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Building a sustainable structure to support the Adaptive Mentorship model in teacher education

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Abstract

Purpose – The purpose of this paper is to develop a deeper understanding of how to implement a professional development training strategy for the Adaptive Mentorship (AM) model (Ralph and Walker, 2010a) and explore how cooperating teachers used the model, not only to assist pre-service teachers in their development, but also to reflect on their role as a mentor.

Design/methodology/approach – This research design uses a collective case study approach. The researchers are positioned in the study as active agents, not only in the traditional way as administrating a questionnaire but as participant leaders. The questionnaire was designed to collect data on the frequency of use and effectiveness of the AM model. It was sent to cooperating teachers, for two years from two different cohorts ($n = 141$, $n = 123$).

Findings – By the end of the second year 84 percent of the cooperating teachers said they "did or mostly did" understand the AM model after the seminar. Less than half of the cooperating teachers (42 percent) recommended that the AM model should be used at seminar. Of the rest, while 21 percent were not in favor of the AM model being used, 37 percent would consider using it at seminar. The findings in this study suggest that for many cooperating teachers the notion of reciprocal development had not yet permeated their consciousness.

Originality/value – This study will guide future cooperating teacher professional development sessions to support cooperating teachers as they make the paradigmatic shift from supervisor to mentor. To the knowledge it is the only study that explores the professional development training necessary for implementing the AM model with an entire cohort of interns.

Keywords Mentoring in education, Internship, Case study, Professional development and mentoring, Pre-service teacher education, Field experience, Cooperating teachers

Paper type Research paper

Introduction

In teacher education, the value of internships and intensive mentoring for pre-service teachers has been recognized for a long time (Darling-Hammond, 1998; Ng, 2012); nevertheless, there has been "little attention focused on developing and implementing effective mentoring models for teacher education programs" (Russell and Russell, 2011, p. 17). In Canada, all teacher education programs include internship, which is understood to be a mentored relationship between a cooperating teacher and a pre-service teacher in a classroom for a period ranging from 13 to 20 weeks; certification depends on successful completion of internship. Despite being a requirement across all provincial jurisdictions, very little is known about professional development strategies used to prepare mentor teachers for their role in this country (Van Nuland, 2011). This study begins to address the gap by looking at how the introduction of a theoretical mentoring model to a seminar designed to prepare interns and cooperating teachers for successful internship was received and subsequently taken up after the training was complete.

For the sake of consistency, the terms cooperating teacher and intern are given preference over other synonymous terms that appear in the literature to describe the roles of the mentor and pre-service teacher, which appear to vary according to context, social practice and researcher preference. Similarly, the term internship is used in this paper to denote the intensive period spent learning to teach in a school as part of professional teacher education program that is referred to variously as major practicum, mentored relationship, practicum experience or field experience among others. Only when a specific article is quoted or referenced directly are synonyms used to replace the terms cooperating teacher, intern or internship which are the preferred terms in our context.

Research in the area of mentorship tends to focus on either mentoring strategies for novice in-service teachers or the effects of a mentoring experience on a mentor or protégé (Beck and Kosnik, 2002; Campbell and Brummett, 2007; Roehrig *et al.*, 2008; Kent and Simpson, 2009; Spooner *et al.*, 2008; Sayeski and Paulsen, 2012). In addition to information on the general development and advancement of interns, there is literature that focusses on specific complications in internship such as: a mismatch between personalities (Graves, 2010); "judgementoring" (Hobson and Malderez, 2013); unclear expectations of roles and responsibilities (Hall *et al.*, 2008) and lack of cultural sensitivity (Kent *et al.*, 2013). Despite some of the predictable barriers to success, internship is generally perceived to be a positive learning experience for mentors and protégés (Cunningham and Sherman, 2008).

However, there is a dearth of information or models to support a reciprocal learning experience for both the intern and cooperating teacher. As Schwille (2008, p. 167) points out "good teachers do not automatically become good mentors" furthermore, it is necessary for mentors to have the opportunity to learn how to support interns as well as use the experience of mentoring as a professional development opportunity for themselves (Simpson *et al.*, 2007; Hobson and Malderez, 2013). Nevertheless, there is some research to suggest that some cooperating teachers receive some type of training but these opportunities vary in length, quality and sustainability (Ganser, 2002; Russell and Russell, 2011; Ligadu, 2012).

Our context
For more than 40 years, the teacher education program with which this research is associated has been supported by a well-established internship seminar for cooperating teachers and their interns. Cooperating teachers and their interns select one three-day seminar from a list of five possible dates beginning in late August and extending to late September. A variety of goals are met through the seminar experience, but primarily these include opportunities to: communicate and build a positive intern-cooperating teacher relationship; transfer skills related to social justice pedagogy; and clarify issues related to assessment and evaluation of the intern. All three of these goals are encompassed within the philosophy that the internship will be a beneficial learning experience for both the intern and cooperating teacher. The long-standing commitment to provide a meaningful learning experience for both cooperating teacher and intern precipitated the adoption of the mentorship model at the center of the study.

Recently, a major curriculum revision to the seminar occurred in response to the program renewal and resulting course changes that were made in both the four-year concurrent and two-year after-degree programs. Given the literature stating that cooperating teachers are most often not provided with the skills to be an effective mentor (He, 2010), the renewal process appeared to provide an opportunity to enhance

the mentorship component of the seminar. Certainly, the tradition of the internship seminar in our faculty provided an optimal structure to introduce a mentoring model that was new, not only to the participants, but to the researchers and seminar leaders as well. This captured seminar time with the internship dyad is considered a precious commodity in our program and, like other curriculum reforms of a similar nature (Akmal and Miller, 2003), change did not come without some resistance, particularly from the seminar leaders (Mulholland *et al.*, 2009). However, the Adaptive Mentorship (AM) model was introduced as one component of the renewed seminar because of its potential to serve as an effective heuristic to assist mentors to adjust their adaptive response to match the intern's changing developmental needs (Ralph and Walker, 2010a; Ralph, 2011). A key principle of the model is building awareness in the mentor to recognize the interplay between confidence and skill in the intern, which affects the intern's ability to assess their efficacy in the classroom setting. Building on the premise that both cooperating teacher and intern may gain knowledge from the internship seminar, we recognized in the AM model the potential to educate both about the importance of responding to and providing appropriate professional feedback. Also, similar to Bieler (2013), we were seeking to create opportunities for intern voice and to cultivate their sense of agency in order to disrupt normative practices during their internship. Recognizing the paradigmatic shift in the role of the cooperating teacher from supervisor to facilitator, referred to by Graham (2006) in terms of "maestro" and "mentor," the AM model was expected to assist in the achievement of the primary goals of the seminar.

Even though the AM model has been used in other professional programs, and has been researched in the context of graduate mentoring (Godden *et al.*, 2014), the existing research did not make clear to the authors exactly how the professional development training necessary for implementation on the large scale required by our internship seminar model should "roll out." Ralph (2011) states that "mentors obviously needed to have adequate training and sufficient time to become acquainted with the particular model being employed" (p. 300). In our internship seminar program, leaders are typically in-service or retired teachers who are trained as seminar leaders to facilitate the three-day seminar experience. Therefore, training for the AM model needed to start with the seminar leaders, prior to implementation with teachers or interns.

The purpose of the study was to develop a deeper understanding of how to implement a professional development training strategy for the AM model (Ralph and Walker, 2010a) and explore how cooperating teachers used the model, not only to assist pre-service teachers in their development, but also to reflect on their role as a mentor.

Method
This research design uses a collective case study approach. According to Stake (2008) case studies must define the "bounded system" (p. 119) which may involve analysis of a "number of cases that investigate a phenomenon, population, or general condition" (Stake, 2000, p. 437). The bounded system may be studied in a "number of ways, for instance qualitatively or quantitatively, analytically or hermeneutically, or by mixed methods (Flyvbjerg, 2011, p. 301). Yin (2012) dispels the stereotypes that case study is a strand of other qualitative methods such as narrative or phenomenology or conversely grounded in quantitative experimental research. Rather, he suggests, case study can rely on both qualitative and quantitative data. In this study, the researchers are positioned in the study as active agents, not only in the traditional ways such as administrating a questionnaire but as participant leaders in the processes of the

internship seminar. This combination of empirical and naturalistic inquiry is the one of the defining characteristics for Yin (2012) who states that "a case study [...] investigates a contemporary phenomena in depth and within its real-life context" (p. 18). To be very clear, making changes to a well-established, successful program of multiple three-day intensive professional development seminars for several hundred pairs of teachers and interns over a one-month period prior to the major practicum of a teacher education program is sufficiently complex to warrant a robust research agenda. The real-life context of this research study fulfills the requirement of a collective case study on all levels.

Specifically, this study represents a "convergence model" of mixed-method inquiry (Creswell and Plano Clark, 2007) whereby the patterns of qualitative data (in the open-ended questions and the narrative experiences of the researchers) are compared to and mixed with the sources of quantitative data (in the questionnaire) during the interpretation phase. Furthermore, by connecting qualitative and quantitative in two phases sequential mixing (Creswell and Plano Clark, 2007) was possible. In this case, data were analyzed from the first survey and the findings from these data supported subsequent changes to the next phase of research the following year. The process of refinement using this model is ongoing.

Two questionnaires designed to collect data on the frequency and effectiveness of the AM model were sent to cooperating teachers after the completion of the 16-week internship over the last two years. Both elementary and secondary teachers (teachers of children aged 5-13 and 14-18, respectively) responded to the questionnaires; in both contexts, interns have one cooperating teacher. Analysis of the descriptive statistics was compared for each year. The questionnaires also included two open-ended questions which were aggregated and coded using complementary strategies: constant comparison method (Strauss and Corbin, 1998) and initial and focussed coding (Charmaz, 2006). It is through these analysis strategies that broader categorical categories emerged to support the collective case study. Understood from this perspective, we concur that the case study "appears to be based on its own separate method" (Yin, 2012, p. 19) relying on both qualitative and quantitative data and interpretation.

According to Flyvbjerg (2011) there is a paradox in case study research. He states that while "case studies are widely used and have produced canonical texts, it may be observed that the case study as a methodology is generally held in low regard, or simply ignored within the academy" (p. 302). Despite this observation, the methodology provided the multiple approaches considered necessary by the researchers to understand the complexity of the mass of data generated during the implementation phase of the renewed seminar.

The AM model
Ralph and Walker (2010a) have been developing and researching the AM model for two decades and their research suggests that the AM model "can enhance the mentorship process across the entire educational/training sector" (p. 295). The AM model provides a framework to guide cooperating teachers to adjust their mentorship behaviors in response to the development of their intern as she/he develops throughout the internship (Ralph, 2011). Additionally, this model provides an opportunity for an increased consideration of the intern's perspective which produces a more reciprocal learning opportunity for the cooperating teacher and the intern. Many relationship problems that emerge during internship are often the result of mentors mismatching

their adaptive responses with intern task-specific developmental levels. It is helpful to refer to the AM model (Ralph and Walker, 2010b) in Figure 1 to explore its components.

The primary image of the Figure 1 show two windows or grids; the one in the foreground represents the intern or the protégé and the other in the background represents the cooperating teacher. The intern's "window" is divided into four squares, serving as a grid, each representing a different development level for the intern. The development levels (D1, D2, D3, D4) consist of two dimensions – competence and confidence levels. The competence level refers to the actual technical ability to perform the task or skill set in question while the confidence level refers to the degree of composure, psychological comfort and feelings of safety and/or security experienced by the intern.

Similarly, the cooperating teacher's "window" is also divided into four squares, each representing a different adaptive response that the cooperating teacher may use to modify their behavior in response to the intern. The adapted responses (A1, A2, A3, A4) consist of two dimensions – corresponding task response and support response. The task response refers to the degree of specific direction given to the intern regarding technical or procedural aspects of the task in question. The support response refers to the degree of psychosocial/emotional encouragement the cooperating teachers may provide regarding the intern's learning.

The value of the AM heuristic is in its application. The larger arrows linking the D window (intern) and the A window (cooperating teacher) are the key to making the AM model "work." The goal is for the mentor to match his/her adaptive response to the appropriate development level of the intern. In other words, the arrows should shoot straight across to the aligning window. If there is a mismatch, or a cross of the arrows, the potential for a communication problem is increased. Ideally, the pair will communicate about the expectations and roles of each person of the dyad, about their perceptions, and adjust their reactions accordingly. For example, the intern will develop
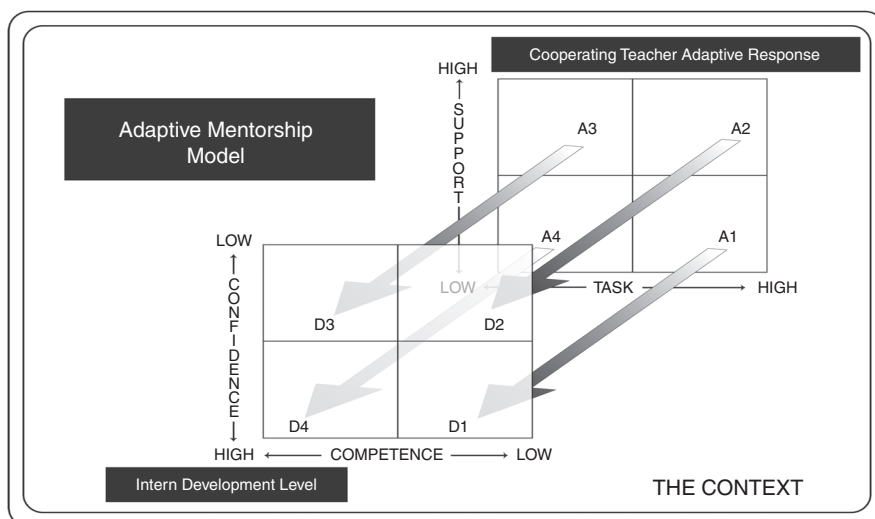
Note: Reproduced with authors' permission
Source: Ralph and Walker (2010b)

the capacity to ask for the type of support that is needed and the more experienced mentor will develop the ability to respond in the more appropriate way.

The AM model "appeal"/rationale

Since the inception of the internship seminar, the program has been grounded in a mentorship-like model based on the professional triad relationship between the intern, cooperating teacher and the faculty advisor. It is unlikely that the original concept has remained intact and more likely that some interpretative drift has occurred so that differing approaches are at work. The introduction of the AM model when the seminar was revised was in part intended to refocus attention on the expectation that the cooperating teacher and the intern work toward developing a mutually beneficial, collegial relationship over the course of the internship. The literature provides insight regarding the nature of interpretative drift alluded to in this section. Graham (2006) differentiates this role shift from supervisor to facilitator in terms of "maestros" and "mentors." According to Graham, maestros love teaching and performing, attitudes that are reflected in their supervision of interns. For example, maestro cooperating teachers tend to focus on surface technical issues, and maintain the status quo through their managerial skills. Mentors, however, tend to view learning to teach as a multidimensional and recursive process. The feedback from mentors is more dialogic, with the expectation that they will discuss, analyze and explore classroom issues alongside their intern. This description of mentoring is similar to Feiman-Nemser (2001) use of the term "educative mentoring" to distinguish mentoring that intentionally shapes learning opportunities which lead to a better understanding of teaching and learning. Similarly, Glenn (2006) recognizes positive aspects in both the modeling and mentoring approaches, identifying the profile of an effective cooperating teacher as including: collaborating rather than dictating; relinquishing an appropriate level of control; allowing for personal relationships; sharing constructive feedback and accepting differences. Notably, the cooperating teachers in Sayeski and Paulsen's (2012) study possessed similar characteristics; however, they also identified providing emotional support as a key role for a mentor. The adoption of the AM model does not preclude drawing upon these traditions; rather, the AM model is seen as an enhancement of the existing practice and a refinement of the process to aid the cooperating teacher and intern in developing a collegial relationship.

Since one of the goals of the internship seminar is to support professional development, not only for the intern, but also for the cooperating teacher, the adoption of the AM model was a reflection of seeking a new strategy that would support the development and/or maintenance of effective mentors. The AM model seemed to be a good fit for our goals, given what we knew about mentoring and interning, from the literature and from experience.

The long and winding road – our first attempt

Using a train-the-trainer model, prior to the beginning of "internship seminar season," 57 seminar leaders attended professional development training sessions to learn how to teach the AM model to cooperating teachers and their interns during the upcoming seminars. We developed a one hour AM model session designed to familiarize the seminar leaders with the theory and the training material available to them to support their facilitation. Also, the researchers availed themselves to the leaders and provided individual and small group support as leaders navigated the new internship manual

and other resources. The manual included information about the model and three activities to practice the ideas in the model. In brief, the activities included:

(1) an overview of the AM model and analysis of the terms and interactive examples;

(2) an activity worksheet to assess the intern and cooperating teacher's individual perceptions; and

(3) a case study to analyze using the newly acquired concepts.

In the training sessions the researcher first explained the AM model to the seminar leaders. Then, as a group they brainstormed examples of situations where interns might exhibit varying developmental levels. Not surprisingly, examples of D2 (low competence and low confidence) and D4 (high competence and high confidence) were easy to explain since everyone could associate with having experiences with either a really weak or a really strong intern. Described as an "eager novice," the D1 intern might be struggling with some of the skills associated with teaching, such as classroom management, but is reflective and makes adjustments as per the mentor's feedback and remains optimistic that success is achievable. After this interactive introduction to the model, the researcher provided an overview of the materials the leaders would use in their own session. The in between spaces, identified as D2 and D3 in the AM graphic, garnered more attention and deeper discussion.

The "activity worksheet" is derived from a research study by Ralph (2011) in which the perceived similarities and differences of the development levels and adapted responses by both the intern and the cooperating teacher are examined. The intern and the cooperating teacher each have their own worksheet and are asked to identify strengths and weaknesses individually and then compare their responses.

Because the faculty offers the first two internship seminars either prior to or early in the internship, often the pair may not have actually had a chance to work together. In such cases, it is difficult to complete the exercise authentically. Conscious of this gap in experience and to assist those pairs who did not know each other well, we also provided a case study written by a former intern. The case describes how the intern was feeling about a situation concerning a student and how the cooperating teacher supported the process. Rather than applying the AM model to their own relationship, analyzing the case study allows the pairs to experiment with the language and mechanics of the AM model from a third party perspective. Therefore, the case study serves as a place holder for pairs who do not have the necessary experience for a conversation about developmental levels and mentoring.

After the AM training session, the seminar leaders were given time to review all of the text resources and to adapt the process in a way with which they were comfortable teaching to their small groups the next day. No small task! Over the weeks that followed, five three-day internship seminars were held attended by 280 interns and 280 cooperating teachers. Every pair had an opportunity to be in a small group setting with two leaders trained in the AM model.

Now, back in the field
At the end of the semester, all the cooperating teachers were invited to respond to a five point questionnaire that was sent to them with a stamped, addressed envelope for return. The first question asked how many times they used the AM model; the second question asked if they used the model informally (i.e. using the language of competency

and confidence); the third question consisted of eight possible challenges and benefits of the AM model and asked them to circle all items that applied to their experience. The final two questions were open-ended: the first asked them to list ways they solicited feedback for their mentoring; and the second asked for general comments or concerns related to the AM model.

All 280 cooperating teachers were provided with the questionnaire and there was a 50.4 percent return rate. Of the questionnaires returned, teachers responded to every question. Over 64 percent of the cooperating teachers said that they used the AM model once after the workshop but 85 percent of the respondents reported informal use of the AM language during post-conferences/debriefings. Despite the emphasis on the AM training component in the internship seminar, 20 percent of cooperating teachers reported that they found the AM model too confusing to use; while 47 percent reported a neutral response, citing, the model validated what they already knew. Over a third of the teachers, 38 percent, stated that the model was neither useful nor helpful.

Response to the third question demonstrated that even though there were some challenges, 42 percent of the cooperating teachers identified at least two benefits of the AM model. The advantages of the AM model that were most often identified included: first, enhanced communication about the developmental level of the intern (20 percent); and second, useful tool for professional development (21 percent) (a list of the benefits and comparative data is described in the next section). Totally, 38 percent of respondents said that the model was not helpful. After this first attempt, we speculated that it was possible that the type of support cooperating teachers need to authentically engage in the AM model may not be fulfilled by one session of training.

Question four invited qualitative responses for teachers to describe the ways in which they solicited feedback on the quality of their mentoring. The majority of cooperating teachers stated that they sought intern feedback by using strategies such as "good communication," "dialogue" or "asking the intern directly." These generic phrases can describe any number of informal strategies for eliciting feedback and do not necessarily mean there was much or any reciprocal exchange. Additionally, one teacher said she solicited advice from other cooperating teachers with more experience as a way to collect feedback. Several responses to this question appeared to suggest that the teachers misinterpreted the question to mean "how did they give feedback to interns?" In one case, the teacher actually crossed out some words on the questionnaire, as if the question were phrased incorrectly. He/she also added words to make it read as though the question asked how s/he provided feedback to his/her intern. This "editing" suggested to us that many of the cooperating teachers had not made a paradigmatic shift from supervisor to mentor. The notion of reciprocal development had not yet permeated their consciousness.

In contrast, the responses for question 5 revealed a wide spectrum of open commentary that ranged from "the model is great" to "just another thing we had to do." Several comments reiterated that the model was too confusing or there was not ample time at the seminar to learn it. The wide range of responses suggests to the researchers that the cooperating teachers need more time to engage with the model to determine its full merit.

The long and winding road – our second attempt

Since we are committed to a recursive, collaborative process in teacher education, the following year, we revised the AM session for the next series of internship seminars. Once again we engaged with the seminar leaders to improve their capacity to support

the AM model with their small group sessions. Based on the data from the prior year, however, we emphasized the need to ensure that the leaders allotted adequate time for AM model instruction, and practice as well as integration to other sessions within the seminar. Managing the seminar agenda for each small group is virtually impossible because each group leader has autonomy for the time and effort they dedicate to each session and all small groups meet in separate rooms.

At the end of the semester, we circulated another cooperating teacher survey, similar to the year before but with three notable differences that may have affected the results. In the first year, we mailed a paper copy of the AM model worksheet along with the mid-term evaluation that each pair is required to complete and return to the university. First, even though the AM questionnaire was optional, we speculated that many cooperating teachers and interns used the AM worksheet when they completed the mid-term evaluation report. In the second year, we did not mail a hard copy, only an electronic reminder to use the AM model alongside the mid-term evaluation. The second notable change was a modification to the questionnaire itself; we added four questions. In summary, they included: what grade do you teach? Do you recommend the model for a session at internship seminar? Did you understand the model after the seminar? Would the model be useful if you had communication problems with your intern? The third and final change was the use of an online survey, rather than the paper copy with a stamped return envelope. We were surprised to receive slightly fewer responses ($n = 123$) using the electronic link than from the mailed version. While there could be other reasons for this decline in response, we conjecture that cooperating teachers that completed the form in the first year did not feel compelled to repeat and an e-mail may have been easier to dismiss than a mailed reminder.

There were interesting differences in the data between the two years. The number of cooperating teachers who completed the AM model after the seminar decreased dramatically in the second year. In the first year of implementation, 14 percent of the teachers completed the AM model only at seminar and never used it again but the following year that number increased to 50 percent. Not surprisingly then, informal use of the AM model language also decreased dramatically. Only 15 percent of respondents said that they did not use the language in the first year, but in the second year 24 percent of cooperating teachers said that they never used the AM model language.

Ironically, fewer teachers reported that they used the model in the second year but those who did reported using it more effectively. This is illustrated by the number of responses that indicated the AM model was not useful or helpful dropped from 38 to 27 percent. Similarly, the number of teachers that stated the AM model was confusing decreased from 20 to 13 percent. In all but one of the items (which stayed the same) the responses to the list of benefits were much higher than the previous year (see Table I).

On the surface these responses seem contradictory; however, the reported approval of the AM model may result from the fond recollection of the overall internship seminar experience and unsullied by a more recent application of the model in "real-life context." There was, however, a marked increase in the number of pairs that used the AM model three or more times. In the first year, 6 percent used it three or four times and < 1 percent (1 person) used it four or more times. Whereas, in the second year, 11.5 percent used the AM model three or more times and 7.5 percent used the model five or more times. It is possible that the cooperating teachers that needed or really liked the model also saw multiple advantages of the model and, therefore, the results show a higher degree of positive uses for it.

Elementary and secondary teachers responded similarly to the questionnaire. For example, 59 percent of secondary teachers and 56 percent of elementary teachers

Benefits of the AM model	Year 1 – % (*n* = 141)	Year 2 – % (*n* = 123)
Enhanced communication about the developmental level of the intern	21	40
Enhanced communication about the adapted response of the cooperating teacher	21	21
Changed how the cooperating teacher responded to the interns needs	11	22
Provided the intern with a way to ask for guidance	9	26
Provided the cooperating teacher with a way to express concerns	17	32
Was a useful tool for professional development	20	33
Was a useful tool to analyze and alleviate conflicts or different perspectives	9	19

Table I.
Potential benefits
of the AM model

identified at least one benefit of the AM model. When asked whether they would recommend the AM model as a session during internship seminar, 42 percent answered in the affirmative. Almost 21 percent said they would not recommend it and a further 37 percent said "maybe." The responses from the "maybe" group showed significant diversity. For example, about one-third of the cooperating teachers who identified benefits of the AM model also stated that "maybe" the model should be used at seminar. Conversely, 30 percent of the teachers who made negative comments such as "this model is not helpful," answered this question with a "maybe" as well. The remaining "maybe" responses can be categorized by: first, having both negative and positive comments; second, providing no information from which to cross-reference positive or negative; or third, a neutral response that the model validated what they already knew. Even though 42 percent of the teachers recommended the AM model be introduced at internship seminar, the generally mixed reviews suggests that this is an area for more research.

We were not only interested in the cooperating teachers' perceptions of the AM model but we also wanted to know if they understood the AM model by the end of the internship seminar. Over half of the teachers (55 percent) had a positive response "yes" and another 29 percent reported that they "mostly" understood. A few participants (12 percent) responded that they understood it "a little" and even fewer said they definitely did not understand it (5 percent). This question was not asked directly in the first survey so there is no comparative data. We understand that because this question required self-assessment we cannot be certain of their degree of understanding.

In the second year cooperating teachers were once again asked to describe other ways they used to solicit feedback on the quality of their mentoring. Their responses were quite similar to the data collected the year prior. Generally, the comments can be divided into three categories: communication, misinterpretation and insights. Most of the comments focussed on the value of engaging in open discussions, asking directly for feedback and developing strong professional relationships. Once again, there was misinterpretation about who in the dyad was receiving feedback. Some participants responded as if the question asked, how they provided feedback to interns, rather than how they asked for feedback on their mentoring. Comments such as: "through daily communication, pre and post conferencing, data collections sheets, and monitoring expectations" or "3 strengths of the lesson 3 areas needing improvement" demonstrate a strong likelihood that they misread the question. Again, the notion of reciprocal

mentoring eluded some respondents. On the other hand, some cooperating teachers seemed to have insight into the need and value of soliciting feedback for their mentoring as this comment suggests:

> Discussion and questioning. I see how these are not effective ways of soliciting feedback on my mentoring and definitely see a need to solicit feedback on my mentoring in order to be a more effective mentor.

This response aligns with the intention of the intention and purpose of the AM model. In the second year, we added a question that asked if the cooperating teachers thought the model would be useful if they had a communication problem with their intern. There were many affirmative responses (67 percent) in this category. One cooperating teacher stated, "Most definitely! The model provided a non-threatening way to begin and develop a positive two-way dialogue." Conversely, there were also some negative responses exemplified by this comment, "Not necessary. As professionals we are expected to be able to carry on meaningful communication with students, parents, colleagues and administrators." Implicit in this statement is the assumption that effective, reciprocal communication is inherent in a teacher's communication repertoire. We problematize this stance based on our own experience and the data in this study; we do not assume that this quality pre-exists in all teachers.

In the open comment section there was a diverse range of perspectives as well. Some cooperating teachers thought the model was too "prescribed and non-authentic. Having a real relationship is the most important thing" or that it was "just another thing to add to the list for co-ops to do […] time consuming." More moderate responses focussed on the model's potential under certain circumstances. In this spirit a participant wrote:

> I found the model useless if there is good communication between the coop and the intern. I could see how it would help both the intern or the coop when communication is difficult.

From this perspective, the AM model is perceived merely as a developmental tool, rather than an analytic tool. It has the potential to support both. Others described the AM model as a valuable tool:

> It was a useful model to help with mentoring. I noticed that the intern could also be in different positions of the model at the same time in different subjects at the same grade level. It was helpful to use the confidence in one subject to help build the confidence in other subjects.

This spectrum of responses gave us pause to reflect on the next steps and how we might proceed in the upcoming seminars.

Discussion

Even though there were several references to either inadequate time or an insufficient explanation of the AM model during the seminar session, the data suggest there was satisfactory improvement in its understanding and use over the two years. While all the seminar leaders participated in training, no formal assessment of their knowledge and skill was made during their initial attempt to teach the AM model session, however, 84 percent of the cooperating teachers said they "did or mostly did" understand the AM model after the second seminar. This is good progress over one year. Although the arch of the modernist notion of progress is not driving this study, we recognize that more refined efforts and instruction may lead to better outcomes. If we continue to mentor our seminar leaders who are either new or less confident and competent in teaching the model, then we can hopefully achieve a higher degree of understanding for the

cooperating teachers. This seems like a reasonable goal in our view, since as we have stated, the model aligns with the goals of the faculty's renewed teacher education program.

After two years of implementing the AM model in the internship seminars, we believe we have more work to do before we can fully endorse the model. At 42 percent popularity (percentage of cooperating teachers that recommended AM model to be used at seminar) the AM model session is not exactly highly recommended by the majority cooperating teachers. However, only 21 percent of the teachers opposed it being used at seminar. The remaining 37 percent who indicated "maybe," may need more time to determine the model's worth or simply more practice.

These data are inconclusive, making it difficult to decide whether the AM model needs more time and experience to develop in our program or whether there is not enough support to warrant the energy and human resources required to fully implement a program of this complexity. We value the contribution of the cooperating teachers to the seminar and to teacher education, and believe the curriculum development for internship seminar should be valuable to them and to us. Since the overall goal of the AM model is to affect a paradigmatic shift from "maestro to mentor," we recognize that a cultural shift of that magnitude requires more than two attempts. Many of the seminar sessions that the cooperating teachers report to be valuable have been part of the seminar for 40 years. Interrupting this established process is necessarily complicated. It is not unreasonable then to provide cooperating teachers with multiple opportunities and a series of interns to alter their perceptions of what appeared to some to be an unnecessary change in the method of communicating and analyzing the mentorship relationship. It is clear that some cooperating teachers do not position themselves as mentors who engage in a reciprocal learning opportunity with their interns. Perhaps as the seminar leaders become more comfortable using and teaching mentoring discourse, it will also encourage the cooperating teachers to solicit feedback on their role as mentors.

As we reflect on the two years of data, we have determined that implementing the AM model for at least one more year is necessary to determine its effectiveness. One critical factor in this decision to continue is the need to more deeply understand the role of the faculty advisor in the AM model. Although many of the seminar leaders are also faculty advisors during the internship, not all serve in dual positions. Faculty advisors can attend a volunteer orientation, where multiple topics, including a brief overview of the AM model are provided. This orientation is not sufficient to ensure that the faculty advisors are competent to explain or work with the model. Some faculty advisors attend the orientation and diligently read the resources but we know that others do not. As the faculty advisors become more familiar with the benefits of this model, they may support its more frequent use in the field, particularly where there might be potential communication difficulties. Even though the seminar leaders who are also faculty advisors are more comfortable with the model, they too are still learning how to incorporate it into their field supervision repertoire. Perhaps as the faculty advisors become more familiar with the model they will become more confident and competent using it with interns and their cooperating teachers. Another possibility is to use the psychosocial perspective (Pullman, 2011) to understand the impact of the broad range of ages involved in the internship process.

As we to continue using the AM model, there are other decisions that need to be made as well. In no way have we exhausted the possibilities of this model, a method for establishing and sustaining a professional partnership during internship. Normally, the cooperating teachers and the interns set three dates, one per month, to complete the

formative evaluation, prior to the summative evaluation at the end of the semester. The AM model could serve as a tool to enhance formative evaluation conversations regarding the interns' confidence and competence. It also could be a tool to support situations where there have been persistent incidences of miscommunication. The model could be a useful way to unravel the dysfunctional situation and reset the course. Given that 50 percent of the pairs never did another AM model after the internship seminar, it is important to ask, "how often and to what degree should we recommend that the pairs complete the model in a typical internship?"

From one perspective, it might be more palatable for the cooperating teachers and interns to learn the AM model at seminar, as a "tool" to use if they communication problems. In this case, we would not necessarily recommend it for further use unless required by the pair. However, it may be problematic for an intern, who may be in a compromised position, to have the agency or summon the courage to request the use of the AM model in order to resolve an issue. It is certainly possible that the cooperating teacher might remember to use the tool if she/he had been introduced to its potential in the seminar. However, that overture is probably unlikely, in most cases, unless the cooperating teachers are prompted to do so by the faculty advisor. Requiring the pairs to complete an AM model once after seminar, at interim, might be a reasonable compromise position. Completing at least one AM model not only provides feedback for the intern, but also reminds the cooperating teacher to be wary of her/his assumptions and to adapt their mentoring response to the intern's level of competence and confidence.

Conclusion
As Brondyk and Searby (2013) point out, understanding best practices in mentoring is a complex endeavor. This study contributes to mentoring/supervisory literature by exploring how one Faculty of Education experimented with an implementation strategy to use the AM model for their entire intern cohort. Although the AM model has been shown to be successful (Ralph and Walker, 2010b), all of the previous studies have been conducted with much smaller samples and none of these studies are designed to build sustainability of the AM model into an entire Faculty of Education internship program. The data from the surveys does not show overwhelming support for the implementation of the model, nevertheless, there is considerable support for its potential effectiveness when communication problems emerge as an issue during internship. It also appears that some work needs to be done to ensure that cooperating teachers fully understand the value of the reciprocal nature of the AM model. Some comments from the cooperating teachers suggest that some teachers perceive the model as a way to discuss the developmental level of the intern, but they may not necessarily understand the model as a way to gain feedback from the intern regarding their own mentoring.

This study also explored the effectiveness of the training process that was used to introduce and teach the AM model in an internship program. The two-year implementation process of "train-the-trainer" model and implementation of the AM model in small groups worked relatively well, given the vast majority of the participants claimed to have understood the model by the end of the internship seminar.

Continued research with the cooperating teachers, faculty advisors and, particularly, the interns will be the next step in determining the sustainability of the AM model in the internship seminar and as part of the internship process. Given the findings at this time, the researchers are hopeful that with more time and expertise in teaching the model, more cooperating teachers will find benefit in the AM model and use it to improve their adaptive response.

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