



Growth and Challenge in School-University Partnerships

Alan J. Reiman

Since the inception of the Model Clinical Teaching Program at N.C. State University in 1988, there has been an extraordinary surge of interest in the preparation and support of student teachers, beginning teachers, and counselors. Through the yearlong model for training mentors, the program has linked school systems interested in supporting prospective and novice professionals while promoting new learning and professional development of experienced educators.

This issue of *Connections* further exemplifies the Model Clinical Teaching Program's evolution. The program has joined with N.C. State's Triangle Partners in Education, directed by Carol Maidon (N.C. State's director of teacher education), and North Carolina Central University's School-University Partnership, directed by Doris Williams. Unifying this network is a commitment to support prospective and novice professionals while revitalizing experienced professionals through coaching, developmental responsiveness, and ongoing guided reflection. As well, the partners embrace new kinds of interprofessional and interinstitutional collaboration that lead to improvements in classroom and school effectiveness. The effort heightens and increases experimentation and enthusiasm for learning new teaching practices and promotes effective communication.

Updates from Network Partners

N.C. State Model Clinical Teaching Program

Alan J. Reiman

As stated in the introduction, N.C. State's Model Clinical Teaching Program (MCTP) has been networking school systems interested in supporting prospective and novice professionals while promoting new learning and professional development of experienced educators through the yearlong training model. That model emphasizes peer coaching, effective communication, understanding the learner, development of an instructional approach, adult development, intensive analysis, and a reflective practice. The program is unique nationally because it focuses on new learning and development in both students and adults.

More recently MCTP has begun a rigorous research program on selected professional development models for teachers that include taking time for and engaging in guided reflection. Recent research has suggested that just and caring teaching or counseling can be promoted through o

Network Partners: Edenton-Chowan, Elizabeth City-Pasquotank, Franklin County, Granville County, Johnston County, Lee County, Nash-Rocky Mount, Northampton County, Vance County, Wake County, Warren County, and Wilson County

Triangle East Partners in Education: Franklin County (Bunn and Cedar Creek Middle Schools), Johnston County (Smithfield Selma High School), North Carolina Central University, North Carolina State University, and Wake County (Apex and Cary High Schools, and Martin Middle School)

National and International Partners: Associates at the Regional Laboratory for Educational Improvement of the Northeast and Islands; Trevor Fullerton, University of Newcastle, Australia; George Lind, University of Constance, Germany; Philip Robinson, Roehampton Institute, England; Joseph Vaughan, United States Department of Education, retired; Association of Teacher Educators, National Commission on Clinical Sites; Massachusetts Association of Colleges for Teacher Education; Rhode Island Department of Public Instruction; Theo Bergen, University of Nijmegen, The Netherlands; Astrid Oien Halsnes, Teacher Academy, Bergen, Norway; Asbjorn Simonnes, Volda University, Volda, Norway; Nodie Oja, University of New Hampshire



analysis and reflection. In fact, written guided analysis and reflection play a decisive role in the formation of more caring and complex reasoning because they permit deeper critical analysis and understanding. A current challenge for educators is creation and testing of activities that employ more intensive approaches to critical problem solving and reflection according to the learning and developmental needs of preservice teachers as they engage in significant new roles. Such research and development help educators understand better the dynamics of promoting development and the reasons that some professionals rely mainly on routine practices.

We encourage readers to look carefully at the numbers of mentor educators supported within network school systems (see Table 1). The numbers are indeed amazing when one considers that school-based preservice teachers have participated in two years of preparation for their licensure and mentors have received one year of intensive staff development. The program includes coaching. With a little imagination, one can appreciate the value and long-term nature of the program.

Among the additional initiatives being undertaken during the 1999-2000 period are the following:

- A study of "good" rural teachers and their reasons for staying in rural schools
- A study of how telecommunications may promote new learning and preservice teacher development in preservice teachers
- A study of how peer coaching on equity in instruction may promote preservice learning, self-efficacy, and ethical development in beginning teachers
- A study of how varied professional preparation programs at N.C. State University support students during the transitional phase of their preparation
- Research on a Web-based course for special educators
- Support for North Carolina Central University's clinical-development approach to preparing clinical educators and lead school-based preservice educators
- Communication with Triangle East Partners in Education through the Coordinating Council
- Revision of the reflective practicum for mentor educators and preservice teacher educators
- A search for a new associate director for MCTP
- Development and study of a new parent-conferencing curriculum to help preservice teachers better prepare preservice teachers for their first parent conference

Triangle East Partners in Education

Carol Maidon

Triangle East Partners in Education (TEPIE) is in its second year of collaborative partnership activities between the schools and N.C. State University. The partnership started in 1996 with one pilot site, Apex High School. It now has expanded to six sites in three counties: Apex High School, Science Department, Martin Middle School Mathematics and Science Department, and Cary High School (Wake County); Bunn and Cedar Creek High Schools (Franklin County); and Smithfield Selma High School (Johnston County).

Possessed of a well-defined infrastructure, TEPIE is guided by the Coordinating Council (superintendents, deans, and the provost) and a School-based Council (teachers serving as site coordinators, university faculty,



Conference on “Partnership for Excellence in Education”

Readers are cordially invited to the second annual “Partnership for Excellence in Education” conference, April 29–30. The goals are to share partnership activities, disseminate findings of research conducted in partnerships, and stimulate additional work on problems concerning partnerships. Sponsors of the conference include Triangle East Partners in Education (TEPIE), University/School Teacher Education Partnerships (USTEP), and the North Carolina Association of Colleges of Teacher Education (NCACTE). Featured speakers will be William Sanders and Lee Teitel. For more information, visit the conference Web site, www2.ncsu.edu/ncsu/cep/partners.

school sites, central office administrators, N.C. State administrator and the assistant coordinator of TEPIE). The assistant coordinator of TEPIE, Julie Dwyer, is a mentor and a social studies teacher at the first partner site. On a two-year leave of absence from Cary High School, she is serving as an Educator-in-Residence at N.C. State. In this capacity she visits school sites, aids in the overall coordination of TEPIE activities, and teaches a course at the university.

In spring 1998, teachers, administrators, and superintendents from partner school systems participated in a retreat with faculty and administrators from N.C. State. Participants engaged in open discussions and evaluations of the partnership and one another. They also articulated what was willing to contribute and created a vision and overarching goals for TEPIE. A strong theme emerged of creating greater collaborative relationships among various programs at N.C. State that already serve school-based professional development of educators. This has resulted in a partnership between MCTP and TEPIE. MCTP now is represented on the TEPIE Coordinating Council. To a great extent, MCTP’s goals and objectives align with TEPIE’s. Following are the integrated goals of both programs:

- Revise the preparation of preservice teachers through increased collaboration among partnership schools and the university
- Provide support for the induction of initially licensed teachers into the professional community
- Design and implement a comprehensive program of opportunities for the professional development of educators
- Implement effective communication strategies and collaboration ties within the partnership
- Provide opportunities for school and university collaborators to conduct school-based research that informs decision making and classroom practice
- Provide the resources essential for creating a culture of success and high expectations
- Disseminate information concerning the successes of the partnership in order to foster a positive perception of the teaching profession

North Carolina Central University School-University Partnership

Doris Williams

The School-University Partnership of North Carolina Central University (NCCU) is in its second year of more formalized involvement with Cary and Spaulding Elementary Schools. Guiding the partnership is a advisory council that includes university faculty liaisons, school-based educators, NCCU administrators, and Durham Public Schools administrators.

Members of the partnership are creating significant new leadership opportunities for educators within the partnership. As well, the partnership is developing a clinical-developmental model for the preparation of school-based teacher educators. Further, the partnership is striving to build more collaborative relationships that are interdisciplinary. Following are some of the partnership’s strategic initiatives:

- Providing staff development on how cooperating teachers can collaborate. “Building a Helping Relationship” conferences with student teachers and school-based teacher educators have assisted in the program (Cary and Fern Brown).



- Developing a more formalized weekly seminar between cooperating teachers and student teachers. Lesson plans, teaching behaviors, and reflections are important aspects of the seminars, which are co-organized by cooperating teachers and university faculty.
- Assisting student teachers in developing more effective listening skills. Faculty in the Department of Counseling have supported this project.
- Encouraging classroom teachers to assist in a university-based program that integrates science into elementary-school classroom instruction. Sharon Spencer coordinates this effort.
- Planning for initiation of the clinical-developmental mentor course at NCCU in fall 1999. It is hoped that this course will provide training in preparing large cadres of school-based teacher educators. The program includes careful analysis and coaching. Sharon Spencer and Sheela have coordinated this planning.
- Planning for selected teachers from partner schools to participate in the Cooperating Teacher Institute that is co-organized by N.C. State University and Wake County Public Schools.

Counselor Mentor and Supervision Education Program

Sandy Peace

Congratulations to the following counselors for successfully completing the courses of the Counselor Mentor and Supervision Education Program that ended in December 1999: Gloria Burton, Elizabeth Clanton, Marion Evelyn Fuller, Etta Leathers, Theresa Wahome, and Karen Wortman from Durham Public Schools; and Mary Catherine Harris from Warren County. Congratulations also to Nancy Oliver, school psychologist, Lee County, who scored by North Carolina Central University's School of Education in a competition with Durham and Lee County school systems, the program was held at Durham's Staff Development Center. Sandy Peace co-taught the course with Marrius Pettiford, counselor at Southern High School.

Congratulations also are in order for Marrius, who received the Carolina High School Counselor of the Year Award. This is a well-deserved honor for Marrius, who is not only the lead counselor at Southern High School but also a co-teacher of the counselor mentor courses but also a full-time student in the Counselor Education Program at N.C. State.

School Reports

Edenton-Chowan Public Schools

Linda Perry

Edenton-Chowan Public Schools successfully completed its third clinical counselor mentor training program and now boasts a cadre of 22 clinical teacher mentor educators. The required practicum offered the participants an opportunity for comprehensive support through reflection, self-assessment, and peer assessment. Working for the first time with their assigned novice teacher, they honed their skills as they assessed those students. A set of collaboratively agreed-on standards for effective mentoring was developed. Those who successfully completed the 60 hours (seminar and practicum) included Kathy Busby, Catherine Jackson, Lynn Partin, and Robin Small of D. F. Walker Elementary School; Deborah of Chowan Middle School; and Shirley Powell of John A. Holmes High School.

Instructors for this hard-working group were Ruth Bass, math teacher at John A. Holmes High School; and Patricia Timberlake, fifth-grade teacher at Walker Elementary School. They were serving as presenters for the program. Joy Denton, a sixth-grade teacher with expertise in learning styles, stepped forward in the role of teacher educator. The three-person teaming provided a fine example of peer coaching elevated to a new height.



Edenton-Chowan Public Schools continues as an active member of the collaborative to Support New Professionals. Our Teacher Talk Group consists of Casey Bunch and Amanda Morgan, both from Chowan Middle School, meet monthly with all new teachers. The peer-support sessions provide an opportunity for teachers to share ideas and concerns and to bond as professional colleagues. The sessions are structured around teacher-generated topics. The participation at sessions has been outstanding. Master teachers and superintendents have been invited to sessions to address such issues as performance-based assessment, working with exceptional students, and effective classroom management. Time for reflection is built into each Teacher Talk Group meeting.

During the 1997-98 school year, Edenton-Chowan helped pilot the Performance-Based Licensure Program, with three teachers participating in developing a product. All three successfully completed the program. Participants included Stephanie Flatt, social studies teacher at John A. Holmes Elementary School; Pam Leary, fifth-grade teacher at D. F. Walker Elementary School; and Jane Mabry, teacher of exceptional children at Chowan Middle School. We are excited to have this in-house program now available to our 1998-99 first-year teachers, who will be required to submit a product in the next school term.

Mentor Support Group meetings, held bimonthly, provide mentors an opportunity to upgrade their skills, share ideas, and brainstorm solutions to expressed concerns. The system has mentors trained under the North Carolina Mentor Training, the N.C. State Long-Term Mentor Training, and the Carolina Teacher Academy Training. We plan also to have trained mentors who can serve as presenters of the new state model. Our goals are to combine the best features of each model and create a training program that most effectively meets our needs.

As Edenton-Chowan Public Schools lays out the school calendar for the year 2000, we are planning for induction needs. We recognize that to support our personnel, we must continue to explore the best ways to provide a support process from preservice education through recruitment, induction, licensure, professional development, and lifelong learning, to full professionalization, with all of its rewards. We have come to realize that the journey is as important as the destination.

Elizabeth City-Pasquotank Public Schools

Joyce B. Harris

Elizabeth City-Pasquotank Public Schools continues to prepare its new teachers through mentoring using the N.C. State model. The program reflects the Education Reform School Act as well as the ongoing need for teacher educators. Teachers who have completed the practicum in fall 1998. With a strong need for more clinical teachers, a new class began in October and will complete the program in the spring. The benefits of reflection are rewarding to our new professionals as well as their mentors.

Involvement in the Model New Teacher Induction Project allowed our teachers to experience the effects of an induction program on novices. This practical training has empowered our teachers with an awareness of the needs of the new professionals and the many ways in which veterans can assist them. We constantly seek approaches to easing the transition into the profession.

The need for teachers appears to be on the rise. Thus the need for teacher educators and model clinical mentors also grows. We seek effective ways to support new teachers.

Franklin County Schools

Shelby Street

Franklin County Schools is easing the way for new teachers and novice educators so that they not only survive but thrive. Three years after the return of all teachers, beginning Franklin County teachers with



royally. They were oriented to the expectations of central office, toured the schools, ate a catered luncheon along with other employees, and had time with their mentors and principals.

During the year they have been awarded opportunities to participate in the latest training in technology and effective school practices, and to join a support group. At the end of the year we have planned a session for orientation and for obtaining their input on future orientation of new teachers.

We have been most fortunate in hiring teachers from other parts of the country and the world. They bring many exciting cultural activities to the students. We hope that these teachers will stay in the profession.

Julie Dwyer

Bunn Middle School: In fall 1998 Bunn Middle sent a team of teachers and administrators to an orientation retreat hosted by TEPIE. Participants were introduced to the school-university partnership concept as well as the mission, values, and goals of the TEPIE collaboration. Several weeks later Carol Maidon, TEPIE coordinator, Julie Dwyer, assistant coordinator, and Ann Butler, faculty liaison from N.C. State, met with Fannie Perry, principal, and Catherine Lassiter and Omesa Williams, co-site coordinators, to learn more about the school and its immediate needs. This also was a good opportunity for all the parties to get to know one another better.

In January 1999 Carol, Julie, and Susan conducted an orientation retreat for the full faculty at Bunn Middle. One week later they led a brainstorming retreat to begin planning activities under the TEPIE goals. Also, they developed a timeline for completion of the various projects. A representative group of teachers from all grade levels has volunteered to work as an advisory committee on revising the retreat-generated ideas into actual objectives for the school. In February Julie provided release time for mentor teachers to work more extensively with beginning teachers at Bunn.

Cedar Creek Middle School: In fall 1998 a team of Cedar Creek Middle School teachers and administrators attended the TEPIE orientation retreat, and they were introduced to the school-university partnership concept and the goals of TEPIE. Several weeks later Carol and Julie met with Dale Byrnes and Jennifer Burnette, co-site coordinator, to begin identifying objectives for the school. Carol and Julie then met with the full faculty in November to get everyone on board and explain the structure of the partnership.

In January 1999, Carol, Julie, and John Park, N.C. State faculty liaison, returned to Cedar Creek to conduct a half-day planning retreat with the faculty. Teachers brainstormed ways to incorporate the TEPIE goals into school activities within the school. A volunteer team of teachers will evaluate the results of the retreat and recommend objectives and related oversight for the school.

One of the most exciting activities taking place at Cedar Creek Middle School is a project under way in conjunction with the National Aeronautics and Space Administration and N.C. State. This is a unique opportunity for teachers to use the technology available in the school to conduct a variety of cross-curricular activities related to missions in space. TEPIE is currently working to hearing more details about this project as it unfolds.

Johnston County Public Schools

Robin Little

Johnston County Public Schools continues to accept the challenge of growth by being one of the fastest-growing systems in North Carolina. Approximately 90 new mentors have been trained since last year; extensive training also has occurred in performance-based licensure. Both novice teachers and mentors are excited about the possibilities for professional growth that exist in this process.



The induction of Johnston County's 1998-99 first-year teachers a three-day orientation that included tips for the first days of tations on classroom management, and a description of the charac effective teachers. Beginning Teacher Institutes have been held follow-up and support system for the novice teacher. A highlight was the Holiday Celebration, held in December. This event honore first-year teachers and their mentors. Vernestine Kent-Taylor, a Carolina Teacher of the Year, delivered a motivational message.

Johnston County Public Schools strives continuously to improve to employees. The initial-licensure and mentor programs are no e always are open to suggestions on how we can better support our

Julie Dwyer

Smithfield Selma High School: A team of teachers and administrators representing Smithfield Selma High also attended the TEPIE orientation fall 1998. Team members not only learned more about the partners but also had the opportunity to network and brainstorm with facu from the university and other partner schools. The following mon Maidon, Julie Dwyer, and Anna Wilson, N.C. State faculty liaison the school for a meeting with Don Woodard, principal, and Ann Ca tant principal, who gave the N.C. State cadre an orientation to

In January 1999, Carol and Julie delivered a presentation on T full faculty, encouraging them to take an active role in one or sible collaborative efforts between N.C. State and Smithfield Se February, Carol and Julie returned to the school to work with a ers who had volunteered to begin planning a needs assessment wit school. This same group of teachers will engage in a follow-up s write school-wide objectives and create a structure of committee them. In February Julie provided release time for Smithfield Sel glish teacher Patsy Johnson to work with colleagues who will be ing the tenth-grade writing test. In March, Kristie Strickland, will attend a national conference on school-university partnersh in Louisville, Kentucky.

Lee County Schools

Nancy Cope

The program in Lee County Schools is still on target, staying st continuous. Training began in May with another group of 12 teach the summer they completed reading assignments to help them prepa instructional assignments, which began in August. The class runs school year, and the classes in both the mentoring stage and the stage usually occur every two weeks. The dates are planned caref sure that participants are not under stress. We discovered last did not need to meet on the university calendar but could use ou employment to the advantage of all parties.

The current class is now in the practicum stage, and each memb ing with new persons who recently joined our school system. The continuous because finding and keeping new teachers is more and cult. The lateral-entry teachers are our most carefully coached not want to lose anyone, and these new teachers have many surpris cuss. We are interested in creating a course in conjunction with for lateral-entry teachers before the opening of school so that to learn to teach and go to class on a teaching day.

A new trainer, Beverly Swiggett Suite, has joined our staff. B worked successfully with mentors in Lee County for more than 10 y fully trained by the Teaching Academy as a mentor trainer. Our fo Stella Farrow now is in Moore County working in an administrative



We also have had two mentors, Lou Coggins and Linda Truitt, trainee product assessors, and they are preparing workshop sessions for our new teachers and mentors. They participated in our new-teacher orientation, which was held in July for two days, and gave some insights into the preparation for licensure. They will be doing a more detailed session in March. Our mentors have been called on by other systems for help with this new type of mentoring. We now see our mentor trainers as a team of four to address the changing rules and laws about new teachers.

Meanwhile, each school in Lee County has in place a mentor-mentee system geared to the needs of the school. Mentors, and counselors act as mentors to teachers, conduct monthly sessions to discuss the needs of the teachers. At Lee Senior High, an interesting method of interaction is the use of reflections: Counselor Becky Kite, who trained with Sandy in the sessions, and participants reflect on the discussion topics and she then responds to the reflections. All parties strongly indicate that this is great for morale and offers encouragement with problem areas.

Two former mentors, Joan Wagoner and Ruth Gurtis, now serve on the school board. They help keep the program viable.

As we progress, we consistently find that teachers coaching trainees is a very effective and important part of professional growth. A video presented by Lois Thies-Sprinthall reminded us of the success of our program. She brought along two teacher educators from Norway, who were traveling to several universities in the United States to see the support program being used. Lois and her guests were able to see our trainees doing three rounds of coaching and teaching the minicycles. We had a glorious time explaining in our simplest English the application part of the theory. They were delighted with what they observed. On this particular night the professional growth of the trainees was quite apparent. We are proud of our steady program for professional growth in Lee County.

Nash-Rocky Mount Schools

Bebe Wall

Nash-Rocky Mount Schools kicked off the 1998-99 induction program with a three-day orientation in July. With more than 70 initially licensed teachers participating, the orientation provided an opportunity for beginning teachers to collaborate and receive practical ideas. Professional development activities have included Harry Wong's First Days of School Series, cooperative learning, performance-based licensure, and survival strategies. These sessions were well received and have provided teachers with relevant information to apply specific strategies in the classroom.

Because of the enormous amount of anxiety concerning performance-based licensure, we have offered three eight-hour performance-based licensure classes. The initially licensed teachers and their mentors participated in these sessions to gain a better understanding of the portfolio process. In each class the initially licensed teacher and the mentor developed an individualized process to address the five required activities. When the initially licensed teachers participate in the class, they are provided with materials, videotapes, file boxes, file folders, binders, and a camera to assist in developing their product. This has been a wonderful experience for them. They not only have learned about the new process but have developed a supportive coaching relationship with their novices.

We continue to expand our cadre of mentors by conducting mentor training. We have trained 20 new mentors this year using the extended model of coaching. As we approach the millennium and the number of beginning teachers increases, the need for trained mentors will continue. To respond, we will offer a mentor class in the summer.



Our mentors and initially licensed teachers have participated in several meetings in which questions and concerns have been addressed. Their findings have been extremely helpful in providing a better understanding of the portfolio process and addressing the specific needs of beginning teachers. We will continue these meetings in the spring and next year.

We have had a very busy and productive year. To provide new teachers with needed support, we are beginning to develop new ideas and activities for next year. These professionals are crucial to the education of our students. Nash-Rocky Mount Schools is committed to providing quality services to our initially licensed personnel and mentors.

Northampton County Schools

Susie Strickland

This winter Northampton County Schools had several teachers enrolled in a mentor class being held at Halifax Community College. Another class was held on March 5, and a number of our teachers are attending.

We conduct mentor meetings regularly to disseminate the latest information from Raleigh. Each mentor has been given a notebook titled "Mentoring a Novice Teacher."

Mentors are encouraged to attend workshops and other professional development sessions with their initially licensed teachers. Recently an all-day workshop was conducted with a focus on performance-based products. Ten mentors participated.

Vance County Public Schools

Vivian L. Bullock

Vance County Public Schools has just completed training of 13 mentors. The strategy for these classes was to prepare career teachers to assist and support the system's beginning teachers successfully.

School-based educators Ella Bryant and Velma Robertson were able to merge the the Mentoring North Carolina Novice Teachers program with the Developmental Instructional Supervision of Teachers curriculum. The training was 11 weeks of intensive training.

Wake County Public Schools

Judy Lassiter

Wake County Public Schools' mentor program continues to thrive, with practicing mentors serving 535 initially licensed teachers. In addition, cohorts of prospective mentors are being educated this spring at several sites throughout the county using the long-term model. Trainers for this year are Jane Brocious, Irma Corzine, Candi Crabtree, Jackie Dove-Milburn, Duncan, Rita Hagevik, Sandra Henegar, Judy Lassiter, John Peele, Shelton, Melanie Smith, and Sally Walton.

Recent developments include the following:

- Weekly meetings of support groups for mentors and beginning teachers at every school site.
- Work on adapting the mentor program to training for speech/language therapists. Therapists adapting this program are Tomma Hargrave and Ninevah Murray.
- Receipt of a grant with N.C. State to develop an advanced module for the state mentor-training package. This module will address the mentor's role in guiding the beginning teacher through the reflective process and the development of the performance-based product.
- A reception to be held in April to celebrate the completion of the program and to award certificates to 70 mentors.

Julie Dwyer

Apex High School: Operating under a slightly different structure than the other partner sites, Apex High is a partner in TEPIE through the Science Department. In September the department sent several teachers to...



orientation retreat, at which Susan Westbrook, N.C. State faculty member at Apex High, presented a summary of her work teaching methods class at the site. Students enrolled in Susan's course actually attend class at the site where they also will do their preservice teaching. In addition, Professor Jack Wheatley places sophomores in his Introduction to Teaching course at Apex High to conduct observations of and inquiry into teaching practice. Further, Apex High has been a host site for student tutors from N.C. State for the past several years.

Cary High School: As the pilot site for the partnership, Cary High has a number of established activities. The Beginning Teacher Institute, which is staffed by certified mentor teachers, serves to welcome the school's beginning teachers and provide them with the resources they need to experience success. Tutors conduct a weeklong seminar on the workdays preceding the opening of school and then follow up with monthly sessions geared to particular areas of interest to new teachers.

In addition, Cary High began a Student Teacher Institute in fall 1998 to work with preservice teachers from N.C. State and elsewhere. Crucial to the success of this project has been the development of a student teacher handbook containing information unique to Cary High.

Cary High teachers participate on a number of committees established to meet the TEPIE goals, forming a core group known as the Partnership Implementation Team, or PIT Crew for short. The PIT Crew, led by JoAnn Duncanson, coordinator, meets monthly to plan and implement projects. One notable project will take place in March, involving teachers and students from Cary High as well as faculty from N.C. State. Heralded as "Cary High/N.C. State Partnership Days," the three-day event will bring N.C. State faculty members from various subject areas into the school to conduct seminars, lectures, and presentations related to what students are studying. Jim Clark with the Humanities Program at N.C. State is helping facilitate this endeavor.

Martin Middle School: Approved as a partner school just this year, Martin Middle joins TEPIE as a departmental site in science and math. Glenda Cox, who already has collaborated with Martin Middle teachers in a number of ways, is serving as the N.C. State faculty liaison. Martin Middle School's Glenda Cox will attend a national conference on school-university partnerships in Louisville, Kentucky, to gather information for her collaboration. Martin Middle has been a gracious host for N.C. State student tutors for several years, and the partnership looks forward to further collaborative efforts.

Warren County Public Schools

Princine Jeffries

Warren County Public Schools is preparing to train another group of beginning teachers in spring 1999, to become mentors. Currently all initial licensure personnel are involved in training sessions to get a better understanding of performance-based licensure. Three second-year beginning teachers participated in a performance-based licensure pilot process and submitted applications that were approved. These teachers are serving as presenters at the licensure process for initially licensed personnel, and their products are available to all. All mentors will have staff development on performance-based licensure.

News Around the Network

Counselor Mentoring Activities

Among the examples of interdisciplinary collaboration within the network are two instances of counselor mentors assisting with the development of beginning teachers. In addition to mentoring counselors and psychologists,



Table 1
N.C. State University Model Clinical Teaching Program
Three-Year Trends

| System | Year | Practicing Clinical Teachers, ¹ 1998–99 | | School-Based Teacher Educators ² | | Beginning Teachers | | | Student Intern Teachers |
|---------------------------|---------|--|-----------|---|-----------|--------------------|-------------|------------|-------------------------|
| | | Total | In Course | Total | In Course | First Year | Second Year | Third Year | |
| Edenton-Chowan | 1996–97 | 14 | 0 | 2 | 0 | 13 | 9 | — | 4 |
| | 1997–98 | 14 | 10 | 2 | 1 | 19 | 9 | — | 3 |
| | 1998–99 | 22 | 0 | 3 | 0 | 17 | 9 | 7 | 5 |
| Elizabeth City-Pasquotank | 1996–97 | 5 | 6 | 1 | — | 13 | 6 | — | 3 |
| | 1997–98 | 41 | 12 | 1 | 0 | 25 | 10 | — | 0 |
| | 1998–99 | 39 | 8 | 1 | 0 | 39 | 24 | — | 2 |
| Franklin | 1996–97 | 11 | 0 | 2 | 0 | 70 | — | — | 2 |
| | 1997–98 | 53 | 0 | 2 | 0 | 64 | 42 | — | 28 |
| | 1998–99 | 64 | 0 | 2 | 0 | 60 | 55 | — | 4 |
| Johnston | 1996–97 | 78 | 6 | 2 | 2 | 115 | 93 | — | 44 |
| | 1997–98 | 133 | 0 | 4 | 1 | 133 | 87 | — | 38 |
| | 1998–99 | 175 | 0 | 5 | 0 | 150 | 100 | 85 | 23 |
| Lee | 1996–97 | 62 | 0 | 2 | 2 | 56 | 25 | — | 8 |
| | 1997–98 | 84 | 12 | 2 | — | 102 | — | — | 15 |
| | 1998–99 | 95 | 11 | 4 | — | 37 | 44 | — | 8 |
| Nash-Rocky Mount | 1996–97 | 158 | 41 | 9 | 0 | 81 | 77 | — | 22 |
| | 1997–98 | 162 | 25 | 9 | 0 | 124 | 60 | — | 31 |
| | 1998–99 | 193 | 20 | 8 | 0 | 115 | 83 | 40 | 87 |
| Northampton | 1996–97 | 38 | 3 | 2 | 2 | 32 | 15 | 0 | 6 |
| | 1997–98 | 43 | 7 | 0 | 0 | 53 | 18 | 0 | 6 |
| | 1998–99 | 50 | 12 | 0 | 0 | 36 | 28 | 6 | 5 |
| Vance | 1996–97 | 47 | 0 | 2 | 0 | 63 | 32 | — | — |
| | 1997–98 | 57 | 19 | 2 | 0 | 73 | 36 | — | — |
| | 1998–99 | 76 | 13 | 2 | 0 | 67 | 54 | 37 | — |
| Wake | 1996–97 | 275 | 40 | 8 | 1 | 385 | 182 | — | 316 |
| | 1997–98 | 300 | 71 | 11 | 3 | 389 | 195 | — | 390 |
| | 1998–99 | 485 | 71 | 12 | 1 | 535 | 333 | — | 317 |
| Warren | 1996–97 | 0 | 0 | 25 | 0 | 12 | 12 | — | 0 |
| | 1997–98 | — | 7 | — | — | 34 | 10 | — | — |
| | 1998–99 | 0 | 0 | 2 | 0 | 25 | 25 | — | 1 |
| Wilson | 1996–97 | 1 | 11 | 1 | 0 | 61 | 38 | — | 39 |
| | 1997–98 | 26 | 10 | 8 | 0 | 64 | 57 | — | 44 |
| | 1998–99 | 36 | 9 | 8 | 0 | 79 | 42 | 51 | 40 |

1. Clinical teacher—a practicing teacher who takes on the additional responsibility of instructing and supervising prospective teachers (in pre-student-teaching experiences), student teachers, beginning teachers, and experienced teachers and has the following preparation: one semester (3–5 credits) of Introduction to Developmental Instructional Supervision, followed by a one-semester practicum (3–5 credits).

2. School-based teacher educator—a practicing teacher who takes on the additional responsibility of preparing clinical teachers in a school setting and also has participated in an internship as he or she works with prospective clinical teachers.



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and Nancy Oliver of Lee County are leading support groups for beginning teachers. Also Yvette Horton of Durham Public Schools finished her third year of leading teacher support groups before starting maternity leave. Wake County counselor mentor educators Brenda Byrd and Barbara Johnson are supporting trained mentors by facilitating regular meetings throughout the school year. They review course content, and mentors also conduct monthly meetings with their novice counselors.

Johnston County counselor mentor educator Shirley Cohen continues to provide an extensive orientation for new counselors that is followed throughout the year.

Recent Presentations In November 1998 Sandy Peace presented a poster session, "Promoting School Counselor Development: Moral Influence on Students, Families, and Communities," at the Association of Moral Educators conference at Dartmouth College, Hanover, New Hampshire. In an effort of university-school collaboration, Sandy teamed with Marrius Peck and Jessica Harris of Southern High School on two presentations: "Understanding and Addressing Supervisees' Concerns: A Collaborative Model," at the International Association of Counselor Educators and Supervisors convention in Montgomery, Alabama, October 1998; and "Help for the New Counselor: Understanding and Addressing Concerns," at the North Carolina School Counselor Association conference in Winston-Salem, November 1998. Earlier in the year Marrius and Sandy presented "Advocacy for School Counselor Growth: Providing Clinical Supervision" at the North Carolina Counselor Association conference in Greensboro.



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