Canada

A CASE STUDY OF AN EXPERIENCED
FRENCH IMMERSION MENTOR TEACHER
ASSISTING BEGINNING IMMERSION TEACHERS

by

Patti-Lea Holm

B.Ed., University of British Columbia, 1980

THESIS SUBMITTED IN PARTIAL FULFILLMENT OF

THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF ARTS

in the Faculty

of

Education

© Patti-Lea Holm 1991

SIMON FRASER UNIVERSITY

December 1991

ISBN 0-315-78161-0

Canada

APPROVAL

Name: Patti-Lea Holm

Degree: Master of Arts

Title of Thesis: A Case Study of an Experienced French
                               Immersion Mentor Teacher Assisting
                               Beginning Immersion Teachers

Examining Committee:

    Chair: Peter Coleman

_____

                               Marvin Wideen
                               Senior Supervisor

_____

                               Razika Sanaoui
                               Instructor

_____

                               Peter Grimmett
                               Associate Professor
                               Faculty of Education
                               Simon Fraser University
                               External Examiner

                               Date Approved ___December 17, 1991___

ii

PARTIAL COPYRIGHT LICENSE

Title of Thesis/Project/Extended Essay

A CASE STUDY OF AN EXPERIENCED FRENCH IMMERSION MENTOR

TEACHER ASSISTING BEGINNING IMMERSION TEACHERS

Author: _____
   (signature)

   PATTI LEA HOLM
   (name)

   December 17, 1991
   (date)

Abstract

First year teachers assume demanding responsibilities in their first year of teaching because they take on duties similar to experienced teachers. Beginning French immersion teachers assume these same responsibilities; but, in addition, they are often new to the community and the curriculum.

The main purpose of this study was to assess the utility of developmental induction support to a case study group of four French immersion teachers from November to June of their first year teaching; the induction support consisted of an experienced teacher acting as a school-based teacher mentor. While functioning as a mentor, the author of this thesis, an experienced teacher, acted as a participant observer collecting data on each beginning immersion teachers' needs, concerns, and support requested. Further, the study sought to collect questionnaire responses from beginning French immersion teachers about their concerns, and useful types of assistance and support during their first year of teaching. This questionnaire was completed in February and June by the case study group and by a survey group of French immersion teachers who were in their first year of teaching.

The research questions asked were: What are the major concerns of beginning teachers in French immersion? Which types of assistance and support are useful during the first year of teaching? Which types of interactions occur between beginning teachers and an experienced teacher mentor in an induction support program? The answers to these questions would provide information from which to develop induction programs for beginning teachers, with particular reference to first year French immersion teachers.

The research findings confirm the beginning teacher induction literature. Major concerns of beginning French immersion teachers are strategies to survive and function effectively. Beginning French immersion teachers appreciated the variety of types of assistance and support they received. The case study group found aspects of the developmental induction program useful including peer coaching and the mentor teacher.

Dedication

I would like to acknowledge my family and friends who encouraged me to pursue my studies. I thank colleagues at Ross Road Elementary School, North Vancouver School District, colleagues in Kamloops School District, and other friends in Kamloops who offered support. I especially thank my parents and my husband, Jeff, who encouraged me continually. I also realized the importance of my faith as I worked toward this goal. Finally, a special thank you to Steven, my son, who accepted his busy mommy the way she was. I dedicate this study to Steven and Jeff.

Quotations

"People do not necessarily learn from experience, particularly if they do not think about it or do not take responsibility for its creation.

Anon

Research has shown that the constant pressure of teaching leaves little time for meditation. But as the introductory epigraph suggests, much learning may be lost if we do not take the time to analyze our experiences and evaluate the effects of our own actions on classroom events and outcomes."

Holborn (1988)

"When you pass through the waters, I will be with you; and when you pass through the rivers, they will not sweep over you."

Isaiah 43:2

Acknowledgements

Table of Contents

List of Tables

Chapter 1. Introduction

French immersion programs: The context of this study

French immersion programs are available in many Canadian school districts. The majority begin with 100 percent French instruction in kindergarten and grade one with English introduced in varying amounts in grades two, three, or four. Late immersion programs, which can begin at any grade from grade four up, also exist in British Columbia (B.C.). In late immersion programs, children who have been learning in English experience one or two years of 100 percent French, after which the amount of French is reduced. (Genesee, 1984)

In the majority of cases, French immersion is instruction in French for anglophone children. Early French immersion imitates first language acquisition process. Even though kindergarten and grade one teachers speak entirely in French to the children, children are not required to respond in French until they feel ready to do so, usually by about January of grade one. After grade one, children tend to speak exclusively French with their immersion teachers; however, they continue to speak largely English with their friends. Most language learning in immersion is included while students learn content and process. Language learning in immersion is integrated with the curriculum and student interests.

Children learn in French using a curriculum parallel to that of the English program. In addition, immersion teachers and schools integrate cultural components of French Canadian or international francophone groups into the learning experiences. In the early years of French immersion, B.C. teachers tended to have supplies of outdated curriculum materials from Quebec. These materials were not entirely appropriate because they were designed for native speakers of French. Immersion teachers often were required to adapt these materials, or translate English materials. Recently, more resources have been

published specifically for immersion children. In B.C. a considerable amount of material has been translated from English to French. However, much curriculum development remains to be done.

In B.C. most French immersion programs are housed in schools with the English programs; such schools are called dual-track schools. School districts often attempt to limit the immersion enrolment to that of the English program in a dual-track school; therefore, there is often only one class at each grade, or split classes in a school's French immersion program. In secondary dual-track schools, the enrolment of students in French immersion is normally a small percentage of the total school population; consequently, immersion teachers form a small proportion of the secondary school staff. In B.C. a few single-track French immersion schools exist, called immersion centres, and have no English program.

General statement of the problem

Since French immersion programs began in B.C. in 1971, the program has expanded rapidly (Day and Shapson, 1983). Initially, francophones hired from Quebec or other francophone areas staffed immersion programs. More recently, B.C. universities have implemented teacher education programs to prepare French immersion teachers in this province. Hiring teachers for French immersion programs has always been a challenge; numbers of available teachers qualified to teach in B.C. with a native or native-like fluency in French have been simply inadequate to meet the demands of rapid program expansion.

Many French immersion teachers are first year teachers and/or teachers new to the province or community, and curriculum. First year teachers assume demanding responsibilities from the onset of teaching because they acquire duties similar to experienced teachers (Andrews, 1986, British Columbia Royal Commission on

Education, 1988, Bolam, 1979, Lortie, 1975). The literature on beginning teachers states that beginning teachers have difficulty handling teaching duties and responsibilities in the same manner as experienced teachers (Fuller, 1975, Fuller and Bown, 1975, Katz, 1972, Veenman, 1984). In addition to being beginning teachers, many of the French immersion teachers are not well acquainted with the B.C. curriculum and have no specialized training as immersion teachers. Because French immersion is still a relatively new program there remains much curriculum development to be done, a task which often falls to individual teachers (Burns and Olson, 1981), and is another area of difficulty for beginning teachers. At dual-track schools, immersion teachers frequently do not have the support available of another immersion teacher teaching the same grade.

"If beginning teachers are to become increasingly effective then much more must be done to assist their initial year of entry into the profession" (McNally, 1990, p. 5). In addition to normal induction problems and support needs of all novice teachers, beginning French immersion teachers may need even more help. The problem is to determine what help--induction process--is most useful for first year French immersion teachers. Induction programs are very important because they are effective processes to retain teachers in the profession, to provide advice and assistance to encourage beginners towards good instructional practices, and to move beginners toward realizing their potential as teachers (Cole and McNay, 1988, McNally, 1990).

Purpose of this study

This study sought to provide induction/support through an experienced teacher mentor assisting with concerns, to a case study group of four French immersion teachers from November to June of their first year teaching, and assess this program's utility. While functioning as a mentor I acted as a participant observer collecting data on the needs and concerns of each of the four beginning immersion teachers.

The study also collected questionnaire data on beginning French immersion teachers' concerns, and types of assistance and support beginning immersion teachers found useful at two points during these teachers' first year of teaching. Both the case study group teachers and a survey group of French immersion teachers not undergoing the induction/support program completed this questionnaire.

The research questions for this induction/support study on first year French immersion teachers included the following.

What are the major concerns of beginning teachers in French immersion? Which concerns improve and which concerns persist during and after the first year of teaching? Do differences exist between the survey group and the case study group regarding concerns?

Which types of assistance and support are useful during the first year of teaching? Which types of additional assistance and support would beginning French immersion teachers like to have?

Which types of interactions occur between beginning teachers and an experienced teacher mentor in an induction/support program, and which changes in desired interactions do the case study group teachers experience as they progress through the beginning teacher induction/support program?

Answering these questions would provide parameters for generic induction programs for beginning teachers with some additional specific suggestions for first year French immersion teachers.

Definition of terms

The following terms are of frequent use throughout this dissertation; consequently, they are defined here to aid in comprehension.

First year teacher/beginning teacher. These two terms are used interchangeably.

First year teachers and beginning teachers are teachers who are experiencing their first year teaching. They are normally recent graduates of university teacher education progr ns who have not taught in public schools before except for student-teaching practica or perhaps some substitute teaching.

Induction program. The first year of teaching is frequently described as the induction period. All teachers undergo induction into the profession. However, not all teachers experience an induction program. Induction programs are supportive activities which aim to facilitate an effective entry into the teaching profession, growth in teaching competence, retention in the profession.

Orientation. Orientation is part of an induction program. The beginning teacher requires orientation--basic information--about the school district, school, staff, policies, community, curriculum.

Mentor teacher. A mentor teacher is an experienced teacher who works with one or more beginning teachers to provide all or part of an induction program.

Collegial. Collegial processes are those where colleagues work together as equals; they are characterized by connecting on a professional level with colleagues to look for advice and new ideas (Loucks-Horsley et al., 1987).

Collaborative. Collaborative interactions occur when colleagues work together equally on mutual planning and problem-solving, assuming that multiple perspectives are better than single ones (Loucks-Horsley et al., 1987).

Peer coaching. This is a collaborative, collegial, interactive process with the goal of improving instruction. Individual teachers have autonomy to choose goals and directions for their work towards change. Functions of the coaching process include: providing companionship, helping each other learn to teach, brainstorming for application of strategies, providing one another with ideas and feedback (Joyce and

Showers, 1982).

Clinical supervision. The clinical supervision process is pre-conference, observation based on chosen foci, post-conference. Effective clinical supervision requires a trusting, problem-solving rapport between colleagues. The pre-conference establishes an agreement between the colleagues on goals, what the observation will be, and how the observational data will be recorded. During the classroom observation the observer collects data based on the chosen foci established at the pre-conference. At the post-conference the colleagues collaboratively review the observational data, analyze, problem-solve, plan for implementation of problem-solving strategies and future supervisory interaction · (Goldhammer, Anderson, Krajewski, 1980). Clinical supervision should be characterized by: a primary emphasis on professional development and on improving instruction, a collaborative partnership which includes mutual trust and growth benefits and joint decision-making, reflection and analysis, much give and take by teacher and supervisor (Loucks-Horsley et al., 1987).

This study intends to discover concerns of first year French immersion teachers and useful induction processes to assist with these concerns. It makes no sense to advocate induction programs for immersion teachers without first investigating if induction programs have been determined useful for other teachers, and what characteristics are part of these programs. For these reasons it is important to review the research literature to see what has already been learned about beginning teacher induction programs.

Chapter 2. Review of the Literature

Characteristics of beginning teachers

The literature review on teachers new to their careers identifies characteristics and

problems these teachers share; some of these characteristics and problems are different

than those of experienced teachers. Veenman (1984) conducted a comprehensive review

of the research on the problems of beginning teachers compared to experienced teachers,

covering the period from 1960 to 1984 in Europe and in North America. Veenman

(1984) reported classroom management as the most seriously perceived problem for

beginning teachers. He also found that inexperienced teachers were less likely to be

capable of student-centered behaviors including: responding to students with immediate

feedback, and differentiating programs according to student differences. Beginning

teachers frequently had difficulties with student evaluation, with classroom order and

organization, with the ability to find new solutions to instructional problems, and being

capable of motivating students to begin and continue their studies. Inexperienced

teachers felt insecure in their competence and relationships with students, parents and

colleagues. Similar findings are reported by the BC Royal Commission (1988), Gray and

Gray (1985), Marso and Pigge (1987), and Sheridan and Pyra (1975). Discipline, large

class size, and general workload were the principal problems. Additional factors which

make teaching difficult for beginning teachers are the abrupt entry into the profession

and the lack of support for initiation into teaching (Andrews, 1986, Bolam, 1979, Lortie,

1975).

The observations of researchers that beginning teachers share similar problems, and

that experienced teachers encounter problems different from the beginners, leads to the

concept of developmental stages in teacher growth, based on the problems and concerns

teachers experience at various points in their careers. Sprinthall and Thies-Sprinthall

(1987) describe how teachers process experience through stages; stages are organized in an hierarchical sequence from the less complex to the more complex. Growth occurs first within a less complex stage and then progress to the next stage occurs; growth is not automatic but occurs only with appropriate interaction between the teacher and the teaching environment. Behavior can be loosely determined and predicted by a teacher's particular stage of development. Characteristics of good teaching are associated with the later stages of the developmental concerns continuum.

Fuller (1969), Fuller and Bown (1975), Hemingway (1988), Hunt (1987), Katz (1972), Mamchur (1988), Wheeler (1988) also describe beginning teachers' professional growth by means of stages. These authors suggest an initial survival stage when new teachers' concerns invariably centre on themselves, their anxieties and doubts about their competence, their interactions with students, parents, and colleagues. At this point in their careers, new teachers find it difficult to focus on good teaching or individual students' needs. After some experience, teachers normally progress from this survival stage to being concerned about improving teaching methods, and finally to maturity or the stage of being concerned about individual students and their needs, and theoretical principles as they apply to teachers' individual teaching environments. These developmental theories and characteristics of beginning teachers were useful in observing the case study group and in planning their in-service activities.

Comparison of teacher development models with other models

Stages of teacher development show parallels to Maslow's (1960) developmental changes in life based on satisfied, lower-level needs, Erickson's (1963) progressions of developmental stages in overcoming conflicts in life, Kohlberg's (1984) stage theory of moral reasoning, Hunt's (1974) developmental stages, and Piaget's (1968) intellectual developmental stages.

Maslow's (1960) hierarchy of needs is characterized by a triangle. The basic needs of shelter and security are the base of the triangle which is a necessary building block for the later stages of love and belonging needs, the need to be recognized by others, and self-actualization needs. According to Maslow's hierarchy, no higher need can be met without first fulfilling the lower needs. The basic needs of shelter and security, and the second stage needs of love and belonging correspond with the teacher developmental stage of survival. Beginning teachers search for success in attempts to help children learn, and endeavour to gain pupil and professional respect, in order to lose feelings of anxiety and inadequacy. Maslow's third stage of needing recognition by others corresponds to the second teacher stage of concerns about teaching strategies. Teachers try new techniques and materials, gain professional respect and are recognized as members of the profession. Maslow's self-actualization stage equals the teacher developmental stage of maturity and concerns about individual pupils. All basic concerns are fulfilled; the teacher can reflect on theoretical concepts and apply them to work with children. The teacher can consider students' needs thereby actualizing professional qualities.

Erickson's (1963) first two stages of overcoming conflicts based on mistrust of one's own capabilities, and doubt of one's adequacies, corresponds to the survival stage for teachers. Erickson's next five stages of endeavouring to discover initiative, industry, identity, intimacy with a group, and generativity or growth, appear to equal the teaching concerns stage. Erickson's final stage, the search for integrity, parallels the maturity stage. Kohlberg's (1984) first two stages of being fearful and dependent and opportunistic relate to the survival stage experienced by beginning teachers. Kohlberg's next two stages of conforming to persons and rules relate loosely to the teaching concerns stage. Kohlberg's two final stages of becoming principled and autonomous

correspond well to the maturity stage of teacher development. Hunt's (1974) two later stages relate well to teacher development stages. His second stage of being dependent and conforming correspond well to the two early stages of teacher development. Hunt's third independent, self-reliant stage parallels the maturity stage of teacher development.

Piaget's (1968) stages are based on children's development as they adapt to their environment and learn to cope with its inherent problems. Teacher developmental stages are based on how teachers adapt and cope with their environments; consequently, there are obvious parallels. Piaget's second stage of preoperational thought corresponds to the survival stage of beginning teachers as they cope with concrete classroom problems related to specific events. Piaget's third stage of concrete operational thought relates to the teaching concerns stages as teachers follow behavioral expectations and wish to conform to good teaching strategies. Piaget's final stage of formal operational thought parallels the teacher maturity stage as teachers establish their own principles and beliefs and act upon them. Glickman (1981) states that from the work of authors of developmental life stages, we can observe a consistent progression from concern with self, to concern with being an effective, useful member of a group, to finally being capable of showing concerns about others and using autonomous, reflective methods to meet and improve on these concerns. This progression parallels that of the concerns-based teacher growth models.

Additional factors particular to French immersion

Other constraining factors related to French immersion programs are: scarcity of immersion teachers who have had pre-service teacher education programs in French immersion (Day and Shapson, 1983), lack of teaching resources available in French and at appropriate language levels for French immersion students (Obadia and Safty, 1990) requiring immersion teachers to have the extra burden of massive curriculum

development (Burns and Olson, 1981, Day and Shapson, 1983). These factors are difficulties all immersion teachers face, but they may be even more onerous for beginning immersion teachers as they also deal with the usual novice teachers' difficulties.

Induction programs for beginning teachers

Researchers highlight the importance of the induction year for the long-term professional growth of teachers and for the retention of new teachers in the profession (Andrews, 1986, BC Royal Commission, 1988, Lortie, 1975, Varah, Theune, and Parker, 1986). The following section outlines characteristics, synthesized from the research literature, of induction programs which effectively provide for the support needs of beginning teachers. In implementing this study, I included many of these characteristics.

The global objective of induction programs is to assist beginning teachers to grow professionally. The research literature outlines specific goals within this global objective including: to increase the retention of beginning teachers, to promote the personal and professional well-being and growth of beginning teachers (Huling-Austin, 1988, Marceau, 1988, Schlechty, 1985), to assist in recognizing the effects of isolation, to aid in becoming familiar with a school district's resources, to initiate community integration (Cole and McNay, 1988, Hegler and Dudley, 1987), to encourage collegiality, to socialize the beginning teacher to the professional norms (Marceau, 1988, Schlechty, 1985), to deal with stress resulting from uncertainty and anxiety, and to enhance feelings of being part of a supportive profession (Blakey, Everett-Turner, Massing, Scott, 1988). I addressed several of these goals in this study's induction program.

Research on effectiveness of beginning teacher induction

Housego (1988) postulates that greater feelings of preparedness to teach lead to better teaching and a consequent richer learning environment for the students. She sees

this as a cyclical relationship where the richer learning environment will lead students to respond with improved motivation and achievement, and thereby increase the comfort and preparedness feelings of the new teacher. Research studies conducted with beginning teachers supported by induction programs, show these programs can augment beginning teachers' feelings of preparedness (Andrews, 1986, Buski, 1988, Ratsoy, Friesen and Holdaway, 1988) and thus improve the learning situation.

Huling-Austin (1988) reports a synthesis of research on induction programs for beginning teachers. She concludes these programs make a difference. Principals comment that beginning teachers perform better when given support compared to beginning teachers without support. Rossetto and Grosenick (1987), Hegler and Dudley (1987) and Andrews (1986) described similar findings to those of Huling-Austin. Cole and McNay (1988) suggest induction programs improve retention of new teachers and these programs may indeed be obligatory if the profession wishes new teachers to develop to their potential.

Ratsoy et al. (1988) evaluated the Alberta Initiation to Teaching Project which provided year-long supervised internships to beginning teachers. First year teachers, their supervising colleagues, and administrators all expressed support for the internship program, stating that growth was evident in the interns' teaching abilities as well as in their professional relationships. Buski (1988), in reporting on the Alberta Project, suggests that project participants believe their internship was an improved method to begin teaching and that this type of support should be mandatory. Similar statements of support for the initiation of beginning teacher induction programs are heard from British Columbia Teachers' Federation (1990) and the BC Royal Commission (1988).

<u>Beginning teacher induction programs--concepts</u>

<u>Part of a whole</u>

"No pre-service program, no matter how well designed, can produce the ready-made teacher" (Fullan and Connelly, 1987, p. 35). According to these two authors, pre-service teacher education programs are only the first step in the continuum of life-long professional growth for teachers. The pre-service program should be linked into the induction years, which should flow into a career-long plan for professional development. Indeed, "induction is the key to beginning to build a true continuum" (Fullan and Connelly, 1987 p. 37).

Echoing Fullan and Connelly, Andrews (1987) and Phillips-Jones (1983) conceive of induction programs as part of a school staff development program. Andrews (1987) believes that both programs share characteristics, namely: collaborative work among teachers, implementation at a school-based level, flexibility according to participants' needs, and collegial supervision processes. Induction should not be perceived as an entity itself but a specific part of a larger plan. This study's induction program did dovetail well into the school staff development program. All four characteristics mentioned by Andrews were part of this program as well as part of the professional ethos of the school.

<u>Best practice in in-service</u>

Best practice in teacher in-service should be an inherent part of induction as well as all staff development activities. Carrier (1986) and Harris (1980) suggest the following assumptions which should shape in-service education, and which are pertinent to induction programs: teachers learn on the job; teachers need feedback on their own behavior to make efficient use of experiences for learning; in some learning situations, teachers require direct intervention (in this case, by a collaborative colleague using

observational data) in order to be successful; teachers learn best that which they perceive to be meaningful and useful; teachers learn in active states under conditions of mild stress and needs. Principles of effective adult learning suggested by Fullan and Connelly (1987) and by Krupp and Oja quoted in Loucks-Horsley et al. (1987) include: opportunities to try out new practices, careful and continuous guided reflection and discussion about change, continuity of support, time for change, and challenge. These principles were part of the framework of this study's induction program and enabled "new teachers to use the experience they are acquiring as a basis for extending their own learning (Evans, 1978, p. 97).

Beginning teacher induction programs--components

Andrews (1986), and Grant and Zeichner (1981) classify the various types of support available in an induction program as formal, informal, and job-embedded. Formal and informal support include orientation to the school, district, community, curriculum guides, policies, contract; meeting colleagues, administrators, district staff; observations and visits with other teachers in their classrooms, and may include pre-assignment conferences, seminars, observations. Job-embedded support entails modifications to first year teaching assignments to assist beginning teachers and may include: additional release time to that provided to experienced teachers, smaller class size, minimal extra-curricular and non-instructional tasks, assignment of an experienced teacher mentor, participation in supervisory activities on a regular basis (also Bruinsma, 1987), visits to other classrooms and schools, networking with other beginning teachers, work with a district resource person, workshops on curriculum materials. Fullan and Connelly (1987) suggest the supervisory activities should include chances to observe and be observed by experienced colleagues, and structured opportunities for practice, reflection and discussion. According to Andrews' (1986) extensive review of induction

programs in five countries, an effective induction program should have both workshop type in-service activities and a school-based component which is experiential. This study's induction program did include several of these types of support. Some were not possible because of the small size of the program and its start in November rather than in August or September, when many of the orientation activities should occur.

Experienced teacher mentors

The research literature establishes interaction between beginning teachers and experienced teachers as an obligatory function of beginning teacher support programs. Lortie (1975), Grimmett (1988), BCTF (1990), Barnabe (1988), Andrews (1986), BC Royal Commission (1988) highlight the necessity of involving experienced teachers as mentors for beginning teachers to provide collegial supervisory assistance. The concept of interning under the supervision of an experienced mentor is not new and is in widespread use in many professions and occupations. Indeed "mentorship is a time-tested strategy for developing competence in the professions" (Clemson, 1987, p. 88). The provision of an experienced teacher mentor to guide and support the beginning teacher has merit, and is one method to induct new teachers into their profession in a more gradual manner. This was the principal method of support in this study's induction program.

Benefits of experienced teacher mentors. Much of the research suggests the mentorship aspect of induction programs may be the most useful. Hoffman et al. (1986) and Huling-Austin (1988) state that beginning teachers found mentors to be the most significant positive force on their experience as new teachers; beginning teachers found mentor teachers to be useful early in the year and even increase in utility during the school year. Huffman and Leak (1986) found beginning teachers soundly endorsed the mentor teacher as an important element in the induction process. All of these authors

stated that beginning teachers found mentors useful for their practical support and ideas to improve teaching, and for their psychological support when the new teacher was experiencing difficulties.

Huffman and Leak (1986) found collegiality another valuable aspect of the mentor/beginning teacher relationship. Krieger (1990) and Grimmett (1988) highlight the benefits of collegiality. Colleagues working together break down the prevailing norms of reticence and isolation and provide support and caring from which beginning teachers can greatly benefit. Grimmett (1988) proposes four aspects of collegiality: frequent teacher talk about teaching, ongoing classroom observations with feedback, teachers working together on curriculum materials, modelling teaching behaviors for one another. Grimmett (1988, p. 40) writes that "teachers enjoying these conditions reported that collegial work added to the pool of available ideas and materials, the quality of solutions to curricular problems, and generally to their own confidence and competence as classroom teachers". From the research literature, it is evident that this quality of assistance is just what beginning teachers need, and was the type of support available to the case study group beginning teachers in this study.

Characteristics of experienced teacher mentors. Gray and Gray's (1985) review of the literature on mentors found that good mentors share many characteristics; they are: people-oriented, confident, flexible, caring, sensitive to others' needs, trusting. Successful mentor/beginning teacher pairings comprise: one established mentor rather than several, a mentor who is a successful teacher and teaches the same subject and grade level as the beginning teacher and whose class is near to that of the new teacher. Mentors should also share a similar philosophy of education to that of their proteges (also Galvez-Hjornevik, 1986), have volunteered to fill the role, be able to establish the necessary trusting mentor/beginning teacher relationship, be dedicated to teaching

(Huling-Austin, 1988), be capable of initiating change (Varah et al., 1986). Grimmett (1988) adds that mentors must think reflectively about their own teaching, engage others in reflection about teaching, and work collegially with beginning teachers as respected professionals. Evans (1978) and Benoit and Braun (1989) believe beginning teachers should work regularly with a mentor teacher who maintains credibility by teaching concurrently. Andrews (1986) suggests that mentor teachers should be knowledgeable, have supervision experience, and effective communication skills. My course work and experience had prepared me to become a mentor with many of these characteristics.

Based on their research, Clemson (1987) and Galvez-Hjornevik (1986) state that the mentor relationship cannot be assigned. They suggest developing a cadre of prospective trained mentors and permitting beginning teachers to select their mentors. Selection of mentors was not feasible in this study's program.

Mentoring processes. The following mentoring processes were part of this induction program. Anderson and Shannon (1988) identify mentoring functions such as: providing a role model, focusing on professional and personal development, supporting, affirming, challenging, problem-solving, and maintaining a caring relationship. Loucks-Horsley et al. (1987) propose that mentors serve as personalized advisors to beginning teachers as an alternative, or in addition to, mass in-service for all beginning teachers. Mentors offer non-evaluative, helping support so that beginners can grow according to their own professional development plans; the beginning teachers' concerns should drive the relationship. Mentors work to help beginners: improve the quality of instruction; select and adapt resources and concepts; understand their needs for growth and plan to meet these needs; establish supportive networks and mechanisms; find ways to function effectively and adjust to the school norms; grow in their abilities to observe, reflect, make decisions, value their own resourcefulness; experiment with new teaching materials

and strategies; take risks necessary to change.

The mentor and beginning teacher relationship is developmental and changes over time. An effective mentor recognizes the developmental nature of the exchange adapting and planning different activities as the relationship becomes more collegial and as the beginning teacher gains competence (Clemson, 1987, Gray and Gray, 1985). Cole and McNay (1988) stress that in the Canadian perspective of certificated beginning teachers, the role of mentor teachers should be facilitative and non-evaluative; Clemson (1987) and Wagner (1985) agree.

Induction seminars and workshops

In addition to personalized classroom support for beginning teachers, many researchers suggest regular induction seminars and workshops for beginners. Some informal meetings occurred in this study's induction program but not to the extent outlined here. However, this section provides valuable suggestions for induction workshops. Andrews (1987), Thies-Sprinthall (1986), and Hegler and Dudley (1987) propose that induction workshops have beginning teachers meet to exchange ideas and concerns, and develop skills in areas of need. Fox and Singletary (1986) want induction seminars to provide a psychological supportive network for beginners where they can air their ideas and concerns, to assist in developing effective methods for solving problems and for professional reflection, to facilitate movement from theory into practice. These authors believe that needs-based and developmentally appropriate activities are important.

Workshop activities could include the three general themes of curriculum foci, generic teaching skills, school and district orientation knowledge. In the theme of curriculum foci sub-themes are: content and organization of learning material and teaching activities, district curriculum innovations, long- and short-term planning. In the

theme of generic teaching skills possible sub-themes are: classroom management, student motivation, student evaluation, record keeping, parent conferences, students with learning difficulties, teacher self-evaluation. In the theme of school and district orientation sub-themes are: relations with colleagues and administrators, school regulations, code of ethics, policies, contract. In addition, social activities were valuable for the new teachers. In this study, many of these sub-themes were addressed one on one with the case study group beginning teachers as needs arose.

Flexible and developmentally-based program

One of the important concepts of structuring teacher induction programs is the development of a program that is flexible according to the needs of individual beginning teachers, and is developmentally-based (Andrews, 1986, Fox and Singletary, 1986, Galvez-Hjornevik, 1986, Grant and Zeichner, 1981, Huling-Austin, 1988, Thies-Sprinthall, 1986), which can be difficult to implement in a large-scale induction program (Huling-Austin, 1988). Authors suggest the following strategies to combat this difficulty: more in-school support (Huling-Austin, 1988), the tailoring of activities to emerging needs as the school year progresses (Galvez-Hjornevik, 1986), needs assessments of beginning teachers' difficulties and the use of research literature on stages of concern for activities development (Fox and Singletary, 1986). Also useful is to begin the supervision process matched to the developmental stage of the beginner and use the beginner's preferred learning mode as a guide for the type of learning activity and feedback (Thies-Sprinthall, 1986), and emphasize classroom-based experiential and practical activities chosen by the beginner and mentor (Andrews, 1986). These characteristics were easy to include in this study's small-scale induction program which was a great strength.

Time

Several researchers on teacher induction programs and mentoring relationships mentioned the paramount importance of time to both the quality of the interactions and the amount of improvement engendered. Suggestions from the research literature on the amount of time necessary for beginning teacher/mentor pairs to work together are: one to two hours per week for both parties (Andrews, 1986), adequate time for weekly meetings in the first months of the teaching assignment and for twice monthly meetings later on (Fox and Singletary, 1986), a minimum of one period per week that is built into teaching schedules (Loucks-Horsley et al., 1987). Mentors should receive 20 percent release time per beginning teacher with whom they work to a maximum of two beginners (Cole and McNay, 1988). Extensive time and consultation for on-site observations and professional development activities (BCTF, 1990), release time of one day per week (Evans, 1978) should be available. Another suggested method to gain time for beginning and experienced teachers to collaborate is with reduced teaching assignments. Ideas from the literature include: an 80 percent teaching load for the beginning teacher (Andrews, 1986), 40 to 50 percent release time for beginning teacher professional development (Cole and McNay, 1988, Watson, 1987), a 75 percent teaching load (Bolam, 1979). In this study, the mentor teacher had a small amount of release time, but it was much less than the literature suggests. Beginning teachers had no release time nor reduction in teaching schedules.

Support

Wideen, Carlman, and Strachan (1986) and Loucks-Horsley et al. (1987) found support to be essential for teachers to make changes and grow professionally. They found that teachers drew on a variety of support including: peers, resources, leaders within the school. Hegler and Dudley (1987, p. 54) suggest that "support is the single,

most important element" to be offered by the mentor and that support checks should be made daily. In research specific to French immersion needs, Day and Shapson (1983) found that additional supportive assistance was always desired; requested were: more help in program planning and staff development, more classroom-based supervision and encouragement to immersion teachers. Support suggested in this section was available to the case study group teachers.

Supervision

Ratsoy et al. (1988), state that appropriate helping supervision is one of the imperatives of an effective induction program. Lortie (1975) agrees proposing that ongoing supervision is necessary because advice given from someone who does not visit the beginning teacher's classroom on a regular basis has a second-hand, less useful quality. Schlechty (1985) believes that clinical supervision, demonstration, coaching and corrective feedback are all imperative in a beginning teacher induction program, stating that these are components of the most effective occupational induction systems.

An important factor in the success of a supervisory relationship between colleagues, and the ability of this relationship to promote growth, is the development of trust to encourage risk-taking and openness to change (Andrews, 1986, BCTF, 1986, Blumberg, 1976, Goldhammer et al., 1980, Holborn and Olliver, 1987, Katz, 1972, Loucks-Horsley et al., 1987). Blumberg (1976) believes that it is only possible to deal with behavioral, methodological and curricular concerns after a significant, interpersonal, problem-solving relationship has been established. Trust and regular supervision were a part of this study's induction program.

Reflection

Holborn (1988) reports that for many teachers the constant pressure of teaching leaves little time for reflection; much learning from experience on the job is lost unless time is taken to analyze and evaluate the events. Wideen et al. (1986) agree stating that at all stages in the process of change teachers need to reflect realistically upon their teaching and plan for change based on that reflection. Garman (1986) believes that reflection is the heart of clinical supervision. Reflection must be an integral part of the supervisory process for beginning teachers and their mentors, and was for this study.

School-based

Viewing the school as a locus of change is imperative in effective in-service. Professional development activities which occur outside the school rarely survive to be implemented and applied at the school site without support and networks which have been established on-site. This is of even more importance in induction programs because often the school is the only familiar place for the new teacher who, as yet, may not be aware of district curriculum centres, committees, and other resources. Collaborative, school-based activities, or at least district programs with school-based support networks, are necessary for successful in-service and consequent change and professional growth (Andrews, 1986, 1987, BCTF, 1986, Lieberman, 1988, Smith and Scott). Being school-based was another strength of this study's induction program.

Additional strategies

This section outlines a variety of other useful suggestions from the literature for developing effective teacher induction programs. Andrews (1987) believes beginning teachers should receive a regular teachers' salary and benefits, responsibilities, status, and have opportunities to observe other teachers and discuss observations and pose questions. Adequate funding must be available for salaries, release time, professional development

activities, and materials; parents of students in the classes of beginning teachers must be made aware of the induction program and its goals.

Andrews (1986) suggests beginning teachers should have a fairly distributed group of students with adequate support provided for special needs students. Opportunities for collegial curriculum development should be available. Experienced teachers should be the active initiators, planners, and implementers of the induction program. Andrews suggests the distribution of induction handbooks is valuable. These handbooks should include: conditions of employment, district and school goals and priorities, guidelines regarding the induction program. Bolam (1979) proposes joint planning of lessons and units as useful. Blakey et al. (1988) believe beginning teachers must be told not to attempt everything in their first year of teaching, but to choose priorities for their professional development. These same authors remind mentors and administrators that suggestions for improvement must be provided tactfully and must be balanced with much support and reassurance. Several of these strategies were a part of this study's induction program.

Beginning teacher induction programs--models

This section describes two models of Canadian induction programs which provide valuable ideas for design of beginning teacher induction programs. Many of these ideas were beyond the scope of this study except some of the suggestions for beginning teacher support and the use of mentor teachers which were possible as part of this study.

Ontario

Watson (1987) describes a two year induction program where teachers new to the profession would have a reduced teaching load for each of the two years; the first year would be a sixty percent load and the second year would be an eighty percent load. During these two years new teachers would participate in professional learning

experiences under the guidance of experienced mentor teachers. After this induction experience, teachers would enter a two year apprenticeship program in which they would have a regular teaching load, but would have additional release days for a variety of professional development activities.

British Columbia

A B.C. model of a beginning teacher induction program is described in Holm and Blackwell (1990). The Kamloops School District initiated an induction program which comprised a three day orientation event followed by school-based collegial mentor support and district in-service and social activities. The orientation included: an introduction to services and resources offered by the school district and the community, curriculum overviews and planning individualized for each new teacher, and social activities. During the school year, each new teacher worked with a school-based mentor choosing professional development activities according to their needs and were provided some release time to do so. In-service and social activities also occurred during the year for beginning teachers and mentors.

Application of the research literature in this study

This literature review examined a variety of methods of inducting beginning teachers. Also identified were problems experienced by first year teachers. The literature review suggests guidelines for design of effective teacher induction programs, many of which were included in this study. Table 1 summarizes the characteristics selected from the literature which were implemented in this study's induction program, and used as the basis for the program's organization and activities.

Table 1

Characteristics selected from the literature used in this induction study
----

1. Experienced teacher as initiator, planner, implementer of programme
2. School-based implementation
3. Individualized beginning teacher/mentor work focusing on supportive, collegial supervision tailored to beginner's needs and goals (developmental concerns)
4. Role and responsibilities established for beginners and mentors honouring beginner's professionalism and non-evaluative role for mentor
5. Mutual trust and growth for mentor and beginner
6. Release time for mentor
7. Induction activities are integrated with the school staff development plan
8. Regular opportunities for beginning teachers to meet as a network and exchange ideas
9. School site characterized by norms of collaborative schools
10. Beginners receive a regular teachers' salary, benefits, status
11. Evaluation of beginner by a party and process different from mentor
12. Mentor is a successful teacher teaching concurrently
13. Mentor has volunteered to fill this role
14. Mentor provides collegial coaching, curriculum support, counselling
15. Mentor reflects on own teaching and engages beginners in reflection
16. Mentor has training in building trust, collegial supervisory skills, developmental concerns of beginners, data gathering techniques

There are many additional useful ideas for induction programs suggested in this literature review, which were not implemented in this study for a variety of logistical reasons. These other ideas are, nevertheless, valuable.

This study tested ideas from the research literature on induction for their value to beginning French immersion teachers. The questionnaire used was based on the literature's reports of characteristics and concerns of beginning teachers, and the literature's suggestions on useful assistance for novice teachers; questionnaire responses provide insights into these topics. The induction program was based on activities suggested in the literature. The case studies of the participant observation data reveal highlights in the development of four first year French immersion teachers.

Chapter 3. Method

Description of subjects

Population. In the early years of French immersion in British Columbia francophones hired from Quebec or other francophone areas staffed immersion programs. More recently, B.C. universities have implemented teacher education programs to prepare French immersion teachers locally. Several cohorts of teachers from these B.C. teacher education programs have now graduated, but the demand for immersion teachers continues to be much greater than the supply of locally trained teachers. As was evident with the sample from this study of beginning immersion teachers, many of the new teachers hired in the four Vancouver area school districts studied, were graduates of the local University of British Columbia (UBC) and Simon Fraser University (SFU) French immersion teacher education programs. Most of these B.C. trained immersion teachers have a choice of where to teach and their predominant choices are the school districts around the Vancouver area. School districts outside of close proximity to Vancouver have difficulty attracting these B.C. trained teachers, and continue to rely on hiring French immersion teachers from outside of B.C. (Kamloops School District, personal communication July, 1989 to February, 1990 and B.C. French Coordinators' Conference, personal communication, October 1989). Because French immersion is still quite new and expanding rapidly, the majority of teachers hired are beginners; French immersion teachers tend to be younger and less experienced than their English colleagues, and frequently are new to the district and school, and perhaps new to the community and province.

Method of selecting the sample. Random assignment to survey and case study groups was not possible for this sample; this was an accidental sample rather than a deliberative one. The case study group was the entire sample of beginning French

immersion teachers in North Vancouver School District for the school year 1987-1988; there were four teachers all of whom began teaching at the same elementary dual-track school.

For the survey group sample, three other Vancouver area school districts were chosen, Vancouver, Burnaby, and Surrey. I contacted a French coordinator or district principal in each of these distrits to provide a list of beginning French immersion teachers. I mailed questionnaires to these teachers at their schools.

The case study group. The four beginning teachers in the case study group had all recently graduated from local university teacher training programs and were all first year teachers. One of the teachers had some previous public school teaching experience in addition to student-teaching; Andrea had done some substitute teaching for six months mostly in the English program. All four teachers began their assignments in North Vancouver School District on the first day of school in September 1987. Table 2 describes the characteristics of the case study group teachers.

Table 2

Characteristics of the case study group

4	Female	0	Male
3	Anglophones	1	Francophone
4	Bachelors' degree	0	Graduate degrees
3	B.C. universities	1	Quebec university
2	Immersion teacher training	2	No immersion teacher training
3	University courses in immersion methodology	1	No university courses in immersion methodology
4	Thirteen weeks student-teaching or more	0	Less than 13 weeks student-teaching
2	Student-teaching in immersion classes	2	No student-teaching in immersion classes
3	Primary teachers	1	Intermediate teacher

Following are some important points about the case study group teachers. Three were anglophones. Two had immersion teacher training; three had at least one university course in immersion methodology. The four teachers had experienced long student-teaching practica of 13 weeks or more. Two teachers had completed all student-teaching in immersion classes; two had done no student-teaching in immersion classes.

The survey group and sample teachers lost. The survey group consisted of teachers from three districts in the Vancouver area: Burnaby, Surrey, Vancouver. Forty teachers in these three districts were asked to respond to two questionnaires. Only the thirteen who responded to both were included in the survey group. In telephone follow-up with the non-respondents, I discovered some of these teachers were not actually first year teachers, but had prior teaching experience in other districts. Therefore, these teachers had chosen not to return their questionnaires believing they were not a viable part of the sample. Table 3 compares the survey group respondents and non-respondents broken down by school districts. It can be seen that the respondents and non-respondents were similar based on the few characteristics known about them.

Table 3

Survey group: Comparison of the respondents and the non-respondents

Respondents - Vancouver		Non-respondents Vancouver	
12	Female	9	Female
3	Male	3	Male
7	Primary	6	Primary
5	Intermediate	4	Intermediate
4	Secondary	1	Secondary

Respondents - Surrey		Non-respondents - Surrey	
1	Female	3	Female
1	Male	1	Male
2	Elementary	4	Elementary

Respondents - Burnaby		Non-respondents - Burnaby	
3	Female	1	Female
1	Male	2	Male
4	Elementary	3	Elementary

Summary of the characteristics of the survey group and comparison to the case study

group. Table 4 summarizes the comparison of the survey and case study groups.

Table 4

Comparison of the characteristics of the study and survey groups

	Study group (N=4)	Survey group (N=13)
Female	4	8
Male	0	5
Anglophone	3	5
Francophone	1	6
Grew up speaking English and French equally	0	2
Bachelor's degrees	4	13
Graduate degrees	0	4
B.C. teacher training	4	10
Non-B.C. teacher training	0	3
Immersion teacher training	2	9
No immersion teacher training	2	4
One or more courses in immersion methodology	3	12
No courses in immersion methodology	1	1
Student-teaching practica in immersion	2	9
No student-teaching practica in immersion	2	4
Primary teaching assignment	3	4
Intermediate teaching assignment	1	5
Secondary teaching assignment	0	4

There were similarities between the two groups. In both groups all teachers had a

minimum of a Bachelor's degree. All case study group teachers and the majority in the

survey group had B.C. teacher training. Approximately equal percentages in the two

groups of teachers had one or more courses in immersion methodology. There were also

significant differences between the two groups. More case study group participants were

anglophone than in the more linguistically balanced survey group. A higher percentage in the case study group had no immersion teacher training nor student-teaching experiences in immersion. The survey group was much less primary focused than the case study group and included several intermediate and secondary immersion teachers.

Representativeness of the sample to the population of beginning French immersion teachers. This sample of beginning French immersion teachers represents the recently-trained and trained in B.C., anglophone immersion teacher. The typical SFU- or UBC-trained immersion teacher from this sample is more the norm in the suburban school districts surrounding the Vancouver area, and is less likely to be found in school districts with French immersion which are not close to Vancouver. In B.C. interior districts, beginning French immersion teachers would be more likely than the sample to be hired from francophone regions outside of B.C. and consequently, be new to the province as well as to the community and culture where they teach.

Research design

Both survey and case study groups completed a February and June questionnaire. In addition, the case study group was involved in the induction program. As a participant observer, I observed the case study group with the aim of preparing case studies. Based on the descriptive data requested on the written questionnaire, these four first year teachers were typical of beginning B.C. trained, anglophone French immersion teachers.

While participating as a mentor, I recorded the support desired by the beginning teachers, the coaching interactions, and the developmental needs of the beginning teachers. Because participant observation denotes active involvement in the situation being observed, the participant observer often gains insights and develops interpersonal relationships that are difficult to achieve through any other method (Borg and Gall, 1983), which was a most suitable strategy for a mentor/beginning teacher relationship.

The induction program. The induction program was a school-based beginning teacher support program. The experienced teacher mentor component was the principal strategy used. Mentoring activities were based on suggestions from the research literature. The induction program followed the principles of representative design suggested by Snow (quoted in Borg and Gall, 1983), and included structuring the treatment so that it occurred in the teaching environments of the beginning teachers, and respected their natural learning styles and needs. As mentor teacher, I worked with the four beginning teachers in the case study group as a participant in their supportive induction programs, each program individualized according to the needs of each teacher.

I participated in the treatment as curriculum supporter, coach, and counsellor (Holborn and Olliver, 1987). As curriculum supporter I assisted the beginning teachers in understanding the curriculum, identifying appropriate resources, planning instruction, and in suggesting relevant professional development. In the counselling role, I responded to the beginning teachers' needs for support and problem-solving related to professional concerns and personal concerns affecting classroom performance.

As coach, I assisted the beginning teachers with aspects of their teaching which were concerns to them. Using collaborative coaching strategies within each of the beginning teachers' environments, and according to the developmental levels of each teacher, we worked on improving instruction. I interacted with each beginning teacher in ways which encouraged increasing skill and autonomy in teaching and self-evaluation. The clinical supervision cycle of pre-conference, objective observation, post-conference was used as the process for the coaching interactions. Clinical supervision was the strategy for establishing beginning teachers' needs, collecting objective observational data, problem-solving, and planning for change.

As mentor teacher my background was as an experienced French immersion

teacher having taught at several grade levels. I had graduate course work, practical sessions, and experience in: building a trusting, helping relationship, collegial supervision models, awareness of developmental concerns of beginning teachers. Also useful for my mentor teacher role was course work and experience in: planning, counselling, effective communication strategies, problem-solving, conflict resolution, data gathering techniques.

The induction/support program was ongoing within the teaching environment of each beginning teacher from November, 1987 to June, 1988. Being on the same school staff, it was possible for me to be available to the four beginning teachers when needs arose. Discussions and problem-solving often occurred before school, at lunch, and after school as we met informally. In addition, twelve cycles of pre-conferences, observations, post-conferences occurred during the eight months of the induction program. I also assisted with anxiety-producing events which occur during the school year, for example, report cards, parent-teacher interviews, teacher evaluation reports. In my role as teacher-librarian for the school I had opportunities to work with each of the beginning teachers in a collaborative planning role, and occasions to locate appropriate materials for their use. Also, as a colleague on the same staff, I had opportunities to work with the beginning teachers on extra- and co-curricular activities as well as staff development and social events. All of these factors worked well together to deepen and strengthen our collaborative relationship.

Threats to validity. The principal threat is selection; that is, that the groups were not comparable. A particular concern for comparability and generalizability of this research is that three of four case study group teachers were anglophones, which is not representative of the survey group, nor of French immersion teachers in general. However, the survey and case study groups also shared some important characteristics,

that is, possession of Bachelor's degrees, B.C. teacher training, and one or more courses in French immersion methodology. The small sample, particularly in the case study group of four teachers, likely had some effect on skewing and magnifying the group differences (Borg and Gall, 1983).

Other threats to internal validity are the history and maturation effects of the first year of teaching. It is also possible that experimental mortality had some influence in this study. The John Henry effect and induction program diffusion were not problems because the survey group was unaware of the induction program experienced by the case study group. However, it is possible that some of the survey group teachers were involved in mentoring situations; this information was not requested on the questionnaires and therefore was not reported.

In a participant observation study it is difficult to control for observer bias, experimenter contamination, and have strict controls. Smith (quoted in Borg and Gall, 1983) suggests criteria to judge the validity of a participant observation study. The first criterion is the openness and lack of masking of situations on the part of the case study group. Because of three factors: 1) the problem-solving relationship which the mentor teacher worked hard to develop with each teacher, 2) the many and varied interactions that occurred in this school-based support model, and 3) the comfort and confidence the four teachers felt with clinical supervision, masking of difficulties did not appear to occur to a great degree. Also, masking is much more difficult to do with a participant observer than with questionnaires (Borg and Gall, 1983).

Two other criteria impacting on validity in participant observation studies are freedom of access and intensity of observation. Smith, in Borg and Gall (1983) suggests that free access to observe unannounced is necessary. I never made unannounced visits to the experimental teachers' classrooms for the purpose of data collection; this would

have been contrary to the tenets of clinical supervision and peer coaching. However, considering the length of the induction program (eight months), and the school-based collegial relationship which developed, the beginning teachers appeared willing to share their difficulties even if I did not actually observe the problems. Twelve clinical supervision cycles during eight months seemed adequate to address the concern of intensity and duration of observation.

The other criteria regarding the validity of participant observation studies are related to data collection. Suggested is the use of qualitative and quantative data and the supplementation of participant observation with other data-collection procedures. In this study both observations and questionnaires were used.

Measures

Questionnaires. A questionnaire was developed for this study and was used as the February and June measure (included in Appendix C). The questionnaire was used to describe the sample, and to obtain data at two time-ordered points on the concerns of beginning French immersion teachers, and the support and assistance they found most useful. The questionnaire was not tested before administration to the groups.

The February questionnaire requested descriptive data such as: native language, university education, teacher training, university courses in French immersion methodology, student-teaching practica, and teaching assignment. The second part of the questionnaire asked for information on concerns the subjects had as French immersion teachers, support and assistance that had been useful during the school year, and what type of additional support was desired. The questionnaire was structured as a combination of open-ended questions and multiple-choice questions using a five-point Likert-type scale. The June questionnaire asked many of the same questions on concerns and useful support and used the same combination of open-ended and multiple-choice

questions.

This research was implemented as a panel study where I selected a sample of beginning teachers at the outset of the study and at the second data collection point I again surveyed the same beginning teachers. Loss of subjects can be a problem in panel studies. In this study, seven of the twenty survey group teachers did not respond at the second data collection point; all four of the teachers in the case study group responded both times.

Participant observation data. I collected participant observation data predominantly by using the process of clinical supervision. The case study group teachers chose foci for observations; these were discussed and methods of collecting data were selected during a pre-conference. I did the observation. During the post-conference the observation was discussed and analyzed one on one in a collaborative, collegial manner, and plans for change and future coaching interactions were made.

During the clinical supervision process or other types of interactions such as planning or counselling sessions, I made notes about the interactions. Soon after each supervisory conference, I summarized these notes on a contact summary form developed for this study (included in Appendix D), which became the data for the case studies. The contact summary form provided the following information: teacher's name; date; the mentor role desired by the beginning teacher (that is, curriculum supporter, coach, counsellor). Also included were the support desired by the beginning teacher including the teacher developmental level of this support; the identified focus of the conference; the coaching interactions, for example, the clinical supervision cycle or discussion, problem-solving, planning not linked to a clinical supervision cycle; a summary of the main issues from the contact; and future coaching plans.

After the eight months of induction program were completed, the data from the

contact summary forms were organized into four charts profiling the development of each of the four beginning teachers. Each chart was a one-page compilation of all contact summary sheets for a teacher. These charts were then streamlined into the teacher profile Tables 8 through 11 which appear in the results chapter. These profile tables were used to synthesize the participant observation data, discover patterns, and create the analysis Tables 12, 13, and 14. North Vancouver School District requested an informal evaluation of the mentor support provided. This evaluation form and the results are included in Appendix E. The questionnaire data and case studies aim to represent the experience of beginning B.C. trained French immersion teachers in the Vancouver area, to portray their concerns, needs, and methods to support and assist them.

Chapter 4. Findings

Overview of the data

The data presented were collected from the February and June questionnaires distributed to survey and case study groups of beginning French immersion teachers, and from the participant observation data recorded during induction program interactions. Because of the small size of the groups and the case study approach used with the study group, no statistical analyses were done. Questionnaire responses were organized into descriptive tables; only the principal tables are included in this chapter; additional tables with questionnaire response data are included in Appendix A.

Data for the survey group are from the teachers who responded to both the February and June questionnaires. Those survey group participants who responded only in February were separated from the survey group; their responses are included in Appendix B. Questionnaire responses were scrutinized for changes over the time period of the study, and compared for differences between the groups. Participant observation data were profiled into charts, then tables, and written up as case studies. I examined the case study data for trends and typical occurrences in an attempt to represent the experience of beginning French immersion teachers.

Major concerns of beginning teachers in French immersion

The first set of research questions asked: What are the major concerns of beginning teachers in French immersion? Which concerns improve and which concerns persist during and after the first year of teaching? Do differences exist between the survey group and the case study group regarding concerns? Several questionnaire items, including a checklist and open-ended questions, dealt with these topics.

Table 5 displays the February and June concerns from the questionnaire checklist for the survey and case study groups. Major concerns of both groups of beginning

Table 5

First year French immersion teachers' concerns since they began teaching

Questionnaire responses: February and June

Concerns	Case study group N=4						Survey group N=13					
	Strongly agree/ agree		Undecided		Disagree/ strongly disagree		Strongly agree/ agree		Undecided		Disagree/ strongly disagree	
	Feb.	June	Feb.	June	Feb.	June	Feb.	June	Feb.	June	Feb.	June
Pupil behavior	2	4	1	0	1	0	9	10	1	1	3	2
Interactions with colleagues	0	0	1	1	3	3	4	4	0	0	9	9
Interactions with parents	0	1	1	0	3	3	3	5	2	3	8	5
Pupil evaluation	2	2	1	1	1	1	8	6	2	4	3	3
Report cards	2	2	0	1	2	1	7	5	2	3	3	3
Planning lessons	2	1	0	1	2	2	4	6	2	2	4	5
Planning units	2	1	0	1	2	2	8	6	0	1	9	5
Teaching in French	2	2	0	0	2	2	1	7	1	1	4	4
Teaching in English (a)	0	0	1	0	1	3	2	1	0	1	12	11
Curriculum knowledge	1	1	0	0	3	3	9	1	0	1	7	9
Pupil motivation	2	2	0	0	2	2	7	7	2	2	2	4
Individualizing instruction	3	3	0	1	1	0	7	7	1	1	5	5
Organization (a)	3	1	0	3	1	0	7	8	3	3	3	2
Materials and supplies	2	0	2	3	0	1	7	6	3	4	6	7
Totals	23	20	7	12	24	23	82	78	17	27	78	74

Note (a) Some teachers did not respond to this question.

French immersion teachers in this study are: pupil behavior, pupil evaluation, report cards, planning units, pupil motivation, individualizing instruction, materials and supplies. These concerns are similar to those reported in the research literature for beginning teachers and many of the concerns addressed in the case studies as part of the induction program.

As hypothesized, some concerns decreased for both groups between February and June. Concerns about organization, materials and supplies, and planning lessons and units decreased for the case study group. The survey group had similar decreases in concerns except for planning lessons which increased. Many items from the checklist remained as medium concerns for the two groups including: pupil evaluation, planning units, pupil motivation, individualizing instruction; these showed little or no change. Unanticipated findings from the questionnaire checklist portray the increase in concerns about pupil behavior for both groups from February to June. Pupil behavior was also noted to be a continuing concern for the case study teachers. Individualizing instruction was consistently a high concern for the case study group on questionnaire and case study data; a slight increase in this concern was noted for the survey group.

These findings on concerns of first year French immersion teachers could be useful in planning induction programs. Major concerns of both groups are topics that could be addressed during induction workshops, and in one to one mentoring situations. Concerns that decreased are topics to be dealt with early in the school year, while concerns which persisted or increased should be addressed throughout the year. Pupil behavior and individualizing instruction are evidently such ongoing topics.

The research literature reports that inexperienced teachers often feel insecure in their relationships with parents and colleagues (Veenman, 1984). This was not the case in this study. On the February and June questionnaires these two items were of low

concern to the case study group. For the survey group, these items were also of low

concern, but in June, a small increase in concerns was noted in interactions with parents.

Some interesting differences are present between the two groups. The case study

group consistently showed more concern than the survey group about teaching in French,

perhaps because the case study group had a higher percentage of anglophones than the

survey group. The case study group also had more concern about individualizing

instruction than did the survey group. The survey group was more concerned about lack

of curriculum knowledge than the case study group.. In the open-ended questions on both

the February and June questionnaires, the survey group mentioned unit planning,

specifically lack of time to plan units, as a persisting concern.

Useful assistance for beginning immersion teachers

The second series of research questions asked: Which types of assistance and

support are useful during the first year of teaching? Which types of additional assistance

and support would beginning French immersion teachers like to have? Data for these

questions came from two questionnaire checklists.

Which types of assistance and support are useful during the first year of teaching?

Table 6 presents the support and assistance found useful on the February and June

questionnaires by first year French immersion teachers in this study. In February, almost

three-quarters of the study and survey groups found useful: help from other immersion

teachers in their schools, and help from a teacher teaching the same grade. In June, these

two types of assistance were again mentioned, and two new sources of assistance for both

groups were: help from school administrators, and workshops.

In addition, many other types of support were used by both groups. In February, at

least one-half of the case study group had found useful all the types of assistance listed

on the checklist, except help from school administrators. In June, again at least one-half

Table 6

Support and assistance found useful by first year French immersion teachers

Questionnaire responses: February and June

Support	Case study group N=4						Survey group N=13					
	Strongly agree/agree		Undecided		Disagree/strongly disagree		Strongly agree/agree		Undecided		Disagree/strongly disagree	
	Feb.	June	Feb.	June	Feb.	June	Feb.	June	Feb.	June	Feb.	June
Help from other immersion teachers in your school	3	3	0	1	1	0	12	9	0	3	1	1
Help from English teachers in your school	4	3	0	1	0	0	7	4	3	5	3	4
Help from teachers in other schools	2	2	1	0	1	2	8	6	0	2	5	5
Help from a teacher teaching the same grade (a)	3	3	0	1	1	0	8	10	2	0	2	3
Help from a teacher whose class is nearby (a)	2	4	1	0	1	0	6	5	2	3	4	4
Help from district consultants	2	1	0	2	2	1	2	4	3	1	7	8
Help from school administrators (a)	1	3	1	0	2	1	7	9	2	1	4	3
Workshops (a)	2	3	1	1	1	0	5	8	3	4	3	1
Observations in other classes (a)	3	2	1	0	0	0	3	5	4	2	3	4
Peer observation and feedback (a)	3	2	0	0	1	0	3	4	2	1	3	6
Peer coaching (a)	4	2	0	0	0	0	0	0	5	3	2	7
Mentor teacher (a)	4	4	0	0	0	0	2	1	3	3	4	6
Administrator observation and feedback (a)	2	2	1	1	1	1	5	7	4	1	1	3
Totals	35	34	6	7	11	5	68	72	33	29	42	55

Note (a) Some teachers did not respond to this question.

of the case study group found useful all the types of support listed, except district consultants. In the survey group, every type of support from the checklist, except peer coaching, was mentioned as useful by at least two participants in February. In June, similar results were found. A valuable beginning teacher induction program would include the types of assistance found useful, such as, help from other immersion teachers, help from a teacher teaching the same grade, help from school administrators, workshops, mentor teacher, and others.

There were some differences in support found useful by the two groups. In February, a majority of the case study group mentioned as useful: help from English teachers in their school, peer coaching, mentor teacher, observations in other classes. In June, in addition to useful support shared with the survey group, a majority of the case study group found useful: help from a teacher whose class is nearby, help from English teachers in their school, mentor teacher. These types of help were not mentioned by a large number of survey group participants. Some of these types of support were characteristics of the induction program such as peer coaching and mentor teacher. Other support reflected the collaborative ethos of the induction program school such as help from English teachers in their school, observations in other classes, help from a teacher whose class is nearby.

All four case study participants believed the mentor teacher assistance to be useful for the entire eight months of study. However, in June, two of four case study participants--Sylvie and Barbara--cited observations in other classes, peer observation and feedback, and peer coaching, as not applicable to them. Sylvie wrote a comment questioning whether peer coaching was actually the same as mentor coaching. This confusion seems to account for Sylvie's and Barbara's lack or response to those questionnaire checklist items. Our mentoring program followed peer coaching

principles, but there was evidently some confusion regarding whether mentor coaching was actually peer coaching.

A majority of the survey group mentioned in February that they had found useful help from teachers in other schools, which the case study group did not mention. The survey group did not cite any additional types of useful support in June.

Assistance which was mentioned more frequently as useful later in the year for the case study group was help from a teacher whose class is nearby, help from school administrators, and workshops. In the survey group, assistance which increased, and was mentioned by a large number of participants as useful between February and June, was help from a teacher teaching the same grade, help from school administrators, workshops. Both groups suggested that help from school administrators and workshops were more useful later in the school year, possibly because this is when help from these two sources became available.

It is interesting to note the number of undecided and negative responses from the survey group members to the questionnaire items regarding the induction program characteristics of: peer observation and feedback, peer coaching, mentor teacher, suggesting perhaps that they were unaware of how these types of support could be valuable. This is in contrast to the responses of the case study group who appeared to be much more positive about these types of collegial assistance.

Which types of additional assistance and support would beginning French immersion teachers like to have? Table 7 displays the additional assistance and support desired by the two groups in February and June. In February, almost three-quarters or more of both groups wanted more: workshops, observations in other classes, help from a teacher teaching the same grade, help from teachers in other schools. In June, both groups again wanted more of the first three forms of assistance suggested in February,

Table 7

Additional support and assistance desired by first year French immersion teachers

Questionnaire responses: February and June

Support desired	Case study group N=4						Survey group N=13					
	Strongly agree/agree		Undecided		Disagree/strongly disagree		Strongly agree/agree		Undecided		Disagree/strongly disagree	
	Feb.	June	Feb.	June	Feb.	June	Feb.	June	Feb.	June	Feb.	June
Help from other immersion teachers in your school	2	2	0	2	2	0	8	9	1	1	3	2
Help from English teachers in your school	1	2	1	2	2	0	5	6	4	5	2	1
Help from teachers in other schools	3	2	0	2	1	0	9	10	3	2	0	0
Help from a teacher teaching the same grade (a)	4	3	0	1	0	0	9	10	3	2	0	0
Help from a teacher whose class is nearby (a)	2	2	1	2	1	0	5	4	4	6	3	2
Help from district consultants (a)	2	3	1	1	1	0	8	10	4	1	1	1
Help from school administrators (a)	2	3	1	1	1	0	5	9	4	1	3	2
Workshops (a)	4	4	0	0	0	0	13	12	0	0	0	0
Observations in other classes (a)	4	4	0	0	0	0	11	10	1	1	1	0
Peer observation and feedback (a)	3	3	0	1	0	0	5	9	7	1	1	2
Peer coaching (a)	4	4	0	0	0	0	3	6	7	4	1	2
Mentor teacher (a)	4	3	0	1	0	0	2	6	7	4	2	1
Administrator observation and feedback (a)	2	2	1	2	1	0	6	9	4	2	2	0
Totals	37	37	5	15	9	0	89	110	49	30	19	13

Note (a) Some teachers did not respond to this question.

plus help from district consultants, help from school administrators, peer observation and feedback.

In February the case study group also requested more: peer coaching, work with mentor teacher, peer observation and feedback. The survey group did not mention any types of desired assistance in February that the case study group did not cite. In June, in addition to the requests for assistance shared with the survey group, the case study group wished more peer coaching and more help from the mentor teacher. The survey group would have liked more: help from teachers in other schools, help from other immersion teachers in their schools, and administrator observation and feedback.

Additional assistance and support was highly requested by both groups. In February, one-half or three-quarters of the case study group would have liked more of all types of support listed on the questionnaire checklist, except help from English teachers in their school. In June, half or more of the same group wanted more of all types of assistance from the checklist. The survey group was not as desirous of all types of support; but both in February and June, 50% or more would have liked more of many types of additional support. In February, the survey group supplied many undecided responses to types of collaborative work and characteristics of the induction program. However, from February to June one-quarter or one-third of survey group participants moved from being undecided to agreeing that they would like more: help from school administrators, peer observation and feedback, peer coaching, mentor teacher assistance, administrator observation and feedback.

These findings of useful and desired support and assistance for beginning French immersion teachers provide direction in planning induction assistance. Valuable to include for beginning teachers as part of induction programs are structures to provide help from: other immersion teachers and English teachers in their schools, teachers

teaching the same grade, school administrators including observation and feedback, peer coaching with observation and feedback, mentor teacher, teachers in other schools, district consultants. Also useful to provide are induction workshops and opportunities for observations in other classes.

Changes in additional desired assistance over the time of the study for the case study group included: increased interest in help from district consultants and school administrators, and help from English teachers in their school. There was a decrease in desired assistance from: teachers in other schools, teachers teaching the same grade, and the mentor teacher. Already mentioned was the survey group's increased interest between February and June in some aspects of the induction program, that is, peer observation and feedback, peer coaching, mentor teacher. The survey group also showed increased interest in other types of support including help from: other immersion teachers in their schools, teachers in other schools, a teacher teaching the same grade, district consultants, school administrators. Some decreases were noted for the survey group responses between February and June; these were help from a teacher whose class is nearby, workshops, observations in other classes.

In analyzing the responses to the checklist section of this question on additional support and assistance desired, I realized there were problems with clarity regarding what respondents were actually answering. It was not evident from the answers whether respondents already had some of these types of assistance and support made available to them and that it was so useful they wished more, or whether these beginning teachers did not have these types of assistance and support available but wished they did. Two other instrumentation difficulties with the questionnaire were the open-ended questions which did not provide adequate high-frequency responses, and the initial administration of the questionnaire in February rather than in September.

It is interesting that French immersion teachers in both groups mentioned a desire to have help from immersion teachers in other schools in contrast to the research literature which highlights the importance of school-based mentors. A possible explanation for this is the dual-track nature of many schools where French immersion is housed; in a dual-track school where immersion enrolment is capped so that it will not surpass enrolment in the English track, there is often only one teacher at each grade level. Perhaps because the beginning teachers surveyed did not have another teacher teaching in immersion at the same grade level as them in their school, they may have been looking to immersion colleagues at other schools who taught the same grades for assistance.

Although there was much agreement on useful types of assistance and support for the two groups of beginning teachers, there were some differences between the two groups which are noteworthy. The case study group selected more types of collaborative assistance as being useful both in February and June, for example, mentor teacher, peer coaching, peer observation and feedback, help from a teacher whose class is nearby, help from English teachers in your school, help from teachers in other schools. The cross-track English/French assistance mentioned by the case study group is particularly noteworthy and portrays the excellent spirit of collaboration which was present in the induction program school.

<u>Mentor/beginning teacher interactions</u>

The third aspect of this research asked: Which types of interactions occur between beginning teachers and an experienced teacher mentor in an induction/support program, and which changes in desired interactions do the case study group teachers experience as they progress through the beginning teacher induction/support program?

To respond to this research question I prepared a case study of each study group beginning teacher's interactions with me as mentor teacher, and carried out an analysis of

the participant observation induction program activities. Beginning teacher developmental stages are observable in the case studies. It appears the mentor support and intervention, in addition to the normal first year teaching situations encountered, caused progression to occur; the case study group questionnaire and informal evaluation responses support the value of a mentor teacher and other school-based assistance.

Two of the four teachers showed the usual developmental stages as frequently reported in the research literature (Fuller, 1969, Fuller and Bown, 1975, Hemingway, 1988, Hunt, 1987, Katz, 1972, Mamchur, 1988, Wheeler, 1988) of early survival stages through mid teaching strategies concerns and on to later individual students' needs. Two other teachers in the study group began their first year teaching expressing the mid and later stage developmental concerns of teaching strategies and individual students' needs, but, nevertheless, showed some early stage concerns at times during the year.

The case studies occurred at Ross Road Elementary School in North Vancouver School District, a suburb of Vancouver, B.C. The school was a 25 year old dual-track school enrolling approximately 550 children from kindergarten to grade 7 with one, one and one-half, or two classes at each grade in English and in French immersion. The school building was well-maintained and attractive with student work on display throughout. The building, staffroom, office, and storage areas were crowded because the school had several portables, meaning that more students and teachers were using these facilities than had been planned for. Most of the English students came from the middle-class neighbourhood surrounding the school. French immersion students came from similar neighbourhoods but often were driven or arrived by city bus because they lived farther from the school.

The school staff was well balanced between French immersion and English teachers who had an excellent rapport with each other; there was also a balance between

younger and more mature teachers. Ross Road School had two administrators, one unilingual and one bilingual, both of whom were very supportive and encouraging of teacher interaction, growth, and risk-taking. The school's professional ethos was very positive for encouraging growth as teachers pursued goals they had chosen for themselves, became involved in district in-service programs, and worked together in many ways supported by release time.

What follows is an account of the induction/support program at Ross Road Elementary School for four beginning French immersion teachers: Andrea, Sylvie, Cathy, and Barbara. This program was adapted to meet the needs of each beginning teacher. Interactions with teachers depended upon their developmental level and specific teaching environment. An informal evaluation of this induction/support program appears in Appendix D.

Description of mentor/beginning teacher interactions with Andrea. Andrea grew up speaking English. She received a Bachelor's degree and completed a 12-month teacher training program at SFU with no education courses specifically for teaching French immersion. She reported doing 18 weeks student-teaching with no experience in French immersion classes. Her teaching assignment included teaching an early immersion grade seven class English, and math in French, as well as other duties in the school. The classroom that Andrea shared with another colleague was a busy place with much student work and other pictures, charts, brainstorming webs on the walls. Around the room were centres displayed on tables and counters. There was a student lounge area with a couch and stuffed chair. Student desks and chairs were moveable and their arrangement was often changed as various activities occurred. Students had considerable freedom to move about the classroom to work in different areas and with different classmates.

Table 8 summarizes my mentoring interactions with Andrea. Each entry from the table represents a meeting with Andrea, the concerns she expressed, what type of interaction was requested, and the mentoring role used. For example, during the November to February period of study, table 8 shows five interactions occurred; the first interaction was a planning session where we discussed Andrea's concerns regarding pupil behavior, her perception of herself as a teacher, and individual students' needs. I used the coach and curriculum supporter roles. Coaching assisted with Andrea's concerns about student behavior and student's needs, and supplied practical suggestions for change. As curriculum supporter, I helped Andrea understand the English language arts curriculum, identify appropriate resources, plan instruction. As another example, our second interaction was a clinical supervision cycle about Andrea's concern of pupil behavior; I acted as coach. Table 8 shows that during the November to February period, coaching was the principal interaction, with two incidences of curriculum support and one of counselling, where I responded to Andrea's needs for support and problem-solving about professional and personal concerns affecting classroom performance. During the March to June period, coaching was our primary interaction, with one incidence of counselling.

Table 8

Mentor/first year teacher interactions: Participant observation data

Andrea

Interactions	Concerns	Support desired	Role of mentor
November to February			
1.	Pupil behavior Perception of self as teacher Individual students needs	Planning	Coach Curriculum supporter
2.	Pupil behavior	Clinical supervision	Coach
3.	Perception of self as teacher Pupil evaluation	Discussion Problem-solving Planning Reassurance	Counsellor Curriculum supporter
4.	Perception of self as teacher Teaching strategies	Clinical supervision	Coach
5.	Pupil behavior Teaching strategies Individual students needs	Clinical supervision	Coach
March to June			
6.	Teaching strategies Individual students needs	Clinical supervision	Coach
7.	Individual students needs	Clinical supervision	Coach
8.	Pupil motivation Pupil evaluation Individual students needs	Discussion Planning	Coach
9.	Teaching strategies Individual students' needs	Clinical supervision	Coach Curriculum supporter (English teacher)
10.	Pupil motivation	Discussion Reassurance	Counsellor
11.	Individual students' needs	Clinical supervision	Coach
12.	Individual students' needs	Clinical supervision	Coach

Table 8 and details from Andrea's case study portray several themes related to the research questions. How Andrea's concerns changed during her first year of teaching highlight her development from early to later developmental concerns (Fuller, 1969, Fuller and Bown, 1975, Hemingway, 1988, Hunt, 1987, Katz, 1972, Mamchur, 1988, Wheeler, 1988), and respond to research questions regarding what are major concerns of beginning French immersion teachers, and which concerns improve and persist. Andrea's progression can be seen from the early developmental concerns of student behavior and perception of herself as a teacher in interactions #1 to 5, through mid-developmental teaching strategies concerns in interactions #4 to 6 and #9, to later developmental concerns of individual students' needs from interaction #5 to 12. This development shows how Andrea's concerns changed during the year from survival concerns to largely concerns about her students, which echoes the research literature and this study's other cases.

Another theme noted in this case study was Andrea's persisting concerns about pupil behavior and pupil motivation which are earlier developmental characteristics; these concerns were also consistently expressed in this study's questionnaire responses as continuing concerns. In Andrea's June questionnaire open-ended questions, she mentions that all concerns had decreased during the school year except pupil motivation and pupil behavior. Her questionnaire checklists on concerns, however, showed little change. February and June questionnaires portray concerns with pupil behavior, report cards, planning lessons and units, teaching in French, pupil motivation, individualizing instruction. These data suggest that concerns Andrea had at different times during the year could be useful in structuring developmental teacher induction programs.

Other research questions requested descriptions of types of interactions occurring between beginning and mentor teachers, and how these mentoring interactions would

change over the year. In Andrea's case, little change in interactional processes occurred; clinical supervision continued to be the dominant interaction with discussion, reassurance, planning sprinkled here and there. Coaching was an ongoing mentoring role requested, with curriculum support and counselling desired early and late in the year. What did change in the mentoring interactions was their focus from early to later developmental concerns. Nevertheless, still noted were some early developmental concerns expressed late in the year, for example, pupil motivation in interactions #8 and 10. Additional and more detailed examples of Andrea's development follow in the case study, which provides scenarios of helpful assistance for a beginning French immersion teacher, including possible content and process for a mentoring program.

My first interaction with Andrea occurred in early November; we explored possibilities for the relationship. As can be seen in Table 8, during this first planning session Andrea's concerns were early developmental concerns of student behavior and self as a teacher, and some later stage concerns of individualizing instruction to better meet student needs. In addition, curriculum support was requested on theme and process planning in language arts. This interaction helped Andrea to find direction for her language arts planning.

Later in November, our first clinical supervision cycle occurred focusing on the early concern of student behavior. I encouraged Andrea to identify her expectations for student behavior in order to observe if these were occurring in her classroom. We planned activities to assist students in realizing and acting within behavior expectations. Also in November, Andrea initiated an interaction session with me which focused on the counselling and curriculum supporter roles. This was report card writing time and Andrea was anxious about her adequacies as a teacher, as an evaluator of students' progress, and her abilities to interact effectively with the students' parents during

upcoming parent/teacher interviews. Andrea was apprehensive that student evaluation data she had collected did not fit well into the report card checklist; she also discovered she had not collected data for some of the checklist items. We discussed Andrea's student evaluation strategies, evaluated their strengths, and brainstormed new strategies to attempt the subsequent term, and rehearsed what might happen during parent interviews. This interaction provided reassurance and encouragement to Andrea that she had much useful student evaluation data to share with students and their parents, and gave her some suggestions of other useful evaluation data to collect. Interactions #1, 2, 3 portrayed early developmental stages and their inherent concerns. Andrea's major concerns were pupil behavior, self-adequacy as a teacher, report cards, pupil evaluation, interactions with parents.

Later in November during our fourth interaction pre-conference, Andrea shared that she felt unsure of herself as a teacher, stating: "I did better as a substitute teacher." She felt her uncertainty of herself as an effective teacher was related to using uninspiring teaching strategies. Consequently, we began searching for learning activities which interested students more, improved student behavior, and provided suggestions for individualizing learning for students. We observed for, and conferenced on, which teaching strategies worked best for keeping students working on the learning objectives, and used these data to plan for individualization of instruction. Data from this observation showed that 70 to 80% of students were working on textbook or centres activities, but were doing so with much noisy consultation. Andrea felt the noise was too loud and wanted to have students work more quietly; she was also dissatisfied with using the math textbook for most of her instruction. We combined our problem-solving for excess student noise with our exploration of a variety of teaching strategies and resource possibilities, in order to individualize instruction to meet student needs. Our post-

conference helped Andrea decide to concentrate on having students raise their hands instead of calling out answers, keeping her own voice lower in order to make students be quiet to listen to her, searching out increased sources for math instructional materials from the district math consultant, a grade 8 math teacher, and math kits available through our district resource centre and our school library. Andrea's frustrations with a lack of appropriate materials to implement much more than a text-based math program continued and were expressed on the February questionnaire. Although student behavior continued to be one of Andrea's concerns all year, this late November interaction seemed to be a turning point for her in moving towards later developmental concerns, as she affirmed her interest in pursuing a variety of teaching strategies to individualize instruction for her students, and thereby, improve student behavior.

A similar clinical supervision cycle occurred in early February. Andrea was trying new teaching strategies and wanted feedback on how students participated in each activity. She had particular concerns about four students who were doing poorly in math and she wished to know their participation in each activity. I observed for how students participated during different teaching strategies. The observation data showed the small group help circle was an effective strategy. Our post-conference focused on how to modify teaching strategies, pupil evaluation, classroom organization, and student behavior, in order to function more effectively generally, and specifically to assist four students who were experiencing difficulties. We discussed grouping students for math instruction, requiring participation in the help circle for students in difficulty, strategies for encouraging students to study for tests, re-organization of the weekly math test system, buddying students, using math manipulatives. This interaction affirmed effective strategies Andrea was already using and gave her some new ideas to try. Most of interactions #4, 5, 6 portrayed this mid-developmental interest in teaching strategies,

although some early and later stages were also present, for example, interaction #4 of

perception of self as a teacher, and interactions #5 and 6 of individual students' needs.

Table 8, interactions #6 to 9, 11, 12, show how Andrea's focus moved away from

student behavior concerns during the March to June period of study, and instead began to

focus on individual students' needs, with a continued emphasis on teaching strategies as

they related to improving instruction. Our next clinical supervision cycles occurred in

early March and addressed concerns of how a few weaker students were progressing in

English language arts and in math. Classroom noise was lower. More students were

working. The English observation and discussions with individual students showed that

they understood the essay structure they were using, and could demonstrate

comprehension by giving examples, some of which came from their writing. The math

observation and discussions with students showed that three of the selected students

could do the mechanics of multiplying fractions and describe what they were doing, but

did not seem to grasp what was happening during the operations. Two of these students

had problems with related items, for example, simplifying fractions and converting

mixed numbers into improper fractions. The fourth student selected was completely

mixed up between addition, subtraction, multiplication, and division of fractions. During

our post-conference after the math observation, we discussed why students might be

misunderstanding. I suggested that students needed to "see" what was happening in these

mathematical processes through use of math manipulatives, teaching others, or through

art illustrations. Post-conferences for both interaction cycles focused on teaching and

motivational strategies which could be used with students in difficulty and included: use

of math manipulatives, cooperative learning, charts and graphs.

In mid-March Andrea initiated a discussion on how to increase student motivation

to complete assignments punctually, study for tests, as well as effective means to

communicate with parents when students were not keeping up with their work. I suggested a variety of possibilities including conferences, up-date reports to parents, interim reports, student contracts, personal or class progress graphs. Andrea accepted these suggestions as interesting but was unready to integrate them into her regular methodology; she felt her workload was already onerous and was unwilling to add on yet more.

In mid-April, Andrea wanted me to discuss with a few students their comprehension of a language arts project. The five students interviewed could all effectively answer the discussion questions and show me examples from their work. Our post-conference became a discussion of methods to structure assignments so that students are encouraged to complete parts of their work punctually rather than doing everything the night before the due date. We discussed strategies for organizing students and their assignments such as breaking down the assignment into chunks, joint planning of timelines for completion of certain aspects of the assignment, individual checklists for students to track their progress on an assignment, giving process marks for early parts of assignments, calling parents when students were behind on assignments. I suggested Andrea discuss with the English track grade seven teacher strategies he used to attack this problem. Andrea found the organizational strategies discussed useful but again seemed unprepared to implement these ideas. As became clearer in later interactions, Andrea felt student motivation should not be her responsibility, which is a characteristic of beginning teachers suggested in the research literature; interactions #8 and 10 from table 8 highlight this earlier developmental concern.

In early May, this theme again surfaced and required a counselling session as Andrea vented her frustrations with poor quality of students' work, and inability to get students to submit assignments punctually and edit their written work. Andrea felt she

had tried everything and nothing worked. We re-discussed some of the suggestions from the two previous interactions and I suggested trying a class contest to encourage completion of work. When I followed up on these ideas a couple of days later nothing had happened and it did not appear as if Andrea was interested in pursuing any of these ideas. Andrea's June questionnaire responses indicated that pupil motivation continued to be her concern. At this same time, Andrea was feeling anxious about her future job prospects in this school district, and whether she should be pursing positions in other school districts. This was a stressful time for Andrea full of uncertainty and frustration.

In early June, our clinical supervision cycle focused on what individual students were doing during different teaching activities in a language arts lesson. The observational data showed that most students were listening and involved. Also during this observation, discussions with weaker students showed they understood how to structure their essay using a thesis and three supporting points as they had been taught. During the post-conference, Andrea expressed questions about her ability and the requirement to motivate students. We also discussed teaching for different learning styles; Andrea was beginning to realize this was necessary in order to successfully meet all students' needs. Later in June, our last interaction cycle again treated the topic of how effectively various learning activities functioned for individual weaker students. We discovered from the observational data that some students required different motivational strategies and individual monitoring. I suggested closer monitoring of weaker students by setting short-term expectations and checking on students' progress. However, Andrea and I were stymied on what kind of consequence to offer if the students did not meet required expectations; it seemed that all consequences had already been tried and worn thin with this class. I also suggested having students state their main points for each assignment to give them direction, and encouraging more active roles for weaker students

in group work by assigning them recorder roles in small groups. Andrea felt discouraged about the amount of work these strategies necessitated. Although Andrea ended her first school year feeling discouraged about some aspects of teaching, she was looking forward to her second year in the school district and a new teaching position where she anticipated doing some things differently; she felt that her first year's teaching experience had been beneficial. To quote Andrea's June questionnaire, "...after I've experienced the situation once, it's easier to find a different direction or to continue on if the experience was successful... I was able to look and learn...next year I'll be ready to do lots more...."

Description of mentor/beginning teacher interactions with Sylvie. Sylvie grew up speaking mainly French with some English. She has a Bachelor's degree from an anglophone university in Quebec, and completed the SFU immersion teacher training program with 18 weeks student-teaching in French immersion classes, and education course work in French immersion methodology. Her teaching assignment was grade one early immersion. Sylvie's classroom was situated in an annex to the main school where there were three primary French immersion classes and one English primary class. Sylvie interacted a lot with the other three primary teachers in her annex, particularly the experienced English program primary teacher who had many great ideas. On Sylvie's June questionnaire she mentioned how this English track grade one teacher helped on a daily basis with practical ideas such as writing strategies and themes for young children, organization and ways of doing things. The teachers' classrooms were across the hall from one another which greatly facilitated interaction. Sylvie also mentioned on her June questionnaire how I, as mentor teacher, had helped by providing feedback and implementing change on more global and theoretical issues. Sylvie felt both types of assistance were very useful.

Sylvie's classroom was attractive and well organized with student work and large

charts posted, and tidy centres arranged around the room on tables or shelves. Desks were moveable and were usually organized into groups of four to six. Some problem students were seated on their own or in groups of two. In one corner of the classroom was an area with no desks where children sat on the carpet for class meetings. During independent work time, children sat at their desks, at tables, or on the floor, and could talk with one another for help. When children had completed their work there were free time centres such as blocks, books, and math activities for children to use.

Table 9 provides an overview of my interactions with Sylvie; each entry describes one of our meetings. From November to February, our seven mentoring interactions focused on coaching and curriculum support. Coaching interactions assisted with a variety of developmental concerns from early pupil evaluation, survival, and perception of self as a teacher in interactions #1, 3, 5, to mid-developmental teaching strategies concerns in interactions #1, 3, 6, 7, through to later concerns of self-evaluation and reflection and individual students' needs in interactions #1, 2, 4. Curriculum support interactions #3, 6, 7 helped Sylvie understand pupil evaluation and teaching strategies, identify appropriate resources, and plan for these strategies. The predominant focus of the March to June period was advanced concerns dealing with coaching work on how effective teaching strategies were for individual students' needs, as seen in interactions #8 through 12.

Table 9

Mentor/first year teacher interactions: Participant observation data

Sylvie

Interactions	Concerns	Support desired	Role of mentor
November to February			
1.	Survival Teaching strategies Professional self-evaluation and reflection	Planning	Coach
2.	Individual students' needs	Clinical supervision	Coach
3.	Teaching strategies Pupil evaluation	Discussion Reassurance	Curriculum supporter
4.	Individual students' needs	Clinical supervision	Coach
5.	Perception of self as teacher	Discussion Reassurance	Counsellor
6.	Pupil behavior Teaching strategies	Clinical supervision Reassurance	Coach Curriculum supporter
7.	Pupil behavior Teaching strategies	Clinical supervision Reassurance	Coach Curriculum supporter
March to June			
8.	Pupil behavior Teaching strategies	Clinical supervision	Coach
9.	Teaching strategies Individual students' needs	Clinical supervision	Coach
10.	Teaching strategies Individual students' needs	Clinical supervision Reassurance	Coach
11.	Individual students' needs	Clinical supervision	Coach
12.	Teaching strategies Individual students' needs	Clinical supervision	Coach

Table 9 and the text of Sylvie's case study portray the growth of a teacher who began our mentoring interactions developmentally advanced, as evidenced by her desire for self-evaluation and reflection, and her ability to have multiple activities occurring in her classroom, both characteristics of later developmental stages (Fuller, 1969, Fuller and Bown, 1975, Katz, 1972). However, shifts in developmental stages can be seen in Sylvie's growth over the year, cited by the previous authors as normal. Sylvie showed shifts from her advanced development to earlier concerns such as survival in interaction #1, pupil evaluation in interaction #2, perception of self as teacher in interaction #5, pupil behavior in interactions #6, 7, 8. Sylvie's predominant later concerns were more advanced, such as teaching strategies, particularly how individualization of instruction related to these strategies. Sylvie's case study informs about developmental concerns; although we saw many later concerns, Sylvie still had re-occurring early concerns. Sylvie's two questionnaire checklists show that her concerns remained quite constant. In both February and June, Sylvie expressed concerns about pupil behavior, pupil evaluation, report cards, curriculum knowledge, pupil motivation, individualizing instruction, organization.

Table 9 showed mentoring interactions with Sylvie to be largely clinical supervision, with two incidences of reassurance in the November to February period and one during the March to June period. The coaching role predominated; also there were three incidences of curriculum support and one of counselling which occurred from November to February. Mentoring processes were constant throughout the year but content changed as Sylvie's concerns changed. Information on Sylvie's concerns and the mentoring assistance she accessed provide valuable suggestions for structuring developmental induction programs and mentoring assistance. Detailed examples follow in the case study.

At our initial planning session, Sylvie expressed her realization that she was so focused on concerns about organization and workload, that she had no time for meaningful self-evaluation and reflection, which she remembered from her teacher training was the direction she should be taking. Trust between Sylvie and me as mentor had already been well established because we had worked together the previous year. Sylvie was motivated to begin our collaborative work; she saw herself as a developing teacher and wanted the mentoring relationship to encourage development. At this initial planning session, Sylvie had already identified a focus for a future clinical supervision cycle; she wanted me to observe what children were doing during various activities in order to provide information on modifying teaching strategies and for individualizing instruction.

Our second interaction was this clinical supervision cycle where Sylvie requested an observation of individual children's behavior and how this behavior related to various group and independent activities. The observation showed that children were actively involved in the assigned tasks; only one boy showed poor behavior. It appeared that children's needs were being provided for in this multi-dimensional classroom. Sylvie felt, however, that the children were better behaved than normally because I was observing them, and because they had just had a class discussion on expected behaviors. Our post-conference also included discussion on two problem children, how to access district support for one of them, and suggestions for how to structure afternoon activities to improve children's attention and behavior.

The next interaction with me was initiated by Sylvie in mid-November; she wished curriculum support on writing report cards. Our discussion dealt with interpreting student evaluation data and transferring it into report card checklists and comments to share with parents. Sylvie reflected on, and evaluated the student assessment data

collected, its strengths, and areas to modify for subsequent semesters. Reassurance was also a part of this interaction, that Sylvie was collecting appropriate and useful evaluation data.

The next interaction, which was a clinical supervision cycle, initiated a series of observations along a similar theme: which children participated in which activities, what were the needs and interests of children during various learning activities in language arts and math. These observation and conferencing coaching cycles served to reassure Sylvie that her classroom was full of effective learning opportunities for children, to identify teaching strategies which required modification to increase children's involvement, and to recognize children who were having difficulties so that they could be planned for.

In mid-November I observed whole group participation during show and tell and collective writing. We found that most children were involved; many participated by asking questions and by suggesting ideas. Sylvie was surprised that children's involvement was as high as the observation showed. Our post-conference suggested trying show and tell as a choice activity, and other ideas for observations, for example, who speaks French, math activities, an afternoon observation. In mid-January I observed a math lesson where children were working with manipulatives, independently or in small groups. Children worked well on their activities of choice; curriculum objectives were addressed effectively and efficiently. In early March, I again observed a math lesson where children were working on independent work tasks using manipulatives. Sylvie was concerned about classroom noise but the observation showed that children who were talking were largely checking with each other on procedures for their math tasks. Effective pupil/teacher evaluation conferences with individuals occurred during these independent activities. One child was noted as being uninvolved too much during the lesson and we discussed strategies to intervene with him. Also in early March, I

observed a language arts lesson to document student involvement in these activities. The observation showed that in the brainstorming, observation, classification activities children were very involved. Participation declined for group oral reading and the grammar explanation. During the post-conference we discussed strategies for improving participation in these two activities. The data from these several observations surprised Sylvie; her perceptions of her classroom were always less positive. Our post-conferences provided affirmation to Sylvie that she was doing a fine job, while also supplying ideas for things she could work on.

Throughout the year Sylvie reflected advanced developmental stages as she worked with a variety of groupings of children, while other children worked on independent tasks; she desired to know how individual children were learning within this variety of learning environments, and which situations worked best for which children so that she could individualize learning. Sylvie's classroom always impressed me as a calm, busy learning environment where children had many valuable choices for their learning, where there were a variety of groupings from whole group to small groups to independent work, that children were developing good skills at working in all of these groupings, and that Sylvie was capable of planning time to conference with individual children. Sylvie was commendable in her constant reflection on whether planned activities were useful for children's learning, how she could improve them, and if she was addressing curriculum objectives in an interesting, efficient manner.

As can be seen from Table 9, other types of interactions also occurred during the year. In late November, Sylvie required counselling support as she struggled with concerns about her adequacy as a teacher. Sylvie felt a lack of positive comments that she was doing an effective job as a teacher and needed reassurance. As Sylvie mentioned on her February questionnaire, appreciation was one of several useful qualities of

assistance and support she had received and one of which she did not hear enough. Other qualities Sylvie cited as useful from the assistance and support she had received up to February were: reassurance, guidance, materials, objective feedback.

Another concern which surfaced was the overall rhythm and fit of learning activities within the school day, one which we found difficult to address since I could not spend entire days in the beginning teachers' classrooms. These requests of Sylvie's made me realize that I needed to provide regular positive comments for the four beginning teachers, and discuss with each of the four their daily schedules.

In late January, Sylvie was concerned that she was not providing enough positive comments for her children. The classroom observational data provided Sylvie confidence that her classroom was well managed; Sylvie used a variety of effective strategies to do so, but that more positive comments could be used with children. Sylvie then identified the increased use of positive comments with her class as a goal for her improvement.

Another clinical supervision cycle occurred after Sylvie had been away ill for six weeks; she had concerns about behavior problems and pupil motivation after her absence, and was unsure of appropriate consequences of misbehavior for this point in the school year. The observational data showed that only one-third of the class was working well. Most children who were not sitting at their desks were not using time wisely. Sylvie decided liberty in the classroom must be curtailed unless children could show they were more responsible. We also thought of doing a class graph on completing work to increase class motivation, and sharing this graph with grade seven buddies and parents. Interactions #1 to 8 portrayed some shifting between early and later developmental concerns, for example, interaction #4 with a later concern of individual students' needs to interaction #5 demonstrating an early concern of perception of self as teacher. After

interaction #8, Sylvie's concerns reflected mid- and later developmental stages, that is, teaching strategies and individual student needs.

In June, two clinical supervision cycles focused on individual children and what they did in the classroom to help them be successful. In these instances, Sylvie was acting as a teacher researcher searching for behaviors of successful children in order to help all children be successful, and resources young children used for their written research compositions. Sylvie wanted to share this information with the children to help them, and also to use this information to structure her classroom environment. For the first observation, Sylvie had read an article on characteristics of happy, successful people and desired an observation to define characteristics of successful children in her class. I observed children whom Sylvie had selected as happy and successful while they were involved in several math activities. I observed a wide variance in behaviors. The main themes that Sylvie and I could draw from the observational data were that happy, successful children listened and watched during explanations, concentrated on their work and were self-directed, and monitored their work by checking with the teacher. The second observation looked for which resources children used as they did an independent writing project. The data showed that most children used the collectively written posters for their writing, but also accessed books, other children, previous personal writing, other children's previous writing, and the teacher. Sylvie was very satisfied with the independent work of the children who were very motivated by their work. We also discussed how Sylvie would structure and begin her independent work program next year, and how children's writing files were evaluated in conferences with them.

Description of mentor/beginning teacher interactions with Cathy. Cathy grew up speaking English. She has a Bachelor's degree from SFU and completed the SFU immersion teacher training program with 18 weeks student-teaching in French immersion

classes, and education course work in French immersion teaching. Her assignment is early immersion kindergarten. Cathy's classroom was set up in centres as are usually found in kindergarten classes; there was a book centre, a sand table, a playhouse, a game centre, and several tables with activities which changed according to the theme being studied. There was also a large area in the centre of the classroom used for circle time with song and poem posters and the choice board for centres. There was a sink in the corner by an outside door and a partially walled-off cloakroom at one end of the classroom. Lots of bright pictures and student work were posted on the walls. Children had lots of freedom of movement and many choices in the classroom.

Table 10 briefly describes each mentoring meeting with Cathy. During the November to February period of study Cathy and I had six interactions where I worked predominantly with her as coach helping with her concerns. Two sessions were also curriculum support. For example, interaction #4 was a coaching and curriculum support session where we used clinical supervision, problem-solving, and reassurance to address concerns of pupil behavior and appropriate teaching strategies. During the March to June period, coaching continued to be a prevalent interaction used for four interactions; curriculum support was also an important interaction accessed for four interactions. I provided curriculum support as did the English track kindergarten teacher.

Cathy's case study responds to the research questions by portraying developmental concerns of a beginning teacher, and providing examples of useful mentor/beginning teacher interactions. Cathy's questionnaire checklists on concerns show that in February she expressed concerns about pupil evaluation, individualizing instruction, and organization. On the June questionnaire, the February concerns had improved, but Cathy had become concerned about pupil behavior. It is interesting that Cathy's ongoing concerns about interactions with parents never appeared on the questionnaire checklists.

Table 10

Mentor/first year teacher interactions: Participant observation data

Cathy

Interactions	Concerns	Support desired	Role of mentor
November to February			
1.	Teaching strategies Individual students' needs	Planning Discussion	Coach Curriculum supporter
2.	Pupil behavior	Discussion Planning	Coach
3.	Pupil behavior	Discussion Planning Problem-solving Reassurance	Coach
4.	Pupil behavior Teaching strategies	Clinical supervision Problem-solving Reassurance	Coach Curriculum supporter
5.	Pupil behavior Individual students' needs	Clinical supervision	Coach
6.	Teaching strategies Individual students' needs	Clinical supervision	Coach
March to June			
7.	Teaching strategies Individual students' needs	Clinical supervision	Coach
8.	Individual students' needs	Clinical supervision	Coach
9.	Teaching strategies Individual students' needs	Clinical supervision	Coach Curriculum supporter (English teacher)
10.	Teaching strategies Individual students' needs	Clinical supervision Discussion	Curriculum supporter
11.	Perception of self as teacher Teaching strategies	Team-teaching Discussion	Curriculum supporter
12.	Teaching strategies	Clinical supervision	Coach Curriculum supporter

The participant observation data, as can be seen in overview in table 10, and in detailed description in the case study, highlight interactions #2, 3, 4 showing Cathy's early developmental concerns such as pupil behavior, working with small groups, and with parents. Interactions #5 and 6 describe a shift to later developmental levels for Cathy as she now became less concerned about classroom management and began searching for strategies to meet needs of individual children. Case study detail also describes how Cathy could now work with small groups of children and have multiple activities occurring in her classroom which is more evidence of advanced development (Fuller, 1969, Fuller and Bown, 1975, Katz, 1972).

Interactions #7 through 10 continue to highlight advanced developmental concerns. Interactions #11 and 12 showed some shifts back to early and mid-developmental concerns which echoes results in the questionnaire data and the other case studies, for example when pupil behavior reoccurred as a concern later in the year. The descriptions of the coaching and curriculum support interactions with Cathy provide suggestions of methods to assist beginning teachers. In her February questionnaire, Cathy described the mentor coaching program as useful because it helped her narrow difficulties down and "work on the parts to improve the whole." Also, she found mentor observations to be less pressure than administrator observations. In February, Cathy was undecided if administrator observations had been useful but by the June questionnaire Cathy agreed that administrator observation and feedback had been useful.

The first interaction I had with Cathy occurred in early November and was a planning session. Cathy was very open and interested in working with me particularly in the coach and curriculum supporter roles, but did express apprehensions about possible additional workload as a result of our collaborative relationship. The support desired focused on teaching strategies to increase active involvement of more children, with

some discussion of individual students' needs and learning styles and how these needs related to teaching strategies. Cathy suggested some examples of active involvement that she wanted to try including experiential science activities with water, and thinking centres with classifying and predicting activities. She also affirmed her desire to grow professionally as a result of our relationship; Cathy saw herself as a developing teacher who needed some support to progress.

Our second interaction occurred one month later in early December. I acted as a coach in discussing and problem-solving with Cathy on an early developmental concern of student behavior. Cathy described students' unacceptable behavior and the strategies that she had used to that point. Our discussion focused on planning for other strategies to encourage more appropriate student behavior including defining consequences for inappropriate behavior--such as having to leave the group, the room, or go home--and meeting with parents. Our third interaction which was again a discussion/problem-solving session occurred in mid-January and dealt with similar early developmental problems of inappropriate student behavior and strategies with which to attack the problem. Cathy also appreciated reassurance that she was headed in the right direction in dealing with children's behavior problems.

Later on in January, our fourth interaction--a clinical supervision cycle--took place. Cathy requested an observation focusing on student behavior: what children were doing during specific activities, what two problem children were doing, and if behavior changed after Cathy's interventions. The post-conference provided an opportunity to reassure Cathy that her concerns regarding student behavior were normal for her early developmental level. Problem-solving for solutions to student behavior problems led the post-conference into discussing and planning curriculum support on the topics of whole language and organizing for instruction in kindergarten. Teaching strategy concerns

addressed related to: working with small groups, using parent helpers, class size.

At the end of January another clinical supervision cycle dealt with student behavior. At this point the focus made a noticeable shift from classroom management concerns to searching for strategies to work with individual children in order to address their learning needs which portrays later developmental stages. The post-conference included problem-solving on meeting the needs of individual problem children. In mid-February, Cathy had progressed to being capable of structuring her kindergarten program such that she could work with individual children and small groups while the large group was busy with independent tasks. During our clinical supervision cycle it became evident that Cathy was no longer at the survival stage, but had moved on to later developmental stages exemplified by working with individual children and small groups to meet more individual needs. It is interesting to note Cathy's February questionnaire response regarding pupil behavior which was recorded at about this same time. Cathy was undecided if pupil behavior was a concern or not. In June, Cathy's questionnaire showed she agreed that pupil behavior was a concern even though, at that point, she was dealing with pupil behavior more effectively.

At the beginning of March, a clinical supervision cycle with Cathy focused on effective teaching strategies and observations of what individual children were doing during centres and during small group discussions. The small group observation showed appropriate whole language strategies using children's ideas, with good involvement of the children. The independent work observation showed that children were working more quietly, were more committed to their tasks; the choice board and tambourine signal for changing activities were working well. March continued to portray the development of Cathy past the survival stage and the growth of her professional reflection; she was capable of working with a small group while other children worked

independently. She was able to reflect on how instructional activities were progressing, suggest strategies to improve organization and children's attentiveness, and show concern about needs of individual children. This was also reflected in the February questionnaire where she agreed that individualizing instruction was a concern.

The next clinical supervision cycle focused on the needs of one child experiencing difficulties. The post-conference demonstrated that Cathy realized this child required different learning situations to succeed. Cathy also stated her willingness to search for and attempt strategies in order to help this child become successful, typical of later stage development. Helping strategies we discussed were individual or small group activities wherever possible, a buddy to assist the child to remain involved, teacher signal to the child to bring him back to involvement, encouragement in tasks he did well.

Other clinical supervision cycles in March and April concentrated on teaching strategies and how individual children participated during these activities. Curriculum support that Cathy had experienced with the English track kindergarten teacher was evident in the organization and choice of learning activities. Cathy's class was running more smoothly; children were more involved and motivated by the activities. Cathy was self-evaluating and thinking of many other theme activities to try. I suggested some additional graphing and art activities, and some sources of theme ideas. The April clinical supervision cycle was an observation of a lesson where Cathy used a filmstrip to stimulate ideas and vocabulary, followed by a group graph; she wanted to know who was involved in the activities. The lesson went well with much oral participation by the children in French. During the post-conference, Cathy asked me how I would have done the lesson and we discussed my suggestions as possibilities for other activities. Cathy also shared that she felt very satisfied about her recent report cards and parent interviews. Parents were supportive and Cathy maintained frequent contacts with them, for example,

chats after class, telephone calls; Cathy was now showing less of her earlier reluctance to interact with parents.

In May, we choose a team-teaching situation and post-discussion for some baking activities with the children. Initially, Cathy wanted children to simply watch the baking but with my encouragement and her reflection, Cathy realized having the children doing the measuring and mixing would increase learning. During the post-discussion, we thought of other methods of organizing cooking activities with young children including using parent helpers. Cathy had progressed far enough during her first year of teaching that she was now capable of organizing and implementing several activities occurring in her classroom at the same time, as well as beginning to feel more comfortable with parent helpers. However, Cathy did express some concerns about her perceptions of self as a teacher, and insecurities that she continued to feel about her youth and inexperience vis-a-vis interactions with parents. Although Cathy had expressed verbally to me concerns about her interactions with parents throughout the year, these concerns were not present on either of Cathy's questionnaires.

Our final clinical supervision cycle occurred in June. I observed a lesson where Cathy used a filmstrip on sea animals; I collected data on what levels of questions Cathy asked and which children spoke French. This was an introductory lesson to the sea animal theme; consequently, lower level information questions predominated and children did not use much of the new French vocabulary. During our post-conference I suggested other methods of presenting and practicing vocabulary, and ways to integrate higher level thinking activities into a thematic unit. Cathy agreed that these ideas sounded useful to try another time. Cathy showed much growth from early to later developmental stages during the year and was now capable of implementing a much wider variety of activities in her classroom.

<u>Description of mentor/beginning teacher interactions with Barbara.</u> Barbara grew up speaking English. She has a Bachelor's degree from UBC and completed the UBC non-immersion teacher training program with 13 weeks student-teaching not in immersion classes. She took one course in French immersion methodology. Her teaching assignment is early immersion grade two. Barbara's classroom was near Sylvie's classroom in the primary annex section of the school. She was near two other primary French immersion classes which were grade one classes; she was also near an excellent English track primary teacher who had a grade one class and was often helpful. The other grade two immersion teacher's classroom was in another wing of the school. Barbara's classroom had student work and other colourful items posted on the walls. The children's desks and chairs were moveable and could be easily re-arranged for activities. They were usually arranged into groups of six or more children; the groups were close together and in the middle of the classroom. The periphery of the classroom had several centres set up on tables and shelves for children to use. There was a class meeting area at one end of the classroom where children sat on the floor.

Table 11 provides an overview of my mentoring interactions with Barbara. During the November to February period of study, Barbara requested mostly curriculum support roles of me with some counselling and coaching mostly around mid-developmental concerns such as teaching strategies, for example, interactions #2, 3, 4. From March to June, Barbara became interested in coaching interactions for the first four interactions; then switched to curriculum support for the last four interactions. The March to June period portrayed Barbara's continued interest in teaching strategies in interactions #5, 8, 9, 10, 11, 12, with more advanced concerns regarding individual students' needs as in interactions #5 through 10.

Table 11

Mentor/first year teacher interactions: Participant observation data

<u>Barbara</u>

Interactions	Concerns	Support desired	Role of mentor
November to February			
1.	Survival Individual students' needs	Reassurance Planning	Counsellor Curriculum supporter
2.	Teaching strategies Individual students' needs	Discussion	Curriculum supporter
3.	Teaching strategies	Problem-solving	Curriculum supporter Counsellor
4.	Pupil behavior Teaching strategies	Clinical supervision Reassurance Planning	Coach Curriculum supporter
March to June			
5.	Teaching strategies Individual students' needs	Discussion Problem-solving	Coach
6.	Individual students' needs	Clinical supervision	Coach
7.	Individual students' needs	Clinical supervision Planning Reassurance	Coach
8.	Teaching strategies Individual students' needs	Clinical supervision Discussion of professional development possibilities	Coach
9.	Teaching strategies Individual students' needs	Planning Team-teaching	Curriculum supporter
10.	Teaching strategies Individual students' needs	Planning Model lesson	Curriculum supporter Coach
11.	Teaching strategies	Planning Model lesson	Curriculum supporter
12.	Teaching strategies	Planning Model lesson Resources	Curriculum supporter

This case study responds to research questions regarding beginning teacher concerns, and characteristics of mentor/beginning teacher interactions. Concerns expressed on the questionnaires actually increased for Barbara during the research period. On the February questionnaire, Barbara's only expressed concern was teaching in French. However, in June on the questionnaire checklist, Barbara was concerned about teaching in French, pupil behavior, pupil evaluation, and individualizing instruction. But also in June, on the open-ended question about decreased concerns, Barbara believed that teaching in French, pupil evaluation, pupil behavior had improved.

Barbara's case study portrays the growth of a novice teacher who began her career with a desire to implement a learner-centered classroom environment, as evidenced by the continuing theme of individual students' needs which spans most of our mentoring interactions. Because Barbara was already attempting these later developmental characteristics, development from early to later stages is less evident in this case study. What is portrayed is Barbara's struggle to discover and implement effective stage two teaching strategies to meet her goals for a later stage learner-centered classroom, exemplified in most mentor/beginning teacher interactions with Barbara. Although Barbara's developmental progression was somewhat different from the norm suggested in the research literature (Fuller, 1969, Fuller and Bown, 1975, Hemingway, 1988, Hunt, 1987, Katz, 1972, Mamchur, 1988, Wheeler, 1988), her case study provides scenarios of helpful assistance for a beginning French immersion teacher, including suggestions for content and process for a mentoring program. Barbara's questionnaire checklists and comments cited that she consistently found the following types of assistance useful: help from other immersion teachers, English teachers, district consultants, mentor teacher. Also cited as valuable on both questionnaires were: workshops, observations in other classes, peer coaching, administrator observation and feedback. To quote Barbara's

questionnaires: " discussion with more experienced teachers (either French or English) is very helpful, to voice concerns, asking for ideas...in this way [the] coaching program has been great....mentor teacher assistance--invaluable!"

Our early November initial planning session treated several different topics. Barbara required counselling and reassurance for her early developmental survival concerns of having too many things to do, feeling unable to cope with the myriad of learning opportunities she wished to offer to children in her classroom, being observed by me, and her lack of confidence in allowing other teachers to hear her speak French. Barbara also wanted curriculum support for her later developmental concerns of individualization of instruction for students; she wanted to provide enrichment activities for children and have some one to one time with each child. She was concerned about the time our interactions would take which she felt she did not have; trust also needed to be developed within our mentoring relationship. I left our discussion with a strong feeling that Barbara had very much needed a listening ear and required encouragement on the effective learning activities and good French that was occurring in her classroom.

Later in November, a second mentoring interaction took the form of a curriculum support session on whole language strategies, and methods to structure an individualized reading program. We discussed teaching strategies inherent in whole language and possibilities for materials and groups. Barbara expressed concern that more advanced readers were bored and needed an enrichment program; we discussed how all these components could fit together into a classroom program. Because I had taught many of Barbara's students the year before she asked questions about how I had structured my language arts program. I shared some oral reading strategies that I had used, and brought along some children's literature series from the school library as suggestions for independent reading programs. It was during this interaction that we suggested I model a

lesson working with Barbara's class, which later became a useful strategy for our interactions. Barbara initiated an interaction session later in November to describe the first lesson of the proposed independent reading program as a disaster. She "wanted to tell somebody" and search out new strategies which could work for her and her class. Working as a counsellor, I listened to Barbara's problem and worked through problem-solving with her. We identified that the lesson was a disaster because children had not worked independently and frequently interrupted Barbara as she worked with another group; the reading level of the materials used was too easy; Barbara found dealing with groups working on different work difficult, portraying early developmental characteristics (Fuller, 1969, Fuller and Bown, 1975, Hemingway, 1988, Hunt, 1987, Katz, 1972, Mamchur, 1988, Wheeler, 1988). We discussed some methods of working around these difficulties, but I mostly just listened as Barbara unburdened herself.

In late January, Barbara agreed to our first clinical supervision cycle in interaction #4. We addressed concerns about pupil behavior in relation to various teaching strategies. The observation provided needed reassurance to Barbara that children who were doing independent tasks were indeed working, while she was working with other children. Our post-conference extended into planning for up-dating and scheduling of independent centres in the classroom, and problem-solving for the children who were having difficulties working effectively in centres. It was interesting to compare this January observation--interaction #4--to the earlier problem which occurred in November in interaction #3, to identify how far the students had progressed in independent work ability, and to observe Barbara's development as she was now able to handle multiple activities occurring in her classroom.

In early March, interaction #5 was a discussion. Barbara was feeling comfortable with the groupings and activities she had going in her classroom, believing that children's

needs were being met. She was delighted that children were writing a lot in the writing centre, and she had some ideas for other centres to implement. She was pleased with some student evaluation strategies she had tried and felt prepared to write report cards. We discussed the needs of two individual problem students--one with behavior problems and one with speech problems--and how to best meet their needs by accessing district resources and parents. This interaction provided reassurance to Barbara that her classroom was an effective learning environment for her pupils, and provided suggestions on using district services.

Also in early March, we did a clinical supervision cycle to observe individual children. Barbara wished me to observe the child with behavior problems to provide suggestions and anecdotal comments for her reports to the child's parents and the school counsellor. She also wanted me to observe five quiet, average children to look for positive things they were doing in class to assist with report card comments. Our post-conference focused on effective strategies to work with the individuals observed; we also discussed implementation of new ideas for student evaluation; and I provided reassurance that valuable language arts activities were occurring. Barbara had ideas for pupil evaluation but needed organizational suggestions in order to implement them. The following week, I again observed some individual children to provide additional information to Barbara. The observational data showed the problem child was extremely responsive to Barbara's attention; consequently, he was exhibiting many attention-getting behaviors. Our post-conference included brainstorming strategies for methods of increasing positive recognition of this child, as well as dealing effectively with his parents. We also suggested some new teaching ideas for spelling, and methods for planning curriculum integration. Barbara needed more reassurance that effective learning activities were occurring in her classroom.

In mid-March another clinical supervision cycle focused on what two problem children were doing during independent centres time, and what all children were doing in the centres. The observational data showed that independent centres were well implemented; the system was working well; children were using the centres and enjoying a variety of activities. The two problem children were working reasonably well during centres time. We discussed when during the school year it would be appropriate to introduce independent centres work for children, and Barbara's plans for summer course work. Barbara was questioning whether she should do more intensive non-credit work on improving her French, or begin working on fifth year course work. Interaction #8 provided reassurance and a forum for discussing possibilities for professional course work.

In mid-April we discovered a strategy which became very effective for our interactions; we began team-teaching or I taught model lessons with Barbara's class. The first instance of team-teaching portrayed the strategies and effectiveness of using math manipulatives. When I entered for the pre-conference of this interaction, Barbara was grappling with how to use manipulatives to increase children's understanding of addition with regrouping. After the grouping of children and team-teaching, Barbara better understood the importance of, and how to use, manipulatives as part of her math program, how to organize math for small group teaching, and which children understood the concepts and which children needed more work with Barbara and manipulatives.

Other similar experiences occurred in early May and June when I modelled phonics/spelling lessons. Barbara found this lesson modelling and post-discussion and planning for application to be very useful; she felt she learned best by watching and then trying some of the strategies herself. On her June questionnaire, Barbara stated: "I really did benefit from observing [my mentor] teach in my class." In addition to the useful

teaching strategies modelled, Barbara mentioned how she also picked up new classroom French and classroom management strategies; she suggested that lesson modelling could be a very useful strategy for mentor/beginning teacher work, particularly early in the year, and should occur one to two times per week. We also discussed Barbara's plans for summer French programs. She was satisfied with her choice of two intensive French courses; fifth year plans are on hold for a while.

June provided an opportunity to model a lesson on using children's literature. Barbara found the modelling useful and wanted to use similar strategies in the future. I left her with a generic book report form for follow up to children's reading, and suggestions on other book series in our school library for future literature units.

Analysis of mentor/beginning teacher interactions. Table 12 outlines interactions which occurred between the four beginning teachers in the case study group and me; these are ranked from the most frequently used to the least frequently used. From November to February, frequent interactions were: clinical supervision, planning, discussion, reassurance, problem-solving. From March to June the four most frequent interactions continued to be: clinical supervision, planning, discussion, reassurance. Some new activities were added: team-teaching, model lessons, locating resources; these three new interactions occurred predominantly with Barbara.

Table 12

Summary of mentor/first year teacher interactions: Participant observation data

Interactions	First year teacher	November to February	March to June
Clinical supervision	Andrea	3	5
	Sylvie	4	5
	Cathy	3	5
	Barbara	1	3
Totals		11	18
Planning	Andrea	2	1
	Sylvie	1	0
	Cathy	3	0
	Barbara	2	5
Totals		8	6
Discussion	Andrea	1	2
	Sylvie	2	0
	Cathy	3	2
	Barbara	1	2
Totals		7	6
Problem-solving	Andrea	1	0
	Sylvie	0	0
	Cathy	2	0
	Barbara	1	1
Totals		4	1
Reassurance	Andrea	0	1
	Sylvie	4	1
	Cathy	2	0
	Barbara	2	1
Totals		8	3
Team-teaching	Andrea	0	0
	Sylvie	0	0
	Cathy	0	1
	Barbara	0	1
Totals		0	2
Model lessons	Andrea	0	0
	Sylvie	0	0
	Cathy	0	0
	Barbara	0	3
Totals		0	3

My roles as mentor teacher that were desired by the beginning French immersion

teachers remained the same throughout the eight months of research. Table 13

summarizes these roles.

Table 13

Summary of the various roles of the mentor teacher: Participant observation data

Mentor teacher roles	First year teacher	November to February	March to June
Coach	Andrea	4	6
	Sylvie	6	5
	Cathy	6	4
	Barbara	1	5
Totals		17	20
Curriculum	Andrea	2	1
supporter	Sylvie	3	0
	Cathy	2	3
	Barbara	4	4
Totals		11	8
Counsellor	Andrea	1	1
	Sylvie	1	0
	Cathy	0	0
	Barbara	2	0
Totals		4	1

By far my most frequently used role was coach, where I assisted the beginning

teachers with aspects of their teaching which were of concern to them, using

collaborative coaching strategies inherent in clinical supervision. Andrea described this

type of interaction as useful in her June questionnaire: "...communication and sharing are

invaluable aspects in this profession...to recognize how I can improve and accommodate

my own teaching style with the help of other, experienced teachers".

My second important role was as curriculum supporter where I assisted the

beginning teachers in understanding the curriculum, identifying appropriate resources,

planning instruction, and in suggesting relevant professional development. My third

mentor teacher role of counsellor was infrequently used; in this role I responded to the

beginning teachers' needs for support and problem-solving related to professional and

personal concerns affecting classroom performance.

Participant observation interactions occurred around the concerns of the four beginning teachers in the case study group. Table 14 describes the beginning teachers' concerns as collected during the participant observation interactions.

Table 14

Summary of first year teacher concerns: Participant observation data

Concerns	First year teachers	November to February	March to June
Pupil behavior	Andrea	3	0
	Sylvie	2	1
	Cathy	4	0
	Barbara	1	0
Totals		10	1
Perception of self as teacher	Andrea	3	0
	Sylvie	1	0
	Cathy	0	1
	Barbara	0	0
Totals		4	1
Pupil motivation	Andrea	0	2
	Sylvie	0	0
	Cathy	0	0
	Barbara	0	0
Totals		0	2
Teaching strategies	Andrea	2	2
	Sylvie	4	4
	Cathy	3	5
	Barbara	3	6
Totals		12	17
Pupil evaluation	Andrea	1	1
	Sylvie	1	0
	Cathy	0	0
	Barbara	0	0
Totals		2	1
Individual students' needs	Andrea	2	6
	Sylvie	2	4
	Cathy	3	4
	Barbara	2	6
Totals		9	20

During the November to February period, the three major areas of concern, where the most interaction time was spent, were: teaching strategies, pupil behavior, individual students' needs--concerns highlighted by the research literature as common for beginning teachers (Veenman, 1984).

The March to June period portrays an interesting shift to different concerns which are again supported by the research literature on changes in developmental concerns as beginning teachers progress (Fuller, 1969, Fuller and Bown, 1975, Hemingway, 1988, Katz, 1972, Mamchur, 1988, Wheeler, 1988). In the second period individual students' needs and teaching strategies became the most important concerns for our interactions. Pupil behavior declined to only one interaction although this was still mentioned by the case study group as a concern in response to questionnaire items.

The shift from teaching strategies and pupil behavior concerns early in the first year of teaching to individual students' needs and teaching strategies later in the year, models in practice what the research literature states about the normal developmental concerns of beginning teachers (Fuller, 1969, Fuller and Bown, 1975, Hemingway, 1988, Katz, 1972, Mamchur, 1988, Wheeler, 1988). Andrea's and Cathy's case studies particularly exemplify this concept of developmental growth as the two teachers became less concerned about survival concerns, such as pupil behavior, and more concerned about effective teaching and individual students' needs. Sylvie's and Barbara's case studies provide portraits of novice teachers who begin teaching more developmentally advanced but, nevertheless, still portray early and mid developmental stage concerns, for example, student behavior, perception of self as teacher and other survival concerns.

In general, the four case studies demonstrated that during the November to February period, there was more emphasis on what the literature describes as early and mid-developmental concerns, for example, pupil behavior and teaching strategies.

During the March to June research period there was a noticeable shift to more mid- and later developmental stage concerns, for example, teaching strategies and individual students' needs, although still present were a few incidences of the early developmental stage concerns of pupil motivation, pupil behavior, perception of self as teacher, survival, pupil evaluation.

These case studies represent the experience of beginning B.C. trained, anglophone, French immersion teachers in their first year of teaching. They provide useful indications of the concerns of these beginning immersion teachers, of types of support that is required for these beginning teachers, and suggestions for how to structure the school-based mentor teacher component of an induction program. The next chapter synthesizes these findings and the questionnaire responses into a framework of a developmental induction program for beginning teachers, with particular reference to first year French immersion teachers.

Chapter 5. Summary and discussion

Research problem

Since French immersion programs began in British Columbia in 1971 they have expanded rapidly. Many French immersion teachers are beginning teachers, often without specialized training as immersion teachers. First year teachers are normally required to assume similar duties as experienced teachers, without the same capabilities to do so because of their lesser experience. All beginning teachers encounter difficulties in their first year, but it appears that first year French immersion teachers may have additional support needs.

This study sought to investigate concerns of first year French immersion teachers, identify useful support and assistance, and implement an induction program to assist with first year concerns, all with the goal of determining an effective induction process for beginning French immersion teachers. The desired outcome of this research problem was to provide parameters for induction programs for beginning teachers, with some additional specific suggestions for first year French immersion teachers.

Induction programs

This study's induction program included many characteristics of effective induction programs outlined in the research literature, and assessed the utility of these approaches. This experimental induction program attempted to provide advice and encouragement for beginning teachers, and encourage good teaching by helping beginning teachers realize their professional potential as they planned for their professional growth. The induction program aimed to augment first year teachers' feelings of preparedness by providing developmental, meaningful, activities within a collaborative relationship with an experienced teacher mentor. As suggested in the literature, this beginner/mentor teacher relationship supplied ongoing collegial supervision, which provided a forum to try new

practices and have guided, ongoing reflection (Garman, 1986, Lortie, 1975, Ratsoy et al., 1988, Schlechty, 1985). As mentor teacher, I provided practical ideas to improve teaching and psychological support during difficulties. Through reflection and discussion we also dealt with theoretical issues in application. Because the goal of this study was to provide developmental support for beginning teachers, another aspect of the study investigated developmental concerns of the case study beginning teachers and a survey group of beginning immersion teachers, and types of support these teachers found useful, at two points during their first year of teaching.

This study supported the literature's findings in the following ways. Major concerns reported by both groups of beginning teachers in this study: pupil behavior, pupil evaluation, report cards, planning units, pupil motivation, individualizing instruction, materials and supplies, were well supported by previous findings cited in the research literature (Fuller, 1975, Fuller and Bown, 1975, Hemingway, 1988, Hunt, 1987. Katz, 1972, Mamchur, 1988, Veenman, 1984, Wheeler, 1988). Assistance that beginning teachers found useful in this study was similar to the literature's findings (Hegler and Dudley, 1987, Hoffman et al., 1986, Huffman and Leak, 1986, Huling-Austin, 1988). The case study data and questionnaire responses from the study group particularly supported the value of ongoing collaborative work with an experienced teacher mentor using needs-based, developmental, collegial supervision, as suggested in the literature (Galvez-Hjornevik, 1986, Hoffman et al., 1986, Huffman and Leak, 1986, Huling-Austin, 1988).

My expected findings were as follows. Beginning French immersion teachers in this study had similar concerns to other beginning teachers. Some concerns decreased for study and survey groups between the February and June questionnaires: organization, materials and supplies. Some concerns remained: pupil behavior, pupil evaluation,

planning units, pupil motivation, individualizing instruction. Anglophone teachers had more concerns than francophone teachers about teaching in French. Beginning teachers found useful help from other immersion teachers, especially those immersion colleagues teaching the same grade. I expected to and did observe the developmental progression of the case study group teachers during the school year, and for these teachers to have early developmental concerns mixed with later developmental concerns. I also expected to find that mentor teacher and collegial supervisory processes were useful for beginning teachers, which was supported by the case studies.

My unexpected findings were an increase in concerns about pupil behavior for both groups from the February to June questionnaires, low concern expressed about relationships with parents and colleagues, the latter which was not consistent with the literature. I did not expect the study group to show more concern about individualizing instruction than the survey group, nor that help from school administrators would become more useful later in the year. After a low February interest by the survey group in the induction program, it was surprising to note a greatly increased interest by the survey group in aspects of the induction program between the February and June questionnaires. Also unexpected were my findings that beginning teachers in both groups desired more help than was supplied, and that these teachers would have liked assistance from immersion teachers in other schools which is inconsistent with the literature's support for school-based mentors. At the outset of the induction program, I also did not anticipate that different mentoring interactions in addition to collegial supervision would be requested.

The results of this study support the previous findings of the research literature, and provide suggestions for structuring individualized, developmental induction programs for beginning teachers. Major concerns of both groups are topics that could be

addressed during induction workshops, and in one to one mentoring situations. Early developmental concerns which beginning teachers in this study reported as improving during the year (for example, organization and materials and supplies), should be dealt with early in the school year. Other developmental concerns would need to be addressed throughout the year, such as, pupil behavior and individualizing instruction. Induction programs should include types of assistance found useful and additional assistance desired as reported in this study, such as, help from other immersion teachers in their school, help from a teacher teaching the same grade, help from school administrators, workshops, observations in other classes, help from teachers in other schools, help from district consultants, peer observation and feedback. Also important to include is an experienced mentor teacher component in induction programs. The case studies provide examples of content and process of such a collegial, developmental mentoring program for beginning teachers.

The case studies of the four study group teachers attempt to represent the first year teaching experience of B.C. trained beginning anglophone French immersion teachers. This example of an induction program proposes a developmental model of induction. The interactions of the induction program between the four beginning French immersion teachers and me as mentor teacher were characterized by: clinical supervision, planning, modelling lessons, discussion, reassurance. These processes occurred based on the developmental needs of each teacher and tended to imitate progression through developmental stages as cited in the research literature on stage theory (Fuller, 1969, Fuller and Bown, 1975, Hemingway, 1988, Hunt, 1987, Katz, 1972, Mamchur, 1988, Wheeler, 1988). In general, the four case studies demonstrated that during the November to February period, there was more emphasis on what the literature describes as early and mid-developmental concerns, for example, pupil behavior and teaching

strategies. During the March to June research period, there was a noticeable shift to more mid- and later developmental stage concerns, for example, teaching strategies and individual students' needs, although still present were a few incidences of the early developmental stage concerns of pupil motivation, pupil behavior, perception of self as teacher, survival, pupil evaluation. In working with beginning teachers on their developmental needs, mentors need a variety of processes for working with beginning teachers; collegial supervision may not be enough.

Field applications of research findings: Recommendations for beginning teacher induction programs

The findings of this study provide insights to the field by suggesting methods of structuring effective induction/support programs for beginning teachers. In this section, I also include valuable concepts gleaned from the research literature on induction.

Collaborative mentor/beginning teacher work. The participant observation data and the case study group's questionnaire responses support the paramount importance of individualized, collaborative work with a mentor teacher, focusing on developmental concerns as identified by each beginning teacher. This work could be structured around the clinical supervision process with its qualities of: focus selection, observation for data gathering, analysis of the data, discussion, reflection, problem-solving. In implementing a developmentally-based supervisory program tailored to the beginning teachers' needs, the findings of this study suggest ongoing work on: pupil behavior, pupil evaluation, pupil motivation, teaching strategies, individualizing instruction. The following additional topics could be addressed early in the school year: planning lessons and units, classroom organization, materials and supplies, report cards. This study's mentoring program for first year French immersion teachers began in November; September or earlier would be a more valuable time to begin. The case study group teachers suggested

that help earlier in the year would have been very useful.

Mentoring processes. The questionnaire responses highlighted beginning teachers' desires to have assistance from teachers whose classrooms were nearby, who were immersion teachers in their same schools, and teaching the same grade. The case study data showed how useful it was for the mentor teacher to provide coaching including clinical supervision, modelling lessons, team-teaching, curriculum support, and reassurance. Mentor teachers should be volunteers, be dedicated, successful teachers, and should continue teaching while mentoring. Mentors should be able to: establish the necessary trusting mentor/beginning teacher relationship and work collegially; provide coaching, curriculum support, counselling; be sensitive to the needs of beginning teachers and be able to use different mentoring processes according to these needs; reflect on their own teaching and engage beginning teachers in professional reflection.

Release time and training for mentors. Mentor teachers need release time and training to work effectively with beginning teachers. One to two hours per week per beginning teacher would be a valuable amount of time. Although this study did not provide this much mentoring time, questionnaire and case study data portrayed the case study group's desire for more mentor time; therefore, this research literature guideline is useful. Mentor teachers require training in order to feel competent in their mentoring tasks. My mentor training included two semesters of course work plus previous experience in: building a trusting, helping relationship, collegial supervisory skills, developmental concerns of first year teachers, counselling, effective communication strategies, data gathering techniques, problem-solving, conflict resolution. It was valuable that my practically-oriented training was more than a one-time workshop.

Roles and responsibilities. The case study relationships portrayed the importance of having roles and responsibilities clearly outlined for mentor teachers and beginning

teachers. These roles must honour the professionalism of beginning teachers and should provide mutual trust and growth benefits for both parties. In initiating this induction study, I clarified roles in the project proposal (available in Appendix F) before the study began. In order to maintain the trusting, helping-oriented relationship, evaluation of the beginning teacher must occur by a party and process different from the mentor. Beginning teachers should receive a regular teachers' salary, benefits, and status.

School-based collaboration. The induction program in this study was initiated, planned, and implemented as a school-based program by an experienced teacher. Being on the same school staff as the beginning teachers was of utmost importance in daily relationship building, sharing, and problem-solving. The school-based environment of the induction program provided regular opportunities for beginning teachers to meet as a network and exchange ideas. Formalized meetings and times were not frequently planned but rather occurred according to the needs and availability of beginning teachers. The case studies highlighted the importance of having school sites for induction programs characterized by the norms of collaborative schools: collegiality, planned change, teachers collaborating on planning, teaching, reflecting. Collaboration with other immersion teachers and English-track teachers was valuable in these case studies. Opportunities for observations in other classes and for school administrator assistance, including observation and feedback, should be available and was requested on questionnaires.

Induction workshops. Although this study did not provide induction workshops, the questionnaire results from both groups consistently showed high demand for workshops. Induction workshops should provide a regular support network for beginning teachers to facilitate discussion, problem-solving, professional reflection around their concerns. Meetings should occur weekly early in the school year and later,

twice monthly. Useful topics are: welcoming and orienting beginning teachers to the district and contract, initiating the trusting mentor/beginning teacher rapport, classroom management, student motivation, student evaluation, teacher self-evaluation, long- and short-term planning, content and organization of learning material, teaching strategies, individualizing instruction. Questionnaire and case study concerns that decreased are topics to be dealt with early in the school year, such as organization and materials and supplies, while concerns which persisted or increased should be addressed throughout the year, for example, student behavior, teaching strategies, individualizing instruction. It is also useful if induction activities can be integrated with the school staff development plan. Attention should be given during these sessions to having some social events where beginning teachers can meet teachers from other schools, both beginning and experienced, immersion and others, and also providing some activities in French for immersion teachers.

Additional guidelines for beginning French immersion teachers

The previous section outlined guidelines for effective induction programs for all beginning teachers. The framework of school-based, individualized, mentoring based on each beginning teacher's needs, complemented by supportive induction workshops, is a valuable one. Additional suggestions to render this structure even more effective for beginning French immersion teachers are included in the following section. These suggestions are based on data from the case studies and a subsequent induction program with which I was involved in Kamloops School District (see Holm and Blackwell, 1990).

Mentor teachers for beginning immersion teachers--francophones and anglophones.

French immersion teachers who are francophones should have the opportunity to choose mentors who are fluently bilingual so that they have opportunities to work in their choice of French or English. French immersion teachers who are anglophones may find model

lessons by their mentor teachers to be a useful strategy to acquire additional classroom French, and to gradually increase their comfort with colleagues hearing them speak French; these same teachers may also require reassurance that their French is satisfactory.

Resources and resource persons. Other support personnel who work with French immersion teachers, for example, school administrators, district consultants, English-track teachers, should become knowledgeable about French immersion programs so that they can show immersion teachers how curriculum ideas and resources can be adapted to immersion. Resources sharing between teachers is vital for beginning immersion teachers who may feel overwhelmed with lack of materials and supplies available in French.

Community integration. Less important for the B.C. trained French immersion teacher, but very useful for immersion teachers new to the province, is to provide opportunities for integration into the English-speaking school district and community. Alternatively, some workshop and social activities in French should also be provided; a friendly, welcoming social event and some suggested activities to facilitate community integration would be useful.

Additional recommendations

This section cites several recommendations that were not tested in this study but appear to be valuable after having experienced this study's induction program.

Induction handbook. The provision of an induction handbook would be worthwhile. This handbook should include: conditions of employment, district and school goals and priorities, guidelines regarding the induction program, roles and responsibilities of the participants, school district resources and resource persons and methods of access, organizational suggestions for setting up one's classroom and getting started with classroom routines, student, parent rapport, evaluation strategies.

Information pertinent to the beginning of the school year and other necessary reference materials for during the school year would be valuable to include.

Job-embedded support. To assist beginning teachers in getting started successfully any measures which could be taken to lighten their loads and give them fewer initial obstacles would be welcome, for example, smaller class size, evenly distributed group of students with adequate support for special needs students, observations in other classes, release time to work with a mentor teacher, preparation time additional to that provided to experienced teachers, limited extra-curricular activities.

Funding. In order to implement broad supportive induction programs, school districts likely require funding from the provincial government. To create induction programs which are more than welcoming speeches, adequate funds must be available to: provide release time for beginning teachers and mentor teachers, train mentor teachers, include job-embedded support such as additional preparation time for first year teachers and supply necessary resources to the program. Funding could be shared by school boards and provincial governments; however, planning and control of induction programs must be maintained at the district and school level (Andrews, personal communication, September 16, 1988, B.C. Royal Commission, 1988).

Additional research. Studies to further investigate developmental induction would be valuable.

Conclusion

A developmental induction process for beginning teachers, with particular reference to first year B.C. trained, anglophone, French immersion teachers, has been described in this dissertation. It is clear that beginning French immersion teachers need support, as do all beginning teachers. Schools require the resources to implement such programs to assist beginning teachers. The B.C. Royal Commission's (1988)

comprehensive study recommends that school districts initiate induction programs for beginning teachers. It is time for school districts and provincial governments to commit resources toward such initiatives. Induction programs are useful for retaining teachers in the profession, providing advice and assistance to encourage new teachers toward better teaching, and to assist beginners set goals to realize their professional potential.

Appendix A

Table A-1

I feel confident as a French immersion teacher.

Questionnaire responses: Pre-test

	Strongly agree/ agree	Undecided	Disagree/ strongly disagree
Experimental group N=4	4	0	0
Control group who responded twice N=13	13	0	0
Control group who responded once N=7	7	0	0
Totals	24	0	0

Table A-2

I feel confident as a French immersion teacher.

Questionnaire responses: Post-test

	Strongly agree/ agree	Undecided	Disagree/ strongly disagree
Experimental group N=4	3	0	1
Control group who responded twice N=13	13	0	0
Totals	16	0	1

Table A-3

Description of level of confidence as a French immersion teacher

---

Questionnaire responses: Pre-test

Experimental group

Descriptors are ordered from most frequently mentioned to least frequently mentioned.

Responses	N=4
French is improving.	2
Do not teach all subjects in French.	1
French is native language.	1
Have had the experience of learning a second language.	1
Have had immersion teacher education.	1
Speak French well.	1
Confident about teaching abilities and classroom management.	1

Table A-4

Description of level of confidence as a French immersion teacher

---

Questionnaire responses: Pre-test

Control group

Control group who responded twice.   Control group who responded once.

Descriptors are ordered from most frequently mentioned to least frequently mentioned.

Responses	N=13	Responses	N=7
French is native language and culture.	7	Fluency in French.	2
Difficult to be competent in all subjects.	2	Previous work in school.	2
Varied background and experience.	2		

Responses mentioned by only one participant in the control group were not included.

Table A-5

Description of level of confidence as a French immersion teacher

Questionnaire responses: Post-test

Experimental group	Control group who responded twice

Descriptors are ordered from most frequently mentioned to least frequently mentioned.

Responses	N=4	Responses	N=13
Confident about the subject I teach but unconfident about other subjects.		Confident in fluency in French	4
		Native speaker of French.	3
Native speaker of French.	1	Wide background experience and knowledge.	3
Lots of hard work.	1	Confidence has increased this year.	2
Try to do my best.	1	One year of experience.	2
Self-evaluation.	1		
Good fluency in French.	1		
Always learning more.	1		
Confident as a teacher.	1		
Want to increase my vocabulary in French.	1		

Responses mentioned by only one participant in the control group were not included.

Table A-6

First-year French immersion teachers' concerns since they began teaching:

Written-in responses to open-ended question: Pre-test

Group	Concerns	Strongly agree/ agree
Experimental	Evaluation by administrators	1
N=4	Overwhelming amount of work	1
Control who	French as a second language instruction	1
responded twice	Recognition of out-of-province degrees	2
N=13	Extra-curricular activities	2
	Ecology programme	1
	Field trips	2
	Personal health and well-being	1
	Temporary contract	1
Control who	Large class size	2
responded once	Lack of adequate teaching time for English and	
N=7	French Language Arts programmes	1
	Lack of adequate preparation time to	
	complete report cards	1
Total		16

Table A-7

First-year French immersion teachers' concerns since they began teaching:

Written-in responses to open-ended question: Post-test

Group	Concerns	Strongly agree/ agree
Experimental N=4	Consistent classroom management	1
	Encouraging quality work from pupils	1
	Consistent expectations in a team-teaching classroom	1
Control who responded twice N=13	Field trips	1
	Teaching drama	1
	Covering the curriculum	1
	Encouraging students to speak French	1
	Room and school facilities	1
Total		8

Table A-8

First-year French immersion teachers' concerns which improved during their first year teaching:

September to February

Questionnaire responses: Pre-test (written-in responses to open-ended question)

Experimental group		Control group	
Concerns are ordered from most frequently mentioned to least frequently mentioned.			
Responses	N=4	Responses	N=13
Report cards	2	Meetings with parents	5
Planning lessons and units	2	Pupil evaluation and report	
Organization	2	cards	4
Teaching in French	1	Individualizing instruction	2
Workload	1	Interactions with colleagues	2
Curriculum knowledge	1	Curriculum knowledge	2
Pupil evaluation	1	Pupil behavior	2
		Materials and supplies	2

Responses mentioned by only one respondent in the control group were not included.

Table A-9

First-year French immersion teachers' concerns which improved during their first year teaching:

March to June

Questionnaire responses: Post-test (written-in responses to open-ended question)

Experimental group		Control group	

Concerns are ordered from most frequently mentioned to least frequently mentioned.

Responses	N=4	Responses	N=13
Pupil evaluation	3	Pupil behavior	6
Classroom management	2	Report cards	3
Interactions with colleagues	1	Organization	3
Interactions with parents	1	Unit planning	3
Curriculum knowledge	1	Curriculum knowledge	3
Teaching in French	1	Interactions with parents	2
Report cards	1	Pupil evaluation	2
		Pupil motivation	2
		Lesson planning	2
		Materials and supplies	2

Responses mentioned by only one respondent
in the control group were not included.

Table A-10

First-year French Immersion teachers' concerns which have persisted or increased:

September to February

Questionnaire responses: Pre-test (written-in responses to open-ended question)

Experimental group		Control group	
Responses	N=4	Responses	N=13
----------		--------------------	----------
Lack of suitable materials	2	Pupil behavior	6
Individualizing instruction	2	Lack of time for unit planning	5
Pupil evaluation	1	Pupil evaluation	3
Report card format	1	Pupil motivation	3
Pupil behavior	1		
Fluency in French	1		

Responses mentioned by only one
respondent in the control group were
not included.

Table A-11

First-year French immersion teachers' concerns which have persisted or increased:

September to February

Questionnaire responses: Post-test (written-in responses to open-ended question)

Experimental group		Control group	
Responses	N=4	Responses	N=13
Pupil behavior	2	Pupil behavior	4
Pupil motivation	1	Unit planning	4
Individualizing instruction	1	Sufficient materials in French	3
		Interactions with parents	3
		Interactions with colleagues	3
		Covering the curriculum	2
		Long-term planning	2
		Pupil evaluation	2
		Report cards	2
		Lesson planning	2
		Curriculum knowledge	2

Table A-12

Support and assistance found useful by first-year French immersion teachers:

Description of the most useful features of this support -- September to February
----
Questionnaire responses: Pre-test

Experimental group		Control group	
Responses	N=4	Responses	N=13
Peer coaching	3	Observations in other classes	3
Mentor teacher	3	Empathy, support	3
Discussion with experienced		Ideas sharing	3
colleagues	2	Reassurance	2
Administrator observation	1	Learn about available material	2
Help from an English teacher			
at the same grade	1		

Responses mentioned by only one participant
in the control group were not included.

Table A-13

Support and assistance found useful by first-year French immersion teachers:

September to February and March to June

Questionnaire responses: Pre- and post-test

(written-in responses to open-ended questions)

Group	Support	Strongly agree/ agree
	September to February	
Control who responded twice N=13	Friends	1
	Resource centres	1
	Department head	1
Total		3
	March to June	
Control who responded twice N=13	Learning assistance teacher	1
Total		1

Table A-14

Support and assistance found useful by first-year French immersion teachers:

Description of the most useful features of this support -- March to June

----

Questionnaire responses: Post-test

Experimental group		Control group	
Responses	N=4	Responses	N=13
Collaborative problem-solving	2	Sharing ideas	4
Communication	1	Finding out about materials and	
Realizing that experienced teachers		supplies	2
have had the same problems.	1	Workshops	2
Help with teaching ideas		Identifying strengths and areas	
on a daily basis	1	for improvement	2
Empathy from someone teaching		Observing in other classes to	
teaching at the same level	1	learn new ideas	2
Feedback	1	An experienced colleague at the	
Discussing theoretical concept	1	same grade	2

Responses mentioned by only one partici-
pant in the control group were not
included.

Table A-15

Additional support and assistance desired by first-year French immersion teachers:

September to February and March to June

Questionnaire responses: Pre- and post-test

(written-in responses to open-ended questions)

Group	Support desired	Strongly agree/ agree
	September to February	

Experimental	More personal development workshops	1
N=4	A school staff retreat	1
Control who	Cross-grade meetings	1
responded twice	Experienced teachers sharing materials	
N=13	and ideas	1
Total		4
	March to June	

Control who	In-service teachers	1
responded twice		
N=13		
Total		1

Table A-16

Reasons given for the improvement of first-year French immersion teachers'
----
concerns: September to February

Questionnaire responses: Pre-test (written-in responses to open-ended question)

Experimental group		Control group	
Responses	N=4	Responses	N=13
Experience	3	Experience	6
Support from colleagues	3	Support from colleagues	2
Feeling more comfortable as as teacher	2		
Being less of an idealist	1	Responses mentioned by only one participant	
Changing priorities	1	in the control group were not included.	
Avoiding stress	1		
Increased organization	1		

Table A-17

Reasons given for the improvement of first-year French immersion teachers'
----
concerns: March to June

Questionnaire responses: Post-test (written-in responses to open-ended question
----

Experimental group		Control Group	
Responses	N=4	Responses	N=13
Experience	3	Experience	5
Self-evaluation	1	Now know better the school,	
Difficulties experienced		students, parents, material	5
in team-teaching	1	Learned techniques of effective	
Changing perspectives	1	classroom management	3
More realistic perceptions	1		
Learned techniques of effective			
classroom management	1		
Suggestions from mentor teacher	1	Responses mentioned by only one control	
		group member were not included.	

Table A-18

Additional support and assistance desired by first-year French immersion teachers:

Description of why this support would be useful

Questionnaire responses: Pre- and post-test

Group	Description of why support would be useful	Number of responses
	September to February	
Experimental N=4	Personalized, developmental support	2
	Moral support	1
	A mentor teacher with a classroom nearby	1
	A wide variety of support/ways to learn Classroom observations	1
	of the same grade	1
	Personal and professional reassurance	1
	Resources	1
Control N=13	To break isolation	3
	To observe and learn from other teachers	3
	Suggestions/solutions for weak points	2
	To build a collaborative harmony between teachers	2

Responses mentioned by only one respondent in the control group were not included.

	March to June	
Experimental N=4	Communication and sharing	1
	Feedback on how I can improve	1
	Help from experienced teachers	1
	Help from someone at the same level	1
	Observing the mentor teach my class	1
Control N=13	Sharing ideas, units	5
	Professional support and understanding	4
	To learn curriculum and materials available	3
	To learn new teaching strategies	2

Responses mentioned by only one respondent in the control group were not included.

Table A-19

My teacher education programme prepared me for teaching French immersion.

Questionnaire responses: Pre-test

	Strongly agree/ agree	Undecided	Disagree/ strongly disagree
Experimental group (a) N=4	1	1	1
Control group N=13 (a)	7	1	4
Totals	3	2	5

Note. (a) One teacher did not respond to this question.

Table A-20

Description of the most useful features of first-year French immersion teachers'

---

teacher education programmes: written-in responses

Questionnaire responses: Pre-test

Group	Description of useful features of teacher education programmes	Number of responses
Experimental N=4	Practica which encompassed a wide variety of experiences	4
	Collecting materials	2
	Workshops and conferences	1
	Unit and lesson planning	1
	Methodology courses	1
Control N=13	Practica	8
	Unit preparation	2

Responses mentioned by only one participant in the control group were not included.

Table B-1

First-year French immersion teachers' concerns since they began teaching
----
Questionnaire responses: Pre-test

Concerns	Control group who responded once N=7		
	Strongly agree/ agree	Undecided	Disagree/ strongly disagree
Pupil behavior	3	1	3
Interactions with colleagues	1	2	4
Interactions with parents	2	3	2
Pupil evaluation	5	0	2
Report cards	5	0	2
Planning lessons	2	3	2
Planning units	3	3	1
Teaching in French	0	1	6
Teaching in English (a)	0	1	4
Curriculum knowledge	5	1	1
Pupil motivation	2	1	4
Individualizing instruction	6	0	1
Organization	6	0	1
Materials and supplies	6	0	1
Totals	46	16	34

Note. (a) Two teachers did not respond to this question.

Table B-2

First-year French immersion teachers' concerns which improved during their first year teaching:

September to February

Questionnaire responses: Pre-test

Control group who responded once

Responses N=7

---

      2 Planning lessons and units
      2 Pupil evaluation and report cards
      2 Meetings with parents

Table B-3

Support and assistance found useful by first-year French immersion teachers:

September to February

Questionnaire responses: Pre-test

Control group who responded once
N=7

Support	Strongly agree/ agree	Undecided	Disagree/ strongly disagree
Help from other immersion teachers in your school (a)	5	0	1
Help from English teachers in your school (b)	5	0	0
Help from teachers in other schools (b)	3	0	2
Help from a teacher teaching the same grade (b)	5	0	0
Help from a teacher whose class is nearby (a)	6	0	0
Help from district consultants (b)	1	2	2
Help from school administrator(s) (a)	5	1	0
Workshops (a)	2	4	0
Observations in other classes (a)	4	1	1
Peer observation and feedback (b)	2	2	1
Peer coaching (b)	0	4	1
Mentor teacher (c)	0	3	1
Administrator observation and feedback (a)	3	3	0
Totals	41	20	9

Note. (a) One teacher did not respond to this question.
(b) Two teachers did not respond to this question.
(c) Three teachers did not respond to this question.

Table B-4

Additional support and assistance desired by first-year French immersion teachers:

September to February

Questionnaire responses: Pre-test

Control group who responded once
N=7

Support desired	Strongly agree/ agree	Undecided	Disagree/ strongly disagree
Help from other immersion teachers in your school (a)	3	1	2
Help from English teachers in your school (b)	1	2	2
Help from teachers in other schools (a)	3	2	1
Help from a teacher teaching the same grade (a)	4	1	1
Help from a teacher whose class is nearby (a)	4	1	1
Help from district consultants (a)	3	2	1
Help from school administrator(s) (a)	3	3	0
Workshops (a)	6	0	0
Observations in other classes (a)	6	0	0
Peer observation and feedback (b)	2	2	1
Peer coaching (b)	2	2	1
Mentor teacher (b)	1	3	1
Administrator observation and feedback (a)	2	3	1

| Totals | 40 | 22 | 12 |

Note. (a) One teacher did not respond to this question.
(b) Two teachers did not respond to this question.

QUESTIONNAIRE

Please answer in your choice of French or English.

A. NATIVE LANGUAGE

Please check one.

Grew up speaking French only   _____
Grew up speaking English only   _____
Grew up speaking English and French equally   _____
Grew up speaking mainly English with some French _____
Grew up speaking mainly French with some English _____

B. UNIVERSITY EDUCATION

1. Degree(s)   Where?   When?

    _____

    _____

    _____

2. Teacher training   Where?   When?

    _____

    _____

    _____

3. Did your teacher training program include courses in French immersion? _____

    If yes, where and when did you take these courses?

    Where?   When?

    _____

    _____

    _____

4. Please describe these courses.

    _____

    _____

    _____

Page 2

C. STUDENT-TEACHING PRACTICA

Grade(s)	Which district(s)?	How many weeks?	Was it in a French immersion classroom?
_____			
_____			
_____			
_____			

D. TEACHING

1. I teach grade _____

    _____ early immersion OR

    _____ late immersion

    _____ School

    _____ School District.

2. I began teaching this class on

    _____ the first day of school OR

    _____ on another date _____. (Please include this date.)

E. CONCERNS AS A TEACHER

1. I feel confident as a French immersion teacher.

strongly agree	agree	undecided	disagree	strongly disagree
1	2	3	4	5

Please describe your level of confidence to teach French immersion.

_____

_____

_____

_____

_____

2. My concerns since I began teaching are with the following:

	strongly agree	agree	undecided	disagree	strongly disagree
pupil behavior	1	2	3	4	5
interactions with colleagues	1	2	3	4	5
interactions with parents	1	2	3	4	5
pupil evaluation	1	2	3	4	5
report cards	1	2	3	4	5
planning lessons	1	2	3	4	5
planning units	1	2	3	4	5
teaching in French	1	2	3	4	5
teaching in English	1	2	3	4	5
curriculum knowledge	1	2	3	4	5
pupil motivation	1	2	3	4	5
individualizing instruction	1	2	3	4	5
organization	1	2	3	4	5
materials and supplies	1	2	3	4	5
other, (Please specify.)					
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5

3. Which concerns have decreased or been alleviated since September?

_____

_____

_____

_____

_____

4. Please describe why these concerns have changed.

_____

_____

_____

_____

_____

5. Which concerns have persisted or increased since September?

_____

_____

_____

_____

_____

F. SUPPORT AND ASSISTANCE

1. I have found these types of assistance and support useful to me since September:

	strongly agree	agree	undecided	disagree	strongly disagree
help from other immersion teachers in your school	1	2	3	4	5
help from English teachers in your school	1	2	3	4	5
help from teachers in other schools	1	2	3	4	5
help from a teacher teaching the same grade	1	2	3	4	5
help from a teacher whose class is nearby	1	2	3	4	5
help from district consultants	1	2	3	4	5
help from the school administrator(s)	1	2	3	4	5
workshops	1	2	3	4	5
observations in other classess	1	2	3	4	5
peer observation and feedback	1	2	3	4	5
peer coaching	1	2	3	4	5
mentor teacher	1	2	3	4	5
administrator observation and feedback	1	2	3	4	5
other, (Please specify.)					
_____	1	2	3	4	5
_____	1	2	3	4	5

2. Please describe the most useful features of this assistance.

_____

_____

3. As a first year teacher, I would like to have more assistance or support available in the following ways:

	strongly agree	agree	undecided	disagree	strongly disagree
	1	2	3	4	5
help from other immersion teachers in your school	1	2	3	4	5
help from English teachers in your school	1	2	3	4	5
help from teachers in other schools	1	2	3	4	5
help from a teacher teaching the same grade	1	2	3	4	5
help from a teacher whose class is nearby	1	2	3	4	5
help from district consultants	1	2	3	4	5
help from school administrator(s)	1	2	3	4	5
workshops	1	2	3	4	5
observations in other classes	1	2	3	4	5
peer observation and feedback	1	2	3	4	5
peer coaching	1	2	3	4	5
mentor teacher	1	2	3	4	5
administrator observation and feedback	1	2	3	4	5

other, (Please specify.)

_____

_____

4. Please describe why this would be useful.

_____

_____

5. My teacher education program prepared me for teaching French immersion.

strongly   agree   undecided   disagree   strongly
agree   disagree
1   2   3   4   5

6. Please describe the most useful features of your teacher education program and why these were useful.

_____

_____

_____

_____

7. I feel ready to take more university courses.

strongly   agree   undecided   disagree   strongly
agree   disagree
1   2   3   4   5

8. Please describe the type of courses you would like.

_____

_____

_____

_____

Merci beaucoup.

Please return to: Patti Holm
                  Ross Road School
                  2875 Bushnell Pl.
                  North Vancouver, B.C.
                  (stamped, addressed envelope enclosed)

FIRST YEAR TEACHERS IN FRENCH IMMERSION

QUESTIONNAIRE

Please answer in your choice of French or English.

A. CONCERNS AS A TEACHER

1. I feel confident as a French immersion teacher.

strongly agree	agree	undecided	disagree	strongly disagree
1	2	3	4	5

Please describe your level of confidence to teach French immersion.

_____

_____

_____

_____

_____

2. My concerns since I began teaching are with the following:

	strongly agree	agree	undecided	disagree	strongly disagree
pupil behavior	1	2	3	4	5
interactions with colleagues	1	2	3	4	5
interactions with parents	1	2	3	4	5
pupil evaluation	1	2	3	4	5
report cards	1	2	3	4	5
planning lessons	1	2	3	4	5
planning units	1	2	3	4	5
teaching in French	1	2	3	4	5
teaching in English	1	2	3	4	5
curriculum knowledge	1	2	3	4	5
pupil motivation	1	2	3	4	5
individualizing instruction	1	2	3	4	5
organization	1	2	3	4	5
materials and supplies	1	2	3	4	5
other, (Please specify.)					
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5

3. Which concerns have decreased or been alleviated during this school year?

_____

_____

_____

_____

_____

4. Which concerns have persisted or increased during this school year?

_____

_____

_____

_____

_____

5. Please describe why these concerns have changed.

_____

_____

_____

_____

_____

B. SUPPORT AND ASSISTANCE

1. I have found these types of assistance and support useful to me during this school year:

	strongly agree	agree	undecided	disagree	strongly disagree
	1	2	3	4	5
help from other immersion teachers in your school	1	2	3	4	5
help from English teachers in your school	1	2	3	4	5
help from teachers in other schools	1	2	3	4	5
help from a teacher teaching the same grade	1	2	3	4	5
help from a teacher whose class is nearby	1	2	3	4	5
help from district consultants	1	2	3	4	5
help from the school administrator(s)	1	2	3	4	5
workshops	1	2	3	4	5
observations in other classess	1	2	3	4	5
peer observation and feedback	1	2	3	4	5
peer coaching	1	2	3	4	5
mentor teacher	1	2	3	4	5
administrator observation and feedback	1	2	3	4	5
other, (Please specify.)					
_____	1	2	3	4	5
_____	1	2	3	4	5

2. Please describe the most useful features of this assistance.

_____

_____

3. As a first year teacher, I would like to have more assistance or support available in the following ways:

	strongly agree	agree	undecided	disagree	strongly disagree
help from other immersion teachers in your school	1	2	3	4	5
help from English teachers in your school	1	2	3	4	5
help from teachers in other schools	1	2	3	4	5
help from a teacher teaching the same grade	1	2	3	4	5
help from a teacher whose class is nearby	1	2	3	4	5
help from district consultants	1	2	3	4	5
help from school administrator(s)	1	2	3	4	5
workshops	1	2	3	4	5
observations in other classes	1	2	3	4	5
peer observation and feedback	1	2	3	4	5
peer coaching	1	2	3	4	5
mentor teacher	1	2	3	4	5
administrator observation and feedback	1	2	3	4	5

other, (Please specify.)

_____

_____

4. Please describe why this would be useful.

_____

_____

5. I feel ready to take more university courses.

strongly agree	agree	undecided	disagree	strongly disagree
1	2	3	4	5

6. Please describe the type of courses you would like.

_____

_____

_____

_____

Merci beaucoup.

Please return to: Patti Holm
2205 Sifton Lane
Kamloops, B.C.
(stamped, addressed envelope enclosed)

SIMON FRASER UNIVERSITY

FACULTY OF EDUCATION

February 29, 1988

Dear Colleague:

Beginning teachers assume many demanding responsibilities from the moment their first school year begins; they immediately acquire similar duties to those of teachers with more experience.

Have you often found your first few months of teaching difficult?

Do other beginning French immersion teachers also have concerns?

What type of assistance and support do first-year immersion teachers find most useful?

What can be done to make the induction year go more smoothly?

The goal of this research study is an attempt to find some answers to these questions. The attached questionnaire asks you for your concerns as a first-year teacher in French immersion. Beginning teachers in four Lower Mainland school districts have been selected to respond to this questionnaire. Your response is important since it is beginning teachers who are best able to state their needs.

I appreciate very much you taking the time to complete and return this questionnaire. It is most helpful if you complete it as fully as possible. Please return your questionnaire before March 18, 1988 in the stamped, addressed envelope provided to:

> Patti L. Holm
> Ross Road School
> 2875 Bushnell Place
> North Vancouver, B.C.

Your responses will be held in strict confidence.

The results of this research should be published by autumn, 1988. I will endeavour to send a summary of the results to you in autumn 1988.

Merci beaucoup.

Bien à vous,

Patti L. Holm
Graduate student, Simon Fraser University, and
Teacher, North Vancouver School District #44

SIMON FRASER UNIVERSITY

FACULTY OF EDUCATION

BURNABY, BRITISH COLUMBIA V5A 1S6.
Telephone: (604) 291-3395

June 21, 1988

Dear Colleague:

I appreciate your participation in the beginning French immersion teacher research. Thank you very much for returning the first questionnaire in March.

I would now like to request that you complete and return this final, shorter questionnaire in order that I might compare your present concerns and opinions on useful support and assistance for beginning immersion teachers, to what you expressed in March. My objective is to discover how beginning teachers change during their first year teaching, what you find difficult, and what is valuable for your professional growth.

I appreciate very much you taking the time to complete and return this questionnaire. Please complete it as fully as possible; names of school districts only will be used for reporting the data. Your individual responses will be held in confidence.

The results of this research should be published by fall, 1988. I will send you a summary at your school address.

Please return your completed questionnaire by July 5, 1988 in the stamped, addressed envelope to:

Patti Holm
2205 Sifton Lane
Kamloops, B.C.
V1S 1A4.

Merci beaucoup.

Bien à vous,

Patti L. Holm
Graduate student, Simon Fraser University, and
Teacher, North Vancouver School District #44

Appendix D

CONTACT SUMMARY FORM   Site:_____
                                  Date:_____
Role desired:

Support desired (include developmental stage growth):

Identified focus:

Coaching interactions:

pre-conference____
observation   ____
post-conference____
discussion   ____
problem-solving____
planning   ____

Summary of main issues from this contact:

Future coaching plans:

EVALUATION

FIRST-YEAR FRENCH IMMERSION TEACHERS' COACHING PROGRAM

Please complete the following.

1. Name the three most useful aspects of this program:

_____

_____

_____

_____

2. Name the three least useful aspects of this program:

_____

_____

_____

_____

3. Comment on the amount of time that was available for the
mentor teacher to work with you.

_____

_____

_____

_____

4. Suggestions to improve the coaching program:

_____

_____

_____

_____

5. Comment on whether an assistance program is appropriate for
all first-year teachers and components it should include.

_____

_____

_____

_____

FIRST-YEAR FRENCH IMMERSION TEACHERS' COACHING PROGRAM
EVALUTION - RESULTS

1. NAME THE THREE MOST USEFUL ASPECTS OF THIS PROGRAM

   - support and encouragement
   - advice, discussion of ideas, criticism
   - modeling of actual lessons
   - discussions re concerns
   - observations and feedback of lessons
   - knowing that someone is "sort of looking after you"
     - someone who is interested and takes the time
   - constructive criticism (if you can call it that)
     relevant information for individualized instruction
   - a sympathetic, therapeutic ear
     great ideas for improving lessons and evaluations

2. NAME THE THREE LEAST USEFUL ASPECTS OF THIS PROGRAM

   - would be more effective earlier on in the year if others
     are ready
   - was least effective near very end of school year
   - restricted time schedule
   - may be too many observations i.e. observations for the "sake
     of observations
   - could not find one useless aspect of the program
   - every aspect is interrelated and useful

3. COMMENT ON THE AMOUNT OF TIME THAT WAS AVAILABLE
   FOR THE MENTOR TEACHER TO WORK WITH YOU

   - a sufficient amount of time was always available
   - Patti made herself available for the new teachers not only
     on a regular pre-conference/post-conference schedule but
     also during lunch, recess, after school, whenever needed
   - Patti is a very busy person but she always took the time,
     always went out of her way (I guess, it is the kind of person she is)
   - I felt that the both pre and post conferences were done in a very
     relaxed and open manner where time wasn't a factor
   - I gained lots of feedback during this time

- 2 -

4. SUGGESTIONS TO IMPROVE THE COACHING PROGRAM

- I thought everything worked very well. However, during
  the class observation time, I think individual students should
  be selected by random to observe rather than the whole class
  (more time to focus on "x")
- Could . some be anxious when they feel they are being observed?
- although I hate the idea, but video taping and cassette playing
  would be beneficial too
- more time specially at the beginning of the year. I feel it
  would be useful for the "coach" to spend more time in the classroom
  - ½ day/1 day to get a feeling for the routines - flow etc. in
  order to get feedback
- also may be group discussion including new teachers - coach
  and may be administration
- the first-year teacher should be given time to assess and
  reflect upon the aspects of teaching she would like to improve upon
- "your day per week" increase, routine and consistency

5. COMMENT ON WHETHER AN ASSISTANCE PROGRAM IS APPROPRIATE
   FOR ALL FIRST-YEAR TEACHERS AND COMPONENTS IT SHOULD INCLUDE

- I think it should be mandatory
- it has helped me recognize the needs of students as well as my own
- yes, very much so, it was very helpful to me
- YOU DID A GREAT JOB, PATTI
- I feel as assistance program is essential for first-year teachers
- it should include discussion, planning techniques, modeling
  of lessons, criticism, encouragement, etc.
- the program should be tailored to the needs of the first-year teacher
  herself
- definitely appropriate - should almost be a must!
- include components similar to those of this year
- perhaps begin "gray" and then pinpoint - hit on the more
  specific aspects

MASTER OF ARTS THESIS PROPOSAL

The Impact of

an Experienced French Immersion Teacher

Coaching Beginning Immersion Teachers

Patti L. Holm

Simon Fraser University,

North Vancouver School District #44

Beginning teachers assume many demanding responsibilities from the moment their first school year begins; they immediately acquire similar duties to those of teachers with more experience. From a review of the literature on beginning teachers, it is evident that the beginning teacher finds it difficult to handle teaching duties and responsibilities in the same manner as an experienced teacher.

Since it is currently impossible for the B.C. universities to meet the entire demand for French immersion teachers, in addition to being beginning teachers many of the French immersion teachers have been educated elsewhere than in B.C. or have no specialized training as immersion teachers. Because French immersion is still a relatively new program there remains much curriculum development to be done. This task often falls to individual teachers, another area of difficulty for the beginning teacher. It is evident that in addition to normal induction problems experienced by all novice teachers, beginning French immersion teachers have unique support needs.

North Vancouver School District is concerned about providing adequate support for beginning French immersion teachers. My suggested project of collegial coaching by an experienced French immersion teacher was viewed favourably by North Vancouver School District as a possible method of assisting beginning French immersion teachers with their multitude of demanding responsibilities.

The goal of this coaching project would be to provide support for beginning French immersion teachers throughout their first year of teaching. The proposed coaching program would include creating an awareness of the developmental nature of teaching competence, assisting with beginning teacher concerns, encouraging beginning teachers to manipulate their teaching environments to facilitate progress in order to increase beginning teachers' effectiveness.

Methodology

Subjects

The subjects experiencing the support program would be four beginning French immersion teachers at Ross Road Elementary School in North Vancouver School District.

Description of the Beginning Teacher Support Program

During the beginning teacher support program the three main roles of the experienced teacher in working with the beginning teachers would be: curriculum supporter, coach, and counsellor.

Curriculum supporter. The experienced teacher assists the beginning teacher in understanding the curriculum, identifying appropriate resources, planning instruction, and in suggesting relevant professional development. (Holborn & Olliver, 1987)

Coach. The experienced teacher coaches the beginning teacher towards the characteristics of more effective teaching. The clinical supervision cycle of pre-conference, objective observation, post-conference is used as a framework for establishing beginning teacher's needs, collecting objective observation data, problem-solving and planning for change and increased effectiveness. The experienced teacher chooses coaching behaviors to match the beginning teacher's needs, based on an assessment of the beginning teacher's level of development. The coach attempts to interact with the beginning teacher in ways which encourage increasing skill and autonomy in analysis of teaching, self-evaluation and decision-making. (Holborn & Olliver, 1987)

Counsellor. In the counselling role, the experienced teacher responds to the beginning teacher's needs for support and problem-solving related to professional concerns and personal concerns affecting classroom performance. (Holborn & Olliver, 1987)

Procedures and Instruments

In order to establish baseline data about the treatment and control groups, a survey would be administered to the two groups requesting demographic information such as background, education, teaching practica or other related experience. Also a pre-test post-test survey would be administered in November and again in June soliciting descriptions by the beginning French immersion teachers of their induction concerns. A final evaluation survey of participant's opinions of the project and its usefulness would also be valuable.

A case study method with descriptive data of the support desired by the beginning teachers, the coaching interactions, and developmental stage growth is suggested. The case study would be one of participant observation. Observations and coaching would occur according to the clinical supervision model. (Acheson and Gall, 1980) The beginning teacher subjects would identify concerns for my focused observations. I would collect objective observation data based on the teacher's focus. Post-conferences and coaching would occur within a collaborative, problem-solving relationship.

The coaching strategies would be individualized to each beginning teacher's needs according to developmental stage growth. I intend to approach this coaching as I did during a previous case study, (Holm, 1987b) where I implemented coaching strategies based on the developmental stages progress of a student teacher in French immersion. (See Appendix) According to researchers in teacher developmental stages (Katz, 1972, Fuller & Bown, 1975, Wheeler, 1986), strategies that concentrate on arousing and resolving teacher's stages of concerns should facilitate progress through the developmental concerns stages. Extensive notes (contact summaries) (Miles & Huberman, 1984) will be kept on all interactions between the participants during the coaching program.

The principal components of this coaching program for beginning French immersion teachers will be:
-a significant, interpersonal, problem-solving coach-teacher relationship,
-an awareness of the concerns stages of development and their characteristics,
-individualized coaching based on the beginning teacher's concerns,
-regularly scheduled clinical supervision,
-an initial collaborative coaching relationship which gradually moves towards a nondirective relationship. (Glickman, 1981)

References

Acheson, K.A. & Gall, M.D. (1980). Techniques
        in the clinical supervision of teachers.
        New York: Longman.

Fuller, F.F., & Bown, O. (1975). Becoming
        a teacher. In K. Ryan (Ed.), Teacher
        Education: The seventy-fourth yearbook
        of the national society for the study
        of education (pp. 25-52). Chicago:
        University of Chicago Press.
Glickman, C.D. (1981). Developmental supervision:
        Alternative practices for helping teachers
        improve instruction. Virginia: Association
        for supervision and curriculum development.
Holborn, P.L. & Olliver, S. (1987, April).
        Preparing cooperating teachers for
        developmental supervision of student
        teachers: An evaluation of two training
        methods. Paper presented at the annual
        meeting of the American Educational
        Research Association, Washington,
        D.C.

Holm, P.L. (1987b). Stages of student teacher
        concerns: Case study of an education
        405 student. Unpublished manuscript,
        Simon Fraser University, Burnaby,
        B.C.
Katz, L.G. (1972). Developmental stages of
        preschool teachers. Elementary School
        Journal, 73, 50-54.
Miles, M.B. & Huberman, A.M. (1984).
        Drawing valid meaning from qualitative
        data: Toward a shared craft.
        Educational Researcher, 13, 20-30.

Veenman, S. (1984). Perceived problems of
        beginning teachers. Review of Educational
        Research, 54, 143-178.
Wheeler, A.E. (1986). Some expressed concerns
        about professional growth.
        Ontario: Brock University.

References

Anderson, E.M., & Shannon, A.L. (1988). Toward a conceptualization of mentoring. Journal of Teacher Education, 39, 38-42.

Andrews, I.H. (1986). Five paradigms of induction programmes in teacher education. Published doctoral dissertation, University of Bradford, England.

Andrews, I.H. (1987). Induction programs: Staff development opportunities for beginning and experienced teachers. In M. F. Wideen & I.H. Andrews (Eds.), Staff development for school improvement: A focus on the teacher (pp.142-153). East Sussex, England: Falmer.

Barnabe, C. (1988). La theorie des caracteristiques des emplois appliquee a l'etude de la motivation au travail d'enseignants du Nouveau-Brunswick. Canadian Journal of Education, 13, 391-403.

Benoit, B. & Braun, J.A., Jr. (1989, February). The mentor as an expert coach. Phi Delta Kappan, pp. 488-489.

Blakey, J. Everett-Turner, L. Massing, C., Scott, N. (1988, June). The many faces of beginning teachers. Paper presented at the conference of the Canadian Society for the Study of Education, Windsor, Ontario.

Blumberg, A. (1976). Supervision as interpersonal intervention. Paper presented at the convention of the American Educational Research Association, San Francisco, Calif.

Bolam, R. (1979). Priorities in INSET: An international perspective. In M.F. Wideen, D. Hopkins & G. Pye (Eds.), In-service: A means of progress in tough times (pp. 41-63). London: Heinemann.

Borg, W.R. & Gall, M.D. (1983). Educational research: An introduction (4th ed.). New York: Longman.

British Columbia Royal Commission on Education. (1988). A legacy for learners (Research Rep.). Victoria, B.C.:Crown.

British Columbia Teachers' Federation. (1986). Program for quality teaching: Developing teaching practices. Vancouver, B.C.: BCTF.

British Columbia Teachers' Federation. (1990, March). Reports and resolutions, book II. Annual General Meeting, Vancouver, B.C.

Bruinsma, R.W. (1987, May/June). Four years are not enough.
The ATA Magazine, pp. 28-29.

Burns, G. & Olson, P. (1981). Implementation and politics in French immersion.
Unpublished manuscript, Ontario Institute for Studies in Education, Toronto.

Buski, J.S. (1988, May). Internships, induction years and extended practicums. Paper
presented at the Canadian Teachers' Conference on Extended Programs of
TeacherEducation, Ottawa, Ontario.

Carrier, C. (1986). Developmental environments for teachers. Theory into Practice,
19, 240-247.

Clemson, R.L. (1987). Mentorship in teaching. Action in Teacher Education, 9, 85-90.

Cole, A.L. & McNay, M. (1988, June). Induction programs in Ontario schools: Current
views and future possibilities. Paper presented at the conference of the Canadian
Society for the Study of Education, Windsor, Ontario.

Day, E.M. & Shapson, S.M. (1983). Elementary French immersion programs in British
Columbia: A survey of administrators, teachers, and parents, Part 1: Summary
of findings. Burnaby, B.C.: Simon Fraser University.

Erickson, E. (1963). Childhood and society. New York: W.W.Norton.

Evans, N. (1978). Beginning teaching in professional partnership.
London: Hodder and Stoughton.

Fox, S.M. & Singletary, T.J. (1986). Deductions about supportive induction.
Journal of Teacher Education, 37, 12-15.

Fullan, M. & Connelly, F.M. (1987). Teacher education in Ontario: Current practice and
options for the future. Toronto: Ministry of Education.

Fuller, F.F. (1969). Concerns of teachers: A developmental conceptualization.
American Educational Research Journal, 6, 202-226.

Fuller, F.F. & Bown, O. (1975). Becoming a teacher. In K. Ryan (Ed.), Teacher
education: The seventy-fourth yearbook of the national society for the study of
education (pp. 25-52). Chicago: University of Chicago Press.

Galvez-Hjornevik, C. (1986). Mentoring among teachers: review of the literature. Journal of Teacher Education, 37, 6-11.

Garman, N.B. (1986). Reflection, the heart of clinical supervision: A modern rationale for professional practice. Journal of Curriculum and Supervision, 2, 1-24.

Genesee, F. (1984). French immersion programmes. In S. Shapson & V. D'Oyley (Eds.), Bilingual and multicultural education: Canadian perspectives (pp. 33-54). England: Multilingual Matters.

Glickman, C. (1981). Developmental supervision: Alternative practices for helping teachers improve instruction. Virginia: Association for supervision and curriculum development.

Goldhammer, R., Anderson, R. & Krajewski, R. (1980). Clinical supervision: Special methods for the supervision of teachers (2nd ed.). New York: Holt, Rhinehart & Winston.

Grant, C.A. & Zeichner, K.M. (1981). Inservice support for first year teachers: The state of the scene. Journal of Research and Development in Education, 14, 99-111.

Gray, W.A. & Gray, M.M. (1985). Synthesis of research on mentoring beginning teachers. Educational Leadership, 43, 37-43.

Grimmett, P.P. (1988, May). Implications of research in teaching and teacher education research for the content and delivery of teacher education programs. Paper presented at the Canadian Teachers' Federation conference on Extended Programs of Teacher Education, Ottawa, Ontario.

Harris, B. (1980). Improving staff performance through in-service education. Boston: Allyn & Bacon.

Hegler, K. & Dudley, R. (1987). Beginning teacher induction:A progress report. Journal of Teacher Education, 38, 53-56.

Hemingway, P. (1988). Theory out of practice. In P. Holborn, M. Wideen & I. Andrews (Eds.), Becoming a teacher (pp. 123-132). Toronto: Kagan and Woo.

Hoffman, J.V., Edwards, S.A., O'Neal, S. Barnes, S. Paulissen, M. (1986). A study of state-mandated beginning teacher programs. Journal of Teacher Education, 37, 16-21.

Holborn, P. (1988). Becoming a reflective practitioner. In P. Holborn, M. Wideen & I. Andrews (Eds.), Becoming a teacher (pp. 196-209). Toronto: Kagan and Woo.

Holborn, P. & Olliver, S. (1987, April). Preparing cooperating teachers for developmental supervision of student teachers: An evaluation of two training methods. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, D.C.

Holm, P. & Blackwell, A. (1990, May/June). Induction that works. Teacher, p.11.

Housego, B.E.J. (1988, June). Student teachers' feelings of preparedness to teach: An interim comparative study. Paper presented at the conference of the Canadian Society for the Study of Education, Windsor, Ontario.

Huffman,G. and Leak, S. (1986). Beginning teachers' perceptions of mentors. Journal of Teacher Education, 37, 22-25.

Huling-Austin, L. (1988, April). A synthesis of research on teacher induction programs and practices. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans.

Hunt, D. (1987). Beginning with ourselves in practice, theory, and human affairs. Cambridge, M.A.: Brookline.

Hunt, D. and Sullivan, E. (1974). Between psychology and education. Hinsdale, Ill.: Holt, Rhinehart & Winston.

Joyce, B. & Showers, B. (1982). The coaching of teaching. Educational Leadership, 40, 4-10.

Katz, L.G. (1972). Developmental stages of preschool teachers. Elementary School Journal, 73, 50-54.

Krieger, K. (1990, January). Schools without walls: A shift to collaboration. Teacher, p.14.

Kohlberg, L. (1984). Essays on moral development. vol. 3: The psychology of moral development. New York: Harper & Row.

Lieberman, A. (1988, May). Teachers and principals: Turf, tension, and new tasks. Phi Delta Kappan, pp. 648-653.

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

Loucks-Horsley, S., Harding, C., Arbuckle, M., Murray, L., Dubea, C., & Williams, M.
(1987). Continuing to learn: A guidebook for teacher development. Boston: The
regional laboratory for educational improvement of the Northeast and Islands.

McNally, G. (1990). Induction practices offered to beginning teachers by school districts
in British Columbia. Unpublished master's thesis, Simon Fraser University,
Burnaby, B.C.

Mamchur, C. (1988). I did it my way, you do it yours. In P. Holborn, M. Wideen &
I. Andrews (Eds.), Becoming a teacher (pp. 49-63). Toronto: Kagan & Woo.

Marceau, D. (1988, May). Prolongation et reforme des programmes dans les
etablissements de langue francaise. Paper presented at the Canadian Teachers'
Federation Conference on Extended Programs of Teacher Education,
Ottawa, Ontario.

Marso, R.N. & Pigge, F.L. (1987). Differences between self-perceived job expectations
and job realities of beginning teachers. Journal of Teacher Education, 38,
53-56.

Maslow, A. (1960). Motivation and personality. New York: McGraw-Hill.

Obadia, A.A. & Safty, A. (1990). Language learning and teaching in French immersion.
Ministry of Education: Modern Languages and Multicultural Programs.
Victoria:Province of British Columbia.

Phillips-Jones, L. (1983). Establishing a formalized mentoring program.
Training and Development Journal, 37, 38-42.

Piaget, J. (1968). On the development of memory and identity.
Barre, MA: Clark University Press.

Ratsoy, G., Friesen, D., & Holdaway, T. (1988). Teaching internship recommended.
Canadian Society for the Study of Education News, 25 (3/4), 7-8.

Rossetto, C.R. & Grosenick, J.K. (1987). Effects of collaborative teacher education:
Follow-up of graduates of a teacher induction program.
Journal of Teacher Education, 38, 50-52.

Schlechty, P.C. (1985). A framework for evaluating induction into teaching. Journal of Teacher Education, 36, 37-41.

Sheridan, D.P. & Pyra, J.F. (1975). Problems and self-concepts of beginning teachers. Saskatchewan Journal of Educational Research and Development, 5, 30-37.

Smith, S.C. & Scott, J.J. (1990). The collaborative school: A work environment for effective instruction. Eugene: University of Oregon.

Sprinthall, N. and Thies-Sprinthall, L. (1987). Educating for teacher growth: A cognitive developmental perspective. Theory into Practice, 19, 278-286.

Thies-Sprinthall, L. (1986). A collaborative approach for mentor training: A working model. Journal of Teacher Education, 37, 13-20.

Varah, L.J., Theune, W.S., & Parker, L. (1986). Beginning teachers: Sink or swim? Journal of Teacher Education, 37, 30-34.

Veenman, S. (1984). Perceived problems of beginning teachers. Review of Educational Research, 54, 143-178.

Wagner, L. (1985). Ambiguities and possibilities in California's mentor teacher program. Educational Leadership, 43, 23-28.

Watson, N. (1987). A vision of renewal: The Fullan-Connelly report. Orbit, 4-5.

Wheeler, A. (1988). Some expressed concerns about professional growth. In P.Holborn, M. Wideen, & I. Andrews (Eds.), Becoming a teacher (pp. 175-185). Toronto: Kagan & Woo.

Wideen, M., Carlman, N., & Strachan, W. (1986). Problem-focused coursework as a model for in-service education: Case studies of teacher initiated change. Burnaby, B.C.: Simon Fraser University, Faculty of Education.