THE PRINCIPAL'S ROLE IN MENTORING: IMPLICATIONS NOT ALWAYS CONSIDERED

L. Joseph Matthews, J. Merrell Hansen, and Ellen J. Williams
Brigham Young University, Provo, Utah

This study explored the importance of principals' involvement in the implementation, facilitation, and assessment of mentoring programs for student teachers and beginning teachers. Using five mentoring problems from the literature as a conceptual model, the researchers observed and interviewed ten mentors of student teachers and beginning teachers. The results indicated that the effective mentoring programs for beginning teachers and student teachers had principals who were involved and aware of the inherent problems and faulty practices that subverted good mentoring. Likewise, these problems were more apparent in schools without principal involvement.

INTRODUCTION

Historically, teaching has always been a multifarious, complex, and lonely task, as evidenced in a medieval curse that was uttered as a condemnation to another, "May you have to teach other people's children." Conventional wisdom among educators outlines the concern that new teachers are poorly introduced to the profession, resulting in a loss of the best and the brightest. As Halford (1999) suggested, the teaching profession is one that "eats its young." Fortunately, however, there are some indications that this paradigm is changing and that practitioners and policy makers are supporting and implementing beginning teacher induction programs. The consistently high attrition rates during the early years of teaching and the serious teacher shortages in many areas in the U.S. make induction programs attractive. Stories about the trials and tribulations of new teachers also lend weight to the idea of beginning teacher support (Feiman-Nemser, Carver, Schwille, & Yusko, 1999). Without an adequate support system, many beginning teachers are too often left to drown in the sea of first-year turmoil.

Student teachers and first year teachers are among the most important newcomers who need personal and relevant mentoring. Often teacher education programs, with their simulations, lectures, and models seem irrelevant when confronted with actual classroom issues and challenges. Student teachers frequently complain of the "sink-or-swim" mentality that they encountered when introduced to the classroom. We have observed that cooperating (mentor) teachers, principals, and university personnel frequently are on different pages, sometimes even different books, when it comes to the expectations that they hold for the novice student teacher. Albert Shanker (1996) commented about the conditions of the teacher preparation dilemma:

> Many teacher education programs have been described as fragmented, superficial, lacking in substance, and outdates, with teacher education students rarely experiencing the kind of challenging instruction that we would want them to be able to offer when they are given an opportunity to teach....And perhaps most ironic of all, expert teachers are not as a rule the "teachers of teachers." Instead, academics, many of whom fled the classroom from a lack of interest or ability, instruct teacher candidates in best practices. (p. 221)

An answer to Shanker's indictment has been the emergence of longer student teaching

experiences and mentoring programs where competent and experienced teachers mentor beginning teachers.

This paper describes an attempt to understand the implications of mentoring, the reasons mentoring programs are not always successful, and how principals need to be involved in the implementation, facilitation, and assessment of mentoring programs for both student teachers and beginning teachers. Too easily, principals are left out of this important socialization process, by their own choosing, their hectic schedules, or the basic cultural assumptions that have placed principals in supervisory and evaluative roles rather than mentoring roles (Glickman, Gordon, & Ross-Gordon, 2004). This paper provides an assessment of mentoring problems and challenges and some concluding observations and recommendations for principals and researchers.

METHODS

Many schools that have implemented formal mentoring programs for new teachers have found that the process can be proactive and productive if there is an understanding of the challenges and problems that may occur. However, even in schools where formal mentoring programs existed, these programs did not always help beginning teachers and student teachers develop the kind of teaching that fostered complex student learning and achievement (Loucks, 1993). In our attempt to understand this problem, we investigated the reasons that beginning teacher and student teacher mentoring programs were not as successful as the creators had envisioned.

The evidence that we present regarding mentoring problems and the consequent implications for school principals is based on two sources of information. First, we searched the literature to find what existed as to the problems that organizations have found using mentoring programs and second, we observed and interviewed mentors and principals in schools that had formal mentoring programs. The literature search involved both educational and corporate organizations that had implemented formal mentoring programs. We observed and interviewed ten mentors and principals in secondary schools. All schools were involved with the university-public school partnership that housed student teachers from the preparation programs. All schools also had beginning teacher induction programs. Our observations of each school were from three on-site visits to each school. We interviewed each principal and student teacher mentor for a minimum of 30 minutes. Our interviews were based on prepared questions with prompts that assured the interviewers were consistent in their interviews.

From the literature search, five issues emerged that had presented mentoring problems in other educational and corporate organizations. Having identified these mentoring problems, we used them as points of inquiry in observing mentors of student teachers and beginning teachers in schools that had implemented formal mentoring programs. Because mentoring has become one of the most popular induction strategies for new teachers, the location of schools with mentoring programs was easily obtained. We identified secondary schools within the university-public school partnership that had implemented mentoring programs for beginning teachers that also affected student teachers placed by our university.

RESULTS

It became apparent from our observations and interviews with principals of seven of the ten schools that they were unaware of any mentoring problems. The seven principals were under the impression that these programs were helping all beginning and student teachers. These seven principals had abdicated their involvement with mentoring programs to others, often district office administrators, university field coordinators, or mentor program facilitators within their own schools. These seven schools without principal involvement were more likely to encounter the five problematic issues that we found in the literature.

The opposite also was true. When considering mentoring programs, the principal's involvement was important for the program's implementation and subsequent success. In our studies, of the effective mentoring programs for beginning teach-

ers and student teachers, three principals were involved and aware of the inherent problems and faulty practices that subverted good mentoring in less effective mentoring programs.

The issues that we used based on the literature search of mentoring programs in education and corporal organizations as potential problems were the following:

1. The best teachers may not always be the best mentors (Muse, Wasden, & Thomas, 1988).
2. Mentoring expectations may be unrealistically high (Crow & Matthews, 1998).
3. Promising beginners did not always receive good mentoring (Carruthers, 1993).
4. Some mentors may impede a beginner's development (Carruthers, 1993); (Crow & Matthews, 1998).
5. Mentoring often perpetuated the status quo and encouraged cloning (Hart, 1991, 1993; Hay, 1995).

We examined these issues in the partnership schools that had formal mentoring programs. As we will report, if any of these issues went unnoticed or disregarded, they emerged as problematic in the mentoring process and jeopardized the induction of beginning teachers and student teachers.

The Best Teachers Might Not Always be the Best Mentors (Muse et al., 1988)

Our investigation of the mentoring literature contained no reference that being a good teacher transferred into being a good mentor. Likewise, our observations of mentor teachers indicated that teaching young people was quite different from teaching adults. Because mentor teachers have experience in teaching children, they often did not understand that mentoring an adult is often a different process. In fact, one mentor suggested that teaching and mentoring her adult student teacher was more difficult than teaching young people in her middle school. Although an outstanding teacher of children may be selected to be a mentor for new teachers, it is, indeed, a leap of faith that the same teacher will be equally as effective with adults. From our observations, the following interpretations illustrate how the best teachers did not always make the best mentors.

1. Some teachers did not, and perhaps could not, give the time it took for being a mentor. Often the best teachers as identified by their principals were also the busiest people who were involved in many projects and tasks. They hit the road running in the morning and they continued running most of the day. Having someone to mentor often acted as a burden to their day's agenda.

These master teachers often had acquired their skills and abilities through their own individual efforts; after all, they stated that they had received little or no mentoring in their beginning years. It was not uncommon to find the most accomplished teachers to be isolated in their own classrooms and with their own work. For example, these individuals frequently declined to accept student teachers or become mentors because doing so would distract or interfere with the things that they do best. For them, successful teaching comes through individual dedication and responsibility. Nurturing other teachers was a nuisance or distraction from that commitment and dedication.

In some schools, mentoring began as a worthwhile idea but it soon expanded into a substantial commitment for teachers. According to the principals, many claimed that the time spent in mentoring distracted from time spent in planning and teaching their classes. In the three schools with principal involvement, the principals scheduled time for mentoring the mentor. The principal also released the mentor from other responsibilities in the school.

Two principals indicated that some extremely competent teachers were reluctant to give much time to the mentoring process if they were not freed from other duties. These competent teachers were usually dedicated to their classrooms and other worthy causes, but they were too busy to offer mentoring assistance.

2. Our observations and interviews indicted that the best teachers were not always committed to the concept of mentoring. Unfortunately, we perceived from our interviews that four teachers were interested in having the title of mentor, but were not committed to the concept of mentoring. This

was hard to verify because all ten mentor teachers with student teachers and beginning teachers thought it was worthwhile for them to be mentors but it became apparent through our observations that many did not spend the time in actually mentoring their protégés. They allowed the beginning teacher to take over the class but then left them alone to find their own best way of teaching and solving

Our observations in secondary schools coincided with the notion of teaching as characterized by Hammond (1997) as being isolated, insulated, autonomous, and independent. Teaching has long been called a lonely profession, most always in pejorative terms (Cubberly, 1909). Isolation allows, even if it does not always produce, conservatism and resistance to innovation in teaching (Fullan & Hargreaves, 1996). Perhaps, the professional isolation of teachers limits access to new ideas and better solutions and permits incompetence to exist and persist to the detriment of beginning teachers and student teachers. This climate is what many teachers encountered in their own socialization. The concept of mentoring was alien and foreign to them as beginning teachers, so they have no real experience or models to guide them. Survival as a beginning teacher almost became a badge of honor or a merit of achievement.

Our observations and interviews with the principals and mentors suggested that they understood that mentoring did not occur simply because of good intentions. Indeed, they understood that mentoring was a complex practice, and it involved a great deal of preparation and training. They understood that an effective teacher did not become an effective mentor by being delegated the role of mentor. However, seven mentor teachers were inducted into mentoring similarly as they were inducted into teaching, that is, they were basically thrust into the role without any formal induction. Likewise, although all ten of the principals we interviewed supported mentoring programs, only three principals had considered the development and training of the mentors in their schools.

3. Mentoring involves a type of personality that requires patience, understanding, and tolerance in dealing with adults (Crow & Matthews, 1998). Not all mentor teachers had these traits. The lack of these traits does not reflect on the mentor teacher's ability to be good teachers with children. In fact, principals suggested that some of the most highly respected teachers were not used as mentors simply because of their personality traits in working with other adults. One principal told the story of a single female, advanced biology teacher who was so dedicated in her teaching that she had a difficult time with other teachers who were not as dedicated. Her one experience with a student teacher ended abruptly when a young, recently married, student teacher told her that he was not staying late one evening to prepare for the next day's student laboratory. She told him that he might as well give up being a teacher if he could not dedicate himself to his profession. The next day, the principal and university coordinator found a new assignment for this student teacher.

Mentoring Expectations May be Unrealistically High (Crow & Matthews, 1998).

It was apparent that some people involved in the school and university preparation programs held mentoring programs to be more than what these programs were intended. Because the mentoring process is complex, it is not a simple and quick fix for struggling beginning teachers. Indeed, all ten principals stated that they thought that mentoring could help develop poor performing beginning teachers as did university student teacher coordinators who thought that cooperating teachers could solve the problems of student teachers. However, in the three schools that were effectively using mentoring with beginning teachers, mentoring was not the only method for induction of beginning teachers. One principal, for example, held regularly scheduled monthly meetings with new teachers and student teachers to listen to their problems and concerns. It was during these meetings that he learned about issues that they had that were not being solved with their

mentors. This principal also had a beginning of the school year retreat for all beginning teachers. For two days at a mountain resort, the principal and beginning teachers discussed various teaching, student, and school wide issues. One high school principal allowed only one major extracurricular assignment for new teachers. If new teachers were coaching, then they could only coach one sport during their first year. No other extra curricular assignments were given to these teachers.

Some researchers (Harris, 1995) claimed that if mentoring works well, it will improve teaching. It will encourage collegial support and development. It will focus efforts on the teaching and learning experience. Mentoring can reduce barriers, both physical and psychological. However, principals cannot condemn or reject the program if expectations are not immediately met. The process, when continuous and on going, might have more impact than the immediate outcomes or results.

Promising Beginning Teachers Did Not Always Receive Mentoring (Carruthers, 1993).

An issue that we observed is somewhat troubling in that it prevents some potentially promising beginning teachers from receiving the mentoring they need. This problem in mentoring was corroborated by Carruthers (1993) who described it as the "St. Matthew Effect," taken from the King James Version of the Bible. The term was given to the situation in which gifted or popular individuals more easily received mentoring than less gifted, disadvantaged, or minority individuals.

Many people love to work with a winner, a high flyer, an individual with obvious talent and ability. Their successes are often felt by many who were their mentors and sponsors. These kinds of relationships enhance both the protégé and the mentor. It is an intrinsic reward when mentor teachers and their protégés can step back and look at the good they have done together. However, in one situation, that same enthusiasm was not evident with a struggling student teacher. This type of individual took time, the mentoring did not have the payoff reward, and the beginning teacher was not as appreciative. It is apparent that some beginning teachers and student teachers simply require more mentoring than do others. Mentoring is more challenging and difficult when the task is overwhelming and complex.

Perhaps the area that this phenomenon historically has had the greatest impact is with such identifiers as race, gender, physical characteristics, and religious beliefs. In most fields, including education, women and minorities have traditionally not benefited from the same kind of mentoring that others have experienced. Although qualifications are usually not the issue, gender, physical attributes, cultural, ethnic, and religious prejudices often keep some promising individuals from receiving the same mentoring to become effective teachers. This may have been the situation with one obese young woman who had difficulty with her mentor. The new teacher was identified by the principal and her university field coordinator as an effective teacher in her student teaching experience. However, her mentor expressed to the principal that her teaching abilities, especially with student management, were not effective. The principal was surprised because he outlined that all of the new teachers were having issues with student management but this particular young lady was singled out more than the others. In his interview, he stated that it was more of a mismatch between the student teacher and the mentor than otherwise.

Related to this phenomenon is the reality that some new teachers are not easily mentored. For reasons not easily deciphered but might be related to teacher isolation, some newcomers believe they can do it alone and without assistance. Indeed, some can and do. However, the risk seems to be too great. All of the new teachers and student teachers that we observed needed more mentoring, not less. However strong they thought they were, whatever experiences they had previously, and whoever have been their models, new teachers still have substantial needs. Palmer (1998) commented about this phenomenon:

> I ask the question that opens to the deeper purpose of this exercise: not "what made your mentor great?" but "What was it about *you* that allowed great mentoring to happen?"

> Mentoring is a mutuality that requires more than meeting the right teacher: the teacher must meet the right student. In this encounter, not only are the qualities of the mentor revealed, but the qualities of the student are drawn out in a way that is equally revealing. (p. 21)

Regardless of who was to blame as to the lack of mentoring that some new teachers and student teachers were receiving, the principal's involvement in identifying these problems might hold the best hope in preventing and perhaps mitigating this problem from occurring.

Some mentors may impede a beginner's development (Carruthers, 1993; Crow & Matthews, 1998)

Another phenomenon we investigated in mentoring can be potentially damaging to young, talented, and potentially effective teachers. Carruthers (1993) coined this issue as the Salieri phenomenon, based on the story of Salieri, the court composer, who acted as a musical gatekeeper and kept Mozart from being publicly recognized. When a mentor impedes the outstanding work of another individual from receiving acclaim, the Salieri phenomenon is operating. Mentors who choose to operate in this fashion act as gatekeepers in closing opportunities for aspiring, dynamic, and motivated individuals who may be perceived as threatening or upstaging another teacher. The consequences of such actions are obvious. The best individuals may never have the opportunity to be recognized. For example, in one case we studied, a budding Spanish student teacher was placed in a middle school with a female, veteran teacher as his mentor. It became obvious that the mentor teacher was intimidated by the new style of interactive teaching and the easily developed relationships that the student teacher was able to develop with the students. Although the student teacher received good tips in the beginning of the experience, the relationship between the two became more hostile as the term went along. In order to gain back her prestige as a teacher, the mentor decided to teach classes that were planned for the student teacher. Furthermore, when the student teaching experience ended, the mentor teacher did not recommend the young teacher for a teaching position in the school, citing that he had developed friendly relationships with students.

As this case illustrates, the possibility exists for professional jealousy to occur in a mentoring program. Many veteran teachers were socialized to work in isolation, to rely independently upon their own judgment, and to establish their own expectations for excellence. School faculties are being encouraged to be more collaborative and collegial. Schools are being encouraged to be professional learning communities (Senge et al., 2000). This is a substantially different perspective than what teachers have traditionally held about their working conditions. This perspective requires a new disposition concerning the culture of schools. Presently, teachers, especially newcomers, are socialized into the dimensions of sharing, cooperating, and developing collegiality—understanding that these are positive conditions rather than signs of inadequacy or weakness. Openness, trust, risk-taking, communication, and cooperation are to be encouraged, facilitated, and rewarded—all aspects of mentoring. Teacher empowerment extends not to a private domain but in the relationship that a teacher shares within the community of learners. This type of culture usually contrasts with what is traditionally done to promote professional growth and development. It also explains why research by Showers and Joyce (1996) indicated that no more than 10% of teachers going through traditional in-service programs ever implement the knowledge and skills supposedly learned.

> Coaching helped nearly all the teachers implement new teaching strategies. Equally important, teachers introduced to the new models could coach one another, providing that the teachers continued to receive periodic follow-up in training settings...Collaborative planning is essential if teachers are to divide the labor of developing new lesson and unit sequences and use one another's products. . . . Teachers learn from one another while planning instruction, developing support materials, watching one another work with

> students, and thinking together about the impact of their behavior on their students' learning. (Showers & Joyce, 1996, pp. 14-15)

The professional learning community creates a kind of working environment that many veteran teachers have not encountered. Ideas of coaching, collaborative planning, learning from others, watching others, and thinking and reflecting with others, if not unsettling, are certainly new concepts for many veteran teachers who will serve as mentors to incorporate into their practices. Traditionally, there have not been many payoffs for working together. No wonder that barriers of isolation and, indeed in some cases, professional jealousies could be encountered.

To reduce this Salieri phenomenon, principals have to work with a different standard than is normally associated with the school (Matthews & Crow, 2003; Crow & Matthews, 1998) . Westheimer and Kahne (1993) suggested "that teacher behavior—even in settings that should accommodate community—often reflects the emphasis on individualism and autonomy so pervasive in our culture" (p. 325).

Mentoring often perpetuated the status quo and encouraged cloning (Hart, 1991, 1993; Hay, 1995)

As a socialization strategy, mentoring can simply perpetuate the status quo and discourage innovation (Hart, 1993; Crow & Matthews, 1998). Likewise, Hay (1995) noted that mentoring could encourage cloning, where the mentor attempts to replicate herself or himself in the conduct of the protégé. Mentoring also runs the risk of restricting perspectives, e.g., decision making, classroom management, or problem solving. In so doing, new teachers may come to believe that there is only one way to establish discipline, one type of instructional approach, or one way to work with parents.

Goodlad (1990) described the nature and conditions of schools, teachers, teaching, and professional development. If the models that new teachers see and experience in the schools are inadequate, there is little hope that they will provide improved teaching and increase the probability of student learning. Goodlad reported,

> All but a small part of the time spent on teaching and learning involves a great deal of teacher talk and very little student interaction. Activities calling for student initiative are rare. Students are largely passive and, at least, by the time they reach upper elementary and secondary school grades, appear to assume that passivity is what best fits the nature of school. (p. 24)

As new teachers observe veteran teachers, they often mirror that which they have seen and experienced. Lortie (1975) in his famous socialization report on teachers, estimated that by the time an individual became a teacher, he or she had spent 13,000 hour of observation of other teachers—primarily as a student. Teaching as they have observed and been taught, beginning teachers often perpetuate rather than create instructional methods.

Several mentors shared the dilemma that they often face with student teachers. They want student teachers to succeed but found it difficult to constructively help them when they were trying new methods that the mentors themselves had not employed. One example was cooperative learning. The mentor had never used this method effectively and had decided it was not her style. It was, therefore, difficult for her to help the student teacher when she was trying cooperative learning. However, the mentor was aware that some members of the class had not responded favorably to the cooperative learning method. She then suggested to the student teacher that because the students were not used to that technique, it may be best to avoid it in the future. From our point of view, this had a high likelihood of perpetuating what the mentor teacher had thought about cooperative learning. Because she had difficulty in using it, she assumed that others would as well. Therefore, the student teacher left the experience without trying this approach.

Implications for Principals in Facilitating Mentoring Programs

We believe that the development of new teachers is a highly moral act of leadership and

one in which every principal should take seriously. The principal's role in a person's life and career is a substantial responsibility. Although hiring and placement of new teachers are extremely important, the leadership role of supporting and developing new teachers and student teachers is even more important. In our observations with student teachers and new teachers, this responsibility unfortunately was too often neglected or abdicated by the principals. As one principal summed it up, "I hire new teachers from reputable teacher education programs and it is up to them to have the needed skills and behaviors for teaching." In our observations, however, the new teachers did not emerge from their college or university preparation as fully developed professionals. Furthermore, the limited impact of preservice teacher education programs is substantiated in the literature (e.g. Bullough, 1989).

Teachers vary greatly in the skills and life experiences that they bring to the classroom. Newly prepared teachers need the principal's support with the types of teaching and out of class assignments, the nature of the school's norms and values, and their development in making the transition from novice to experienced professional. Such support and development falls heavily on school principals who must be both mentors themselves and facilitators of mentoring by experienced teachers. Both the literature and this study indicates that too often principals may be the first to climb on board the mentoring express without first realizing the implications that are involved.

Mentoring remains a viable and attractive effort to improve teaching that can result in improved learning. It is a challenging and significant reward for those who do it well. As efforts are made to implement these programs, however, the psychological and educational land mines need to be acknowledged. A quick fix, hastily imposed, ill-designed, poorly prepared and inadequately constructed mentoring program solves nothing, and may even bring adverse affects. Barth (1990) claimed that "the character and quality of schools will dramatically improve when, and if, those who work in schools—teachers, students, parents, and administrators—come in touch with one another, with their personal visions, and with the way they would like their schools to be, and then take deliberate steps to move toward them" (p. 158).

CONCLUSION

In reviewing the literature and studying principals and mentors and their work with student teachers and beginning teachers, we concluded how necessary time and commitment were required for a mentoring program to be successful. The seven schools with principals who abdicated the responsibility of the mentoring program to others, had not developed the kind of mentoring programs that were consistent or meaningful. However, the schools with principal involvement were much more successful with mentoring. Continued research on mentoring needs to help inform mentoring policy and practice. Especially important, the field needs more empirical studies of mentoring and its affects on teaching and teacher retention, particularly in urban settings where teacher turnover is high. The field also needs to know more about how mentors learn to work with novices in productive ways, what structures and resources enable that work, and how mentoring fits into broader frameworks of professional development and accountability.

REFERENCES

Barth, R. S. (1990). *Improving schools from within: Teachers, parents, and principals can make the difference*. San Francisco: Jossey-Bass.

Bullough, J., R. V. (1989). *First-year teacher: A case study*. New York: Teachers College Press.

Carruthers, J. (1993). The principles and practices of mentoring. In B. J. Caldwell & E. M. A. Carter (Eds.), *The return of the mentor: Strategies for workplace learning* (pp. 9-24). London: Falmer.

Crow, G. M., & Matthews, L. J. (1998). *Finding one's way: How mentoring can lead to dynamic leadership*. Thousand Oaks, CA: Corwin Press.

Cubberly, E. P. (1909). *Changing conceptions of education*. Boston: Houghton Mifflin.

Feiman-Nemser, S., Carver, C., Schwille, S., & Yusko, B. (1999). Beyond support: Taking new teachers seriously as learners. In M. Scherer (Ed.), *A better beginning: Supporting and mentoring new teachers* (pp. 3-12). Alexandria, VA: Association for Supervision and Curriculum Development.

Fullan, M., & Hargreaves, A. (1996). *What's worth fighting for in your school.* New York: Teachers College Press.

Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2004). *Supervision of instruction: A developmental approach* (6th. ed.). Boston: Allyn & Bacon.

Goodlad, J. I. (1990). *Teachers for our nation's schools.* San Francisco.: Jossey-Bass publishers.

Halford, J. M. (1999). Easing the way for new teachers in Scherer, M. (ed.) *A better beginning: Supporting and mentoring new teachers.* Alexandria, VA: Association for Supervision and Curriculum Development, pp. 13-18.

Hammond, L. D. (1997). *The right to learn: A blueprint for creating schools that work.* San Francisco.: Jossey-Bass.

Harris, S. (1995). A mentoring porgram for new teachers: Ensuring success. *NASSP Bulletin, 79*(572), 98-103.

Hart, A. W. (1991). Leader succession and socialization: A synthesis. *Review of Educational Research, 61*(4), 452-474.

Hart, A. W. (1993). *Principal succession : Establishing leadership in schools.* Albany: State university of New York.

Hay, J. (1995). *Transformational mentoring: Creating developmental alliances for changing organizational cultures.* London: McGraw-Hill.

Lortie, D. C. (1975). *Schoolteacher: A sociological study.* Chicago: University of Chicago Press.

Loucks, H. E. (1993). Teacher induction: A success story. *Principal, 73*(127-29).

Matthews, L. J., & Crow, G. M. (2003). *Being and becoming a principal: Role conceptions for contemporary principals and assistant principals.* Boston: Allyn & Bacon.

Muse, I. D., Wasden, F. D., & Thomas, G. J. (1988). *The mentor principal.* Provo, UT: Brigham Young University.

Palmer, P. J. (1998). *The courage to teach.* San Francisco: Jossey-Bass.

Senge, P., Cambron-McCabe, N., Lucas, T., Smith, B., Dutton, J., & Kleiner, A. (2000). *Schools that learn.* New York: Doubleday.

Shanker, A. (1996). Quality assurance: What must be done to strengthen the teaching profession. *Phi Delta Kappan, 78*(3), 220-224.

Showers, B., & Joyce, B. (1996). The evolution of peer coaching. *Educational Leadership, 53*(6), 12-16.

Westheimer, J., & Kahne, J. (1993). Building school communities: An experience-based model. *Phi Delta Kappan, 75*(4), 324-328.

L. Joseph Matthews is an associate professor in the Department of Educational Leadership and Foundations at Brigham Young University. He teaches courses in school principalship, leadership theory, and supervision.

J. Merrell Hansen is a professor in the Department of Teacher Education at Brigham Young University. He received his doctorate in the Department of Curriculum and Instruction at the University of Texas, Austin. He currently teaches courses in the Foundations of Teaching, secondary social studies methods, and theory and methods of teaching.

Ellen J. Williams is an associate professor at Brigham Young University. She has had experience as an administrator in the district office, elementary school principal, and teacher. Her current research interests are in the areas of mentoring, supervision, and creating school learning communities.