Inhabiting a Welcoming New Landscape: A First Year Teacher's Voyage of Discovery

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ABSTRACT: How does one successfully launch a teaching career? In what ways do teacher preparation programs, schools, and school districts support an individual's transition into the challenging world of teaching? These questions are addressed through the narrative of one new teacher's successful transition from the University of Calgary's BEd Master of Teaching Program into the teaching profession. The first year teacher, a district administrator, and a teacher preparation educator describe the structures, programs, and forms of learning that have enabled the teacher to "live well" as a novice educator. This successful induction into teaching began in a district with a self-described "mentoring culture." Recruitment, orientation, coaching, and evaluation processes are deliberately fashioned to provide a framework of supportive and learner-focused relationships. With these structures as launching points, the teacher's journey unfolds. Her explorations, discoveries, challenges, and questions encourage inquiry into best practices and foster the evolution as an innovative educator.

RESUME: Comment réussir une carrière d'enseignant? De quelles façons les programmes de formation d'enseignants, les écoles et les secteurs scolaires aident-ils l'individu à franchir le pas vers le monde ambitieux de l'enseignement? Ces questions sont abordées tout au long du récit rédigé par un nouvel enseignant qui a réussi sa transition vers la profession d'enseignant. Il est de l'Université de Calgary où il a obtenu le Master BEd du Programme d'enseignement. Un administrateur de secteur et un éducateur pour la préparation de l'enseignant, décrivent les structures, les programmes et les manières d'apprendre qui ont permis à

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l'enseignant à "bien vivre" l'état d'éducateur novice pendant sa première année en tant qu'enseignant. Ce stage préparatoire réussi en enseignement a débuté dans un quartier se décrivant lui-même comme ayant une "culture de mentor." Le recrutement, l'orientation, le conseil et les processus d'évaluation sont conçus délibérément pour apporter un cadre de soutien et un cadre de relations centrés vers celui qui apprend. Muni de ces structures comme points de départ, le voyage de l'enseignant se déroule. Ses explorations, ses découvertes, ses défis et ses questions encouragent la recherche vers une meilleure pratique et favorisent l'évolution de l'éducateur en tant qu'innovateur.

"Make sure that you have the holes in your paper on the left-hand side. The big space must be at the top and we are going to write today's date in the top-left corner."

These were the instructions I was giving in a direct-teaching fashion to my grade three students this fall when my Deputy Superintendent stopped in for a classroom visit. Here I was, an inquiry-based second-language teacher, direct teaching my students the way in which to ensure that their looseleaf paper was in their duo-tangs the correct way and demonstrating how we were going to write the date at the top of the page. I was mortified – it was a long way away from where my first-year of teaching had ended in June, working with an inquisitive group of children who possessed a keen sense of wonder about the world we live in. We had been out in our schoolyard building life-size boats in which to travel to India. Here I was, in August of the new school year, my second as a teacher, and I had returned to modeling and outlining expectations. With a sheepish shrug to my superintendent, I reminded myself that all boat builders need to first understand how and when to use their tools before they are able to build boats that will float (Shelby Couvier).

Introduction

How does one successfully launch a teaching career? In what ways do teacher preparation programs, schools, and school districts support an individual's transition into the challenging world of teaching? These questions are addressed through one new teacher's successful transition from the BEd Master of Teaching (MT) Program at the University of Calgary into the teaching profession at Foothills School Division's Ecole Percy Pegler School in Okotoks, Alberta. Our co-constructed narrative is told from the three overlapping perspectives. Bridging the world of a teacher preparation program and the existing framework of a school

division – the first year teacher, Shelby Couvier; a district administrator, Jim Brandon; and a teacher preparation educator, Cynthia Prasow – will share structures, programs, and forms of learning that enable the teacher to live well as both a life-long learner and educator.

This qualitative study of successful induction into the teaching profession is primarily conveyed through the teacher's voice. Shelby shares key aspects of her personal voyage of discovery as she navigates through four significant life passages. The narrative begins with her decision to seek new career directions by turning her personal compass toward becoming an educator. She then describes her passage into the uncharted terrain of teacher education, from which she emerges as an inspired critical inquirer. Cynthia provides additional insights at this stage of the journey, before transitioning to Jim who highlights the jurisdiction's efforts to create a welcoming landscape for new teachers. Shelby's perspective on her passage into this Foothills tributary is then presented. As the voyage continues into the first few months of year two, aspects of her extended personal and professional inquiry are identified. The voyage concludes with reflections and the identification of challenges from all three perspectives.

Seeking New Directions: Turning the Compass Toward Personal Change

Shelby Couvier

As the alarm clock sounded, I bounded out of bed. It was a sunny autumn morning and I was eager to get to work. I was flying with a great crew this month and we had arranged to visit a few Boston museums on our layover this afternoon. I moved into the kitchen to get breakfast and turned on the television. What greeted me on the news channel and the subsequent reactions were similar to those of many people on that fateful morning of September 11th, 2001. The difference? I could clearly picture the hijacking procedures that the flight attendants would be following in those harrowing moments onboard – their fate was clear. I was trained in those same procedures. I was working as a flight attendant. And in that one moment of watching the news stories flood in, my fate too became clear. Although I could not change the present, I could work toward changing the future. I could go back into the classroom and work with the children who would lead our country in the years to come.

Upon my high school graduation, I entered a four-year Bachelor of Education program at the University of Winnipeg. Since I was a little

girl, I had only ever dreamed of being a teacher. I wanted others to share my love for and appreciation of learning. I was very happy in my career choice until the final year of my program. I was turning 21 years old and teaching French Immersion to a class of grade 12 students. I had a revelation that I was far too young to be standing in front of a group of students teaching them. How could I teach when there was still so much to learn? I believed that the teacher was expected to be the all-knowing expert; I believed that I could not measure up to this image of teaching. I was no expert. Not having traveled the world sufficiently, I was neither an expert in global events nor in inter- and intra-personal relationships. I immediately withdrew from my Education studies. I purchased a plane ticket and was on my way to Europe within days of this decision.

However, the lure of learning was too powerful to resist, and my path soon led me back to the University of Winnipeg where I would complete a Bachelor of Arts degree with a double major in English and French. Wanting to gain more expertise in languages and world experiences, I landed a job as a flight attendant with a national airline. I happily passed a number of years working on domestic, trans-border, and international flights, all the while quenching my thirst for learning by visiting the world's great art collections, history and science museums, and relishing in opportunities to interact with people from diverse linguistic, social, and cultural backgrounds. I was living a very comfortable life. My comfort was shaken though on September 11th and I realized that I had a larger calling. My passion for learning continued to burn; this passion needed to be shared with others. Being cognizant of the power and importance of continuing to learn, rather than merely completing one's studies, I was drawn to the inquiry-based teacher-training program at the University of Calgary.

Navigating Uncharted Terrain: Becoming an Inspired Inquirer

Shelby Couvier

I resumed my studies in Education at the University of Calgary in September of 2003. I remained patient as I arranged all of my paperwork and organized my work life so that I would be able to work full-time while pursuing full-time studies. I was now one of numerous after-degree students who believed that they had a good understanding of what university expectations and course-work entail. This comfort zone was about to be shaken, too.

Cynthia Prasow

Shelby entered our two year MT Program at the University of Calgary in the fall of 2003. This program is an inquiry-based approach to teaching and learning, admitting students who have previous degrees and a desire to enter the teaching profession. These highly experienced and mature individuals have now entered into a profession that requires not only the rigor of understanding curriculum, but also a tenacity to be perceptive, intuitive, and flexible. Students are encouraged to develop pedagogic thoughtfulness and a deep caring for the profession.

This unique program, now in its 11th year, is based on three key ideas about learning to teach. It is learner-focused, inquiry-based, and field-oriented. These aspects are taken up through case tutorials, seminars, and field experiences. The program is intentionally organized to be integrative in nature and encourages active involvement of our students in their learning.

> The core idea that underlies teacher preparation in the MT Program is that becoming a teacher requires not just skills and knowledge, but also the development of what is called practical wisdom. What is central to practical wisdom is the particular qualities of life in classrooms, schools and community/workplace sites. The development of a teacher requires careful cultivation of ways of seeing and thinking, with sensitivity to contexts and living examples of teaching and learning. (University of Calgary, 2006, p. 4)

Hence the "field oriented" aspect of our program provides for extended opportunities to experience life in schools in both the first and second years.

Understanding teaching and learning requires the learner to be engaged in inquiry. More than understanding the what of teaching, students in our program experience an "inquiry-based" approach to understanding learning and teaching to know how in terms of teaching. They learn to understand themselves as teachers in relation to their students, the school, and the theory. In this respect, our program is very much "learner-focused."

With more than 20 weeks of field experiences over two years in our program, placement of students in schools is a complex endeavour. However, over the past number of years we have moved to a cohort model of assigning our students to schools. The cohort increases opportunities for student teachers to interact, observe each other, share experiences, and offer support to each other. The cohort supports a strong collaborative experience through its potential for joint planning, team-teaching, and peer reflection. Opportunities are provided for our

students to interact and dialogue with their colleagues while at the schools, to share their experiences, and raise critical issues regarding teaching and learning during their field seminar on campus. This approach encourages greater participation of staff in mentoring our students in their schools. In this way there are more opportunities for professional development for partner teachers as they work with a larger number of students and a faculty member from the MT Program. It also exposes our students to a variety of teaching styles and classrooms prior to working more intensively with one or two teachers.

As the Field Experience Coordinator for the program, I have the unique privilege of meeting many of our students on an individual basis, as they come to discuss their ideas on teaching and their particular dreams for how they would design their own classrooms. During the course of my work, Shelby and I had a number of opportunities to converse about the program and her ideas about teaching and learning. Shelby consistently demonstrated her thirst for a deeper understanding of inquiry, delving into the literature for further ideas such as technology, project based learning, and teaching French Immersion from an inquiry-based approach.

Through a series of events, Shelby and I began our journey together, not only as friends but as mentor/mentee, as we examined the idea of mentorship and how it impacted on her growth as a prospective teacher. As Shelby began her final extended field experience in a progressive urban school, she was placed with a cohort of 15 other students from the program. We decided to meet throughout the semester with her team partner and document their journey and the common themes that they identified with respect to cultivating a mentoring relationship in their classroom with their partner teachers. Through this experience both Shelby and her colleague also began to reflect on their development in becoming teachers and assuming teaching roles. We developed a proposal that was accepted to an international conference and presented our work as Shelby was completing her final month in our program.

Throughout the next few months as Shelby began the challenging journey of job searches and interviews, we had many conversations about the application process. This is a very stressful period for students as they venture into the unknown and uncertainty of employment prospects. I was only too thrilled to hear that she had accepted a position with the Foothills School Division. I knew that she could fulfill the challenge of teaching armed with her life experiences and her belief in how students can learn from an inquiry-based approach.

Shelby Couvier

Cynthia, consistent with other faculty members with whom I had the pleasure of interacting during my time in the MT program, fostered a culture of mentoring and natural inquiry. The first semester of the program required a new way of thinking; one most after-degree students find counter-intuitive. Despite being avid and eager learners, the expectation on the part of the learner includes clear guidance toward content and assessment objectives, ultimately leading toward a final grade in a course. In the spirit of inquiry though, MT students engage in journeys to inquire into what it means to be learners and teachers. Knowledge is constructed in this domain rather than disseminated. Although a new approach to me in a university setting, I jumped into the water and decided to learn how to swim. I collaborated with colleagues, worked in a cooperative cohort in my field placement setting, and sought out mentors who could help guide and inform my journey in this uncharted terrain. I began to compile a map of this landscape and gained skills as both a learner and a teacher to navigate efficiently.

It was in this uncharted terrain that Cynthia and I mapped out a relationship; first as mentor/mentee and ultimately as close friends. This relationship continues to evolve in each of its two facets. Cynthia, as both a friend and a mentor, is there to encourage me to reflect on my practice; to share and reflect on both disappointments and triumphs; to reflect on what I have gained from the MT program and the ways in which it impacts the work I do with my students and colleagues; and most importantly, to reflect on the ways in which inquiry about our world has enriched my life as a learner, a teacher, and a citizen of our dynamic world.

Cynthia Prasow

A question often raised in the MT program is "How do we prepare our students for the world of teaching?" Preparing our students in our program for life-long learning is a term that is easily used, but what does it mean? The MT program approaches teaching and learning in a revolutionary way compatible with the 21st century. In a world laden with information technology and increasing knowledge, our students are prepared for "knowing why and how," rather than merely the content of "what" (Hammerness, 2005, p. 359). Through experiences in case tutorials coupled with extensive field work, our students begin to realize that becoming a teacher is a never-ending process. Our students are prepared to teach in an ever-changing world and to approach learning in a meaningful and experiential way. We have realized the importance

of continuing relationships with our students as they transition into the teaching world. A Professional Development Initiative is available to provide our graduates with ongoing workshops and in-service relevant to their first years of teaching.

Of course, many students like Shelby return to the university for graduate work to further explore their development as teachers. Many of our former students are now in positions to mentor student teachers from our program as another way of extending their own growth and giving back to the profession. Are our students fully prepared for the world of teaching? We speculate that our graduates, like the students in their classrooms, are being prepared for a life of learning and a thirst for continued knowledge and self-development.

Turning into the Foothills Tributary: Inhabiting a Welcoming New Landscape

Shelby Couvier

Many people view a university degree as an end: you have completed your studies. I, however, see the degree as just the beginning. It is the passport that I require to set off on my true journey. It is the document that will enable me to set sail forth from the university's safe harbour, grant me entrance to new ports, and allow me safe passage through new terrains. With this document and diverse personal experiences in hand, I wanted to begin my voyage. But where would I go? This was the underlying question for many graduates. We were eager to teach and wanted to secure our first teaching positions. However, it was imperative that I find a school district that valued my outlook and philosophy on learning and teaching. I needed to find a district that, while encouraging me to continue to seek out new learning voyages, would always provide a safe harbour in which to moor my boat. My compass needle, which for two years had been pointing at the University of Calgary, now turned south and beckoned me to the foothills of our vast province.

Jim Brandon

From my perspective as a district administrator, our system and school leaders in Foothills School Division strive to provide a supportive and welcoming environment from which beginning teachers can successfully launch their initial professional voyages of discovery. As a relationship-based learning organization, we work hard to foster a mentoring culture wherein professional and collegial supports are readily available from a variety of sources. We have also come to conceptualize the process of new teacher entry into our system as an

induction process (Kelly, 2006). Four key features characterize our induction program: (a) pre-employment connections, (b) the "Welcome to Foothills" orientation program, (c) the "Learning Coach Program" and additional collegial supports, and (d) our growth-oriented first year teacher evaluation process. Shelby's experiences with each of these four induction elements are illustrative of what we are trying to achieve and how the Foothills teacher induction program continues to evolve.

In recent years, we have taken a more active approach to connecting with education students in Alberta universities. Members of our Employee Services team met with Shelby twice at the University of Calgary during her final professional year – once in a large group career orientation session and a second time at the institution's Career Fair. In both cases, we worked hard to present the "Foothills Family" as a relationship-based, research-driven school system with high expectations and high support for all educators. Shelby and others were encouraged to arrange interviews with us as soon as possible following the completion of course-work. Shelby's initial selection conversation gained her immediate access to our substitute teacher roster. We were sufficiently impressed with the strength of her pedagogic convictions and her commitment to student learning that she was offered a full-time contract at Ecole Percy Pegler School within a few weeks. Since bringing Shelby onto the district team, we have expanded the pre-employment connection portion of our induction program by reaching out more systematically to practicum and pre-practicum students.

Shelby Couvier

Walking through the door of the Foothills School Division District Office is akin to entering the home of a close friend or family member. You are greeted (by name whenever possible) with a warm and welcoming smile and are treated with the utmost respect. My first visit to the office was for an interview for the substitute roster. My immediate impression was that I wanted to get to know significantly more about this board. I was made to feel at ease by Jim and his interview team as we engaged in a lively discussion surrounding pedagogy, methodology, and professional interests. Within a matter of hours, I had moved from signing onto the Foothills substitute roster to visiting with one of the schools and its administrators and teachers in the district. Again, I was overcome with the friendly feelings as I visited the school.

I received my first placement for substitute teaching a few days later. I quickly learned, though, that in Foothills School Division, respect for its family members is lived out in every action and word. I was not

entering a school as a substitute teacher. I was a guest teacher. I was a guest and was afforded the same welcome and kindness that a guest would receive at a friend's home. Decisions regarding my future career plans were easy to make; I wanted to secure a full-time contract with this district. Thankfully, my dream was realized when I was hired on a probationary contract to teach grades two and three French Immersion. While this may have originally seemed a daunting assignment, with a combined grade in my first year of teaching, coupled with a Provincial Achievement Test grade, any fears or apprehensions that surfaced in me were pushed aside when I met the team of people with whom I would be working in my first year of professional practice.

Jim Brandon

One important vehicle that provides support for first year teachers in our district is the "Welcome to Foothills" orientation program. In addition to a one-day orientation to the system session, the program provides three to four opportunities for beginning teachers to come together with the support of one of our jurisdiction's two learning facilitators. While the first-day session leans in the direction of information overload, it does bring all new teachers into contact with the system's senior leadership team and the school board in a somewhat informal atmosphere. Opportunities to share expertise and to build connections are structured into the inaugural meeting. Interactive strategies are prevalent in follow-up sessions, which are designed to respond to new-teacher identified professional learning needs as they emerge over the course of year one.

Shelby Couvier

The feeling of being welcomed into the Foothills district was apparent from the very beginning of my first year of teaching. I was invited to a "Welcome to Foothills" orientation in which I met many district employees and learned details of the structure and functioning of our district. Most important, though, are the impressions with which I was left regarding the human interactions and relationships that would become so critical and valued as I progressed through the year. At this first welcome introduction, I made connections with other first-year teachers. I was embraced in a culture of support, in which all levels of one district made sure that I was not isolated and alone as a beginning educator. There were other people who were living the same experiences as myself and we could learn from and support each other as we began our exciting journeys of discovery.

This supportive culture was consistent with what greeted me at my school and continues to do so to this day. My administrative and teaching teams at Ecole Percy Pegler School are fundamental to the success that I experienced in my first full-time teaching position. Administrators gladly opened their doors for questions regarding educational policy, parental communication, and school AISI (Alberta Initiative for School Improvement) questions. They were always present with a warm smile, an encouraging hug, and helpful feedback. Teaching colleagues, from both my French Immersion team as well as the English track of the school, were nearby to offer support and guidance in curricular areas, daily teaching routines, and to share any and all teaching and learning resources.

Jim Brandon

Research-based, job-embedded training is provided to all Foothills school administrators in the skills of effective, growth-oriented supervision and evaluation. First year teacher evaluation processes are designed to foster pedagogical growth while ensuring quality teaching (Beerens, 2000; Danielson & McGreal, 2000). Administrators adhere to provincial and district guidelines which engage them in ongoing contact with new teachers from early in September (Brandon, 2005). Evaluation plans – with clearly stated outcomes, processes, and criteria – are developed and communicated so that there are no surprises when the evaluator's professional judgement of the quality of the teacher's practice is communicated by the end of March. Throughout the process administrators provide feedback and guidance to support the growth of the new teacher.

Less formal supervisory processes in the Foothills approach also provide administrative support to novice teachers. Administrators differentiate supervision by engaging in reflective conversations, offering access to staff development, and "walking through" classrooms on a regular basis (Ginsberg & Murphy, 2002; Glatthorn, 1997; Pajack, 2003). As the central office leader responsible for this program, I periodically review the progress of each new teacher through conversation with administrators and by dropping into their classrooms at least twice over the year. It was through such visits that I came to know the excellence of Shelby's practice.

Shelby Couvier

Most importantly, I worked with a wonderful learning coach to whom I will be forever indebted. The "Learning Coach Program" at Foothills

allowed me to work closely with a colleague, not only in the role of coach, but in the role of mentor and friend. She was able to come into my classroom to watch me teach and offer tips and guidance on lesson instruction. I was able to watch her with her students and reflect on how her teaching strategies could be employed in my practice. We spent hours discussing ways in which to differentiate instruction for our students. We shared strategies and methods for parent communication. My coach assisted me with that always-intimidating set of first-ever report cards. And, we shared many laughs throughout the course of our year. I cried when I found out that she was taking a position at a different school for my second year. I am so thankful that our paths crossed. She was a true inspiration and support. To be so giving and caring after a 20 year plus teaching career speaks volumes as to the kind of people Foothills prides itself in hiring.

Jim Brandon

As Shelby's description vividly conveys, beginning educators derive significant benefit from access to the "Learning Coach Program" (Foothills School Division, 2004). It is one of three key district and school-based structures beyond the "Welcome to Foothills" program that foster successful new teacher induction. Each school in our system is provided with a carefully selected learning coach whose primary responsibility is to enable their colleagues to differentiate instruction to better meet the needs of all students. Learning coaches participate in ongoing professional development to hone their skills in two areas: mentoring and pedagogy (Lipton & Wellman, 2003). Additional collegial support at the school level is provided through grade-level meetings and the AISI. At the system level, French Immersion teachers meet regularly to coordinate and improve their practices. In addition to these opportunities, the system provides four days of school-based and three days of system-based professional learning for all educators.

Shelby Couvier

My learning coach and administrative team were fundamental in encouraging me to take those first risks in launching an inquiry with my young students. After much reflection and consultation, my students and I embarked on an exciting and mysterious voyage to faraway lands in search of hidden treasure. We employed storytelling, conversation, on-line research and communication, and ultimately, the building of life-size boats in our quest for riches. The true riches, of course, were the

learnings and understandings that evolved for both my students and myself.

Continuing the Voyage: Extending the Personal and Professional Inquiry

Shelby Couvier

How quickly my first year passed. I was supported on a life-changing journey by an entire school district. I also went on a wonderful voyage with my students and they have taught me more about being a passionate learner than they will ever know. In fact, I think that I learned more about teaching and learning from them than they did from me. I continue to teach full-time at Ecole Percy Pegler School in a grade three French Immersion classroom. Ever seeking new voyages, I have again returned to university, taking some graduate level courses. My compass needle continues to spin. Each day it successfully settles in a landscape where adventures and new learning are encouraged and valued – a landscape in which I am always welcome.

Reflecting on the Water and Challenging the Future

Are there lessons to be learned from this story of one "First Year Teacher's Voyage of Discovery?" When we reflect upon factors that may have contributed to Shelby Couvier's very successful induction into teaching, themes of personal inquiry, collegial support, and attention to ongoing learning emerge. In what ways can these elements be incorporated into university and district structures, programs, and forms of learning that might enable new teachers to live well as both life-long learners and educators?

The university's contributions to Shelby's success as a beginning teacher can be considered in both structural and relational terms. Her case provides evidence that a student's movement into the world of teaching can benefit from a teacher education program that requires strong preparation in subject matter knowledge and development of pedagogical skills through an inquiry-based approach to teaching and learning. Shelby's story further reveals that these strong structural approaches to pre-service education were magnified in their impact on her own personal journey through the highly supportive relationships that were established with key people in the program. These relationships emerged through structures such as small group seminars, student teaching cohorts, and open access to staff members. Both structural and interpersonal elements of a teacher education program

contribute to the professional growth and development of a graduate into teaching.

This successful induction into teaching began in a school and district with a self-described "mentoring culture." Recruitment, orientation, coaching, and evaluation processes are deliberately fashioned to provide a system of supportive and learner-focused relationships. Shelby's story illustrates that when such a framework resonates with a new educator's orientation to personal inquiry, risk-taking, and ongoing learning it can yield very positive outcomes. With these structures as launching points, teacher journeys unfold with the support of administrators, learning coaches, learning facilitators, and other members of the "Foothills Family." The teacher's explorations, discoveries, challenges, and questions encourage inquiry into best practices.

As developing educators, new teachers may follow Shelby's example by availing themselves of mentoring and support programs while continuing to both learn and teach. New educators will evolve as learners, continuing to maintain connections with teacher training programs whilst being encouraged to grow and celebrate this growth at the district level. By working collaboratively, teacher training programs, school districts, and novice teachers will ensure the successful voyages of many life-long learners to come.

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Shelby Couvier is entering her third year of teaching elementary French Immersion for the Foothills School Division. She has studied languages and education at the Universities of Winnipeg, Manitoba, and Calgary respectively. She is currently pursuing her Master's studies in Second Language Teaching at the University of Calgary. Shelby possesses a strong interest in the areas of inquiry, technology use, and second language acquisition. She is also passionate about the role of mentoring and support for new teachers.

Jim Brandon is Deputy Superintendent of Foothills School Division where his responsibilities lie in the areas of policy, planning, and people. He is entering his 22nd year in senior administration and currently serves as the president of the College of Alberta School Superintendents. His PhD in Educational Leadership was completed at the University of Calgary in 2005. Jim began his graduate work at the Ontario Institute for Studies in Education and completed his Master's Degree at the University of Victoria. School leadership, quality teaching, teacher induction, and teacher supervision are his primary research interests. He has written widely and presented frequently on these and other leadership topics.

Cynthia Prasow is the Field Experience Coordinator in the Faculty of Education at the University of Calgary. She is passionate about working in the area of mentoring student teachers. During her sabbatical year in 2007/2008 she is working in a school mentoring first year teachers. Prior to working at the University Calgary, she taught in both public and

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