence within the interpersonal skills dimension (*Table 79*), an analysis of variance produced one competency item which was statistically significant at the 0.05 level. With p= 0.018, this competency item, "applies the skills of facilitation" revealed an omega squared statistic of 0.008. This means that the grouping of the experienced teachers accounted for less than one percent of the variance on this competency item. Further, even though this competency item was statistically significant, the omega squared statistic indicated little practical significance. The grouping variaable had little or no effect on each competency item.

Table 77

Analysis of Variance of the Perceived Extent of Current Competence of New Teacher Self-Reflection Competency Items According to Level III Teachers Who Have Had Daily, Little, or No Contact with First-Year Teachers

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
TEACHER REFLECTION (New Teacher Self-Reflection):				
Provides opportunities for the first-year teacher to reflect on personal experiences, problems, concerns, needs, and future goals. [#50]	3.21	.041	.006	G1 G2 G3
Establishes procedures, guidelines, and atmosphere for professional growth. [#51]	3.83	.022	.007	G1 G2 G3
Collaborates with first-year teacher in professional development by PLANNING. [#52]	4.96	.007	.010	G1 G2 G3
Collaborates with first-year teacher in professional development by IMPLEMENTING. [#53]	5.40	.005	.012	G1 G2 G3

[a] *Note.* The explanation/example for each competency item is included in *Appendix B.*

[b] *Note.* Scheffe's Multiple Range Test; G1=Level III Teachers with DAILY contact with a first-year teacher; G2=Level III Teachers with LITTLE contact with a first-year teacher; G3= Level III Teachers with NO contact with a first-year teacher.

[c] *Note.* Omega Squared denotes magnitude of effect across the three groups (Level III teachers, first-year teachers, and principals).

Table 78

Analysis of Variance of the Perceived Extent of Current Competence of Teacher Development Competency Items According to Level III Teachers Who Have Had Daily, Little, or No Contact with First-Year Teachers

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
TEACHER DEVELOPMENT:				
Creates an environment that promotes self- reliance in the first-year teacher. [#54]	6.22	.002	.014	G1 G2 G3
Utilizes techniques appropriate to the individual. [#55]	2.45	.087	---	
Relates different stages in life to the work setting. [#56]	4.53	.011	.009	G1 G2 G3
Recognizes symptoms of stress in self. [#57]	.18	.834	---	
Applies appropriate skills in stress management to self. [#58]	2.56	.078	---	
Communicates appropriate methods of stress management to others. [#59]	.89	.413	---	

[a] *Note.* The explanation/example for each competency item is included in *Appendix B.*

[b] *Note.* Scheffe's Multiple Range Test; G1=Level III Teachers with DAILY contact with a first-year teacher; G2=Level III Teachers with LITTLE contact with a first-year teacher; G3= Level III Teachers with NO contact with a first-year teacher.

c *Note.* Omega Squared denotes magnitude of effect across the three groups (Level III teachers, first-year teachers, and principals).

Table 79

Analysis of Variance of the Perceived Extent of Current Competence of Interpersonal Skills Competency Items According to Level III Teachers Who Have Had Daily, Little, or No Contact with First-Year Teachers

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
INTERPERSONAL SKILLS:				
Articulates the teaching process to the first-year teacher. [#60]	.48	.622	---	
Utilizes a repertoire of problem-solving skills. [#61]	2.21	.111	---	
Applies the skills of facilitation. [#62]	4.03	.018	.008	G1 G2 G3
Recognizes the process of decision-making. [#63]	2.42	.089	---	
Adopts conflict resolution strategies. [#64]	1.97	.140	---	
Generates team building. [#65]	1.64	.195	---	

[a]*Note.* The explanation/example fo r each competency item is included in *Appendix B.*

[b]*Note.* Scheffe's Multiple Range Test; G1=Level III Teachers with DAILY contact with a first-year teacher; G2=Level III Teachers with LITTLE contact with a first-year teacher; G3= Level III Teachers with NO contact with a first-year teacher.

c*Note.* Omega Squared denotes magnitude of effect across the three groups (Level III teachers, first-year teachers, and principals).

Table 79 (continued)

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
Uses active listening skills. [#66]	.78	.459	---	
Applies effective questioning strategies. [#67]	2.45	.087	---	
Utilizes situational leadership. [#68]	1.74	.176	---	

Direct Support. *Perceived Extent of Competence.* In rating the perceived extent of current competence of the direct support dimension, seven of the eleven competency items were statistically significant (*Table 80*). Ancillary analysis with an omega squared statistic indicated that less than two percent of the variance in the competency items could be accounted for by variations in the grouping of experienced teachers. The significant competency items with omega squared statistic are: "chooses data collection methods that support the purpose(s) of the actual classroom observation" (0.009); "practices multiple means of classroom observation techniques" (0.007); "provides an experienced perspective regarding classroom observation through a systematic method" (0.008); "applies appropriate approaches for the analysis of teaching" (0.012); "collects data about various events in the classroom" (0.007); "interprets observation data" (0.007); and "provides appropriate feedback to the first-year teacher regarding preparation, presentation, and self-analysis" (0.006). Even though the results were statistically significant, the omega squared statistic revealed that there is little practical significance. Regardless of the type of grouping arrangement, the results were stable.

Summary of Research Question Five. This research question involved partitioning the Level III teachers into three groups in terms of their experiential level with first-year teachers in an induction program. These groups were: experienced teachers in an induction program who had daily contact with a first-year teacher; experienced teachers in an induction program who had some/little contact with a first-year teacher; and experienced teachers who were not involved in an induction program. This grouping variable was utilized to determine the commonality of Level III teachers regarding their perceptions on each of seventy-three competency items. In investigating the congruency of responses across the three groups, only five mentor teacher competency items regarding perceived importance (7%) were significant at the 0.05

Table 80

Analysis of Variance of the Perceived Extent of Current Competence of Direct Support Competency Items According to Level III Teachers Who Have Had Daily, Little, or No Contact with First-Year Teachers

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
DIRECT SUPPORT:				
Recognizes the teaching and assessing cycle of direct assistance. [#69]	.36	.695	---	
Uses appropriate consultative strategies/approoaches. [#70]	.69	.501	---	
Recognizes the process of peer coaching. [#71]	.39	.676	---	
Models, through teaching skills, ways of promoting high quality instruction. [#72]	1.10	.333	---	
Chooses data collection methods that support the purpose(s) of the actual classroom observation. [#73]	4.54	.011	.009	G1 G2 G3

[a]*Note.* The explanation/example for each competency item is included in *Appendix B.*

[b]*Note.* Scheffe's Multiple Range Test; G1=Level III Teachers with DAILY contact with a first-year teacher; G2=Level III Teachers with LITTLE contact with a first-year teacher; G3= Level III Teachers with NO contact with a first-year teacher.

c*Note.* Omega Squared denotes magnitude of effect across the three groups (Level III teachers, first-year teachers, and principals).

Table 80 (continued)

Competency Description[a] [Item Number]	Analysis of Variance			Post Hoc Analysis[b]
	F	p	Omega squared[c]	
Practices multiple means of classroom observation techniques. [#74]	3.60	.028	.007	G1 G3 G2
Provides an experienced perspective regarding classroom observation through a systematic method. [#75]	3.90	.021	.008	G1 G2 G3
Applies appropriate approaches for the analysis of teaching. [#76]	5.74	.004	.012	G1 G2 G3
Collects data about various events in the classroom. [#77]	3.61	.028	.007	G1 G2 G3
Interprets observation data. [#78]	3.63	.027	.007	G1 G3 G2
Provides appropriate feedback to the first-year teacher regarding preparation, presentation, and self-analysis. [#79]	3.26	.039	.006	G1 G3 G2

level: inquiry training, mastery learning, "analyzes using self-assessment model," "collaborates with first-year teacher in professional development by IMPLEMENTING," and "recognizes the process of peer coaching." On the other hand, there were noticeably more significantly different items in the area of the perceived experienced teachers' extent of current competence. An analysis of variance was computed for twenty-one competency items (29%). Statistically significant items had little practical significance because of minimal differences. On each competency item, the grouping variable had fundamentally little or no effect.