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**MENTORING FOR STUDENT-TEACHERS' PROFESSIONAL PRACTICE
OF SPECIAL NEEDS EDUCATION AT SEBETA SPECIAL NEEDS
TEACHERS COLLEGE LINKAGE SCHOOLS**

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Masters of Art in Special Needs Education**

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DECLARATION

I declare that this thesis work is my original work done under the guidance of Alemayehu Teklemariam (PhD) and has not been presented for a degree in any other university. All sources of materials used for the thesis have been appropriately acknowledged.

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Acronyms

CTE	College of Teacher Education
CWSN	Children with Special Needs
EFA	Education for All
ESDP	Education sector Development program
ETP	Education Training Policy
FDRE	Federal democratic Republic of Ethiopia
IE	Inclusive education
IQPEP	Improving quality of primary education program
MOE	Ministry of Education
OEB	Oromia education Bureau
SNE	Special needs Education
TEC	Teacher Education College
TEI	Teacher Education Institute
TESO	Teacher Education System Overhaul
UNESCO	United Nation Education Science Cultural Organization
UPE	Universal Primary Education

Abstract

The purpose of the study was to assess the effectiveness of school based mentoring practice towards student-teachers practical experiences in some selected linkage schools. The study drew upon quantitative approaches. The samples were selected by available sampling methods and the data were collected from 103 student-teachers through self-administered questionnaires. Frequencies, Percentages and Mean were used, and the study employed descriptive analysis to summarize participants' response. The qualitative data gathered from purposefully selected 8 schools' practicum coordinators through semi-structured interviews to support the quantitative data and analyzed in verbatim after it was organized through coding and categorization. The study results indicate that the mentoring practice procedure applied in the schools did not emphasize on student-teachers' field of study and towards their professional practice. The experience and professional knowledge of teacher-mentors in SNE is not directly matched to support student-teachers as a mentor. The results also indicated that trainees' professional training left to the training institutes. Though, the study indicates the supported provided for the student-teachers was not effective in relation to their field of study, its contribution in improving the professional knowledge and development of student-teachers in teaching does not undermine. It is recommended that greater focus be given to improve the roles and status of teacher mentors to become strong partners in practicum programs in response to a number of factors pertaining to the pre-service training and student-teachers' professional development.

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the Study

MOE (1994) stated that all children including those with special needs learn in accordance with their potential and individual's needs. MOE (2006) the special needs education strategy documents mentioned that, in Ethiopia, the education and training policy has paved the way in creating conducive environment for development and participation of children with disabilities. The strategy also contributed to show the direction of the educational movement towards IE in attempt to meet the universal primary education. Based on this fact the MOE aims at the development of an education systems that is to be open to all learners regardless of poverty, gender, learning difficulty and impairment. Though MOE aim an education system to be open to all children still there is a gap in providing access to all children that with special because of different factors (MOE, 2010a).

In teaching and learning process increasing students' participation, responding effectively to the diverse needs of all learners promote human development. In this regard MOE (2012) indicated as the 1994 education and training policy, ascertained teachers are expected to have the ability, diligence, and professional interest appropriate for the profession.

Teachers have to be knowledgeable in their content areas and extremely in a wide range of teaching approaches to cater for the divers learning needs of every student. Despite the fact that different studies indicated teachers have critical gaps in competence, teaching skills and methodologies (MOE, 2012).

As a result of consideration given for the importance of SNE and to address the needs of children with special needs Sebata Special needs Education Teachers Education College was established in 2007 GC. The training provided at diploma level in linear and in cluster modalities and takes

three year for the regular and four year for the evening and the summer programs. The College train for the Oromia Region and the medium of the instruction is Afan oromo.

Trainees those fit the selection criteria came to the college from all zonal area of the Oromia region for the regular program; the number of the trainee for regular program is decided by regional education bureau, as they are government sponsored. Students were mainly allowed to choose field of study at the beginning of the first year. In cluster modalities, different fields of academic courses are tied in one and students were provided opportunity to select one focusing area. If they choose SNE as focusing area more SNE courses (not more than 6 credit hours) are provided than others. On the other hand SNE will be taken as composite course by those focused other field of study.

As the objective of the college is to train SNE educator, within the past five years (2010 to 2014) in both modalities many teachers graduated in regular, evening and in summer program. Currently, by 2015 GC in regular program 103 students focusing SNE were expected to graduate. These expected graduating students during their stay in the college took others field of study as composite courses i:e focusing area SNE and tied with Mathematics plus physics, and SNE with Biology and chemistry.

Trainees in their training took four practicum courses not less than 11 credit hours, mostly all practicum courses are matched with school activities. The trainees both in regular and in evening programs expected to go to linkage schools for the practicum courses. OEB (2005) reported, nearly at the end of the third year, the second semester, prospective teachers went out to the schools for six weeks (two weeks for observation the rest for independent teaching), for practicing the independent teaching (IBID). Largely the independent teaching of student - teachers take place with the help of experienced teachers in the schools.

As Tisher cited in Amdework (2007) School experience to be an extremely important; practically, satisfying component of pre-service education. Teacher-mentors share a role in effectively practicing of student teachers.

Gerretzen (2012) explained that mentoring plays an important role in the current education of a student teacher and it is believed to support and facilitate the professional development of student-teachers. A more experienced teacher collaborated with a novice teacher to provide ‘systematic and sustained assistance’.

Student-teachers also expected to obtain support from teacher-mentors that enhance their skills, knowledge and profession in the schools. School based teacher- mentors’ mentoring help student-teachers in relating theory with practical experience. The research conducted was centering on effectiveness of school based mentoring towards professional practice of the 2015 graduating students those focusing SNE.

1.2 Statement of the Problem

In teacher education program students’ school based practical experiences is an essential and important part of pre-service teacher education and its success is dependent to a large extent on the co-operative teachers assigned as teacher-mentors and his/her practices (Fekede,2009). Student-teachers are more likely to have successful practicum experiences if teacher-mentors well skilled, knowledgeable and cooperative (McDONALD, 2004).

Most prospective teachers are learned theoretical and practical aspects in teacher education College and in a form of partnership between schools and TECs. During school practical experiences, student-teachers stay in school observing an experienced teacher and they were gradually expected to practice teaching independently by support of mentors in the schools (Solomon, 2013).

Probyn and Mescht (2001) indicated that in the process of mentoring, mentors involve student-teachers in their lesson planning; they involve student-teachers in collaborative teaching (mentors with student teachers), gradually introducing them to the complexities of classroom teaching until they are ready to take over teaching a class on their own.

Nowadays, several educators have identified the professional development of teachers as a critical to systemic educational reform and school improvement. The professional development of pre-service teachers are fulfilled and being complete when practicing in real situation in schools (Murray, 2013).

Frequent discussions held with student-teachers during their school attachment and with mentors helped the researcher to view support provided. In addition the skill and knowledge of the teacher-mentors for the mentoring and gaps in supporting student-teachers in relation to their focusing area were also observed. The issues that identified as problem instigated the researcher to examine teachers-mentors' skills and knowledge in mentoring and its effect on student-teachers professional practice. Therefore, the study focused on effectiveness of teacher-mentors mentoring practices towards student-teachers profession and to suggest some possible notions that could be taken so as to minimize or alleviate the gap observed.

Towards the end, the study attempts to answer the following research questions:

1. How do the teacher-mentors' skills of mentoring benefit student-teachers' teaching practice in the real situation?
2. What does the teacher-mentors' subject knowledge support to enhance student-teachers' professional practice of Special Needs Education?
3. What do the mentoring practices help mentees in relating the theory and practice in their field of study?
4. What mentoring practices support student-teachers in identifying and addressing students' diverse needs in the classroom?

1.3 Objectives of the study

The study has the following general and specific objectives:

Main Objective

To identify the effectiveness of teacher-mentors' mentoring practices towards student-teachers' professional practice of special needs education during the practicum and to suggest some possible solutions.

Specific objectives:

- ❖ to identify the supportiveness of teacher-mentors' skills of mentoring.
- ❖ to reveal the helpfulness of mentors' subject knowledge in enhancing student-teachers' professional practice.
- ❖ to locate that mentoring practices help student-teachers to relate theory in their field of study to practice in real situation.
- ❖ to pinpoint that teacher-mentors' professional knowledge and skills support student-teachers' to identify and address diverse needs.
- ❖ to suggest possible solution.

1.4 Significance of the Study

School practical experience is an essential experience to fill-in pedagogical gaps and enhances profession of student-teachers. Student-teachers' practical experience and mentoring practices in school has a great contribution in successfully implementing theory into practice. School practical experiences exposed Student-teachers to observe teaching learning process in the class, to observe the school environment and the real situations of the children. However, during their stay in the schools in real situation in accommodating children with special needs gaps were observed, different issues were raised by student-teachers. Even they were challenged in solving the existing problems either in the class or in the schools. Therefore, the researcher believes that the study will have the following significances.

- ❖ The findings of the study could be used as an input for further research to the related areas.
- ❖ The study would help to identify existing realities, the observable gaps in practice of teaching.
- ❖ Indicates where student-teachers need to be assigned in their practicum and how to be beneficiaries from mentoring practices.

It is my hope that the findings of this study will also help to inform to teacher Education College, providing information to support the continued development or enhancement of professional development opportunities for cooperative teachers, regarding the important role of mentoring.

This will in turn hopefully result in improved experiences of professional practices in schools and consequently outcomes for student-teachers in the future.

1.5 Delimitation of the Study

Though the college certified many SNE educators from different departments and in different programs, the study conducted delimit itself to 2015 regular program graduating student-teachers and practicum coordinators of schools where they went for practice teaching.

1.6 Organization of the study

The study is comprised of five chapters. The first chapter includes background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, definitions of operational terms. The second chapter deals with the review of related literature. The third chapter embraces research methodology and procedures. The fourth chapter is presentation and analysis of the findings. Finally, summary, conclusions and recommendations are presented in the last chapter.

1.7 Definition of Operational Terms

Effectiveness: A term refers to achieving the intended and desired goal.

Linkage schools: Catchment area of the college and hosting student-teachers for the practical experiences.

Practice teaching: practicing actual teaching in the school placements for block periods under the supervision of the regular teacher of the classroom.

Student-teachers: refers to prospected graduating students who went out for school-based practical experiences at the time of their Professional Practice placement. The word mentee was used interchangeably with student-teacher in the research.

Teacher-mentors: refers to school-based teachers who were assigned as mentor to support student-teachers in their practical experience. The word mentor is used interchangeably with teacher-mentor in the research.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 An Overview of Special Needs Education

Ertembo (2006) mentioned that formerly the term education was thought as a process of filling the mind with information. That is individual difference were not at all recognized and all the pupils were treated alike. But today's conception of education is entirely new, according to this new concept every child grow spontaneously and it was considered as they have individual needs. Education, then must aim to make this spontaneous growth harmonious and progressive. Tadesse (2006) also mentioned that the essence of education is to ensure the survival and development of mankind.

IQPEP(2011a) mentioned special needs is the term most commonly used to describe the methodology and practice of education for students with special needs, such as students with learning and behavior difficulties, visual impairment, hearing impairment, intellectual disabilities, motor and speech and language disorder and the others. MOE (2006) mentioned special needs as a general and rather controversial term that reference to a wide range of barriers to learning. Many children encounter problems in the school. Common special educational needs in ordinary schools are learning difficulties, giftedness, socio-emotional or behavioral problems, speech difficulties and mild intellectual disabilities.

MOE (2006) indicated that SNE is the education of students with special needs in a way that addresses the students' individual differences and needs. Ideally, this process involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials. IQPEP (2011b) indicated Special needs education addresses the education of children with special educational needs and assist to develop appropriate intervention programs, facilitating the learning and teaching of children with special needs in an inclusive environment. Erwin cited in IQPEP (2011b) inclusive is the process of systematically bringing together all children with or without disabilities regardless of the nature and severity of disability in natural environment where children play.

Tirussew (2005) mentioned that Inclusive education is a process of addressing and responding to the diversity of needs of all learners through increasing participation. It involves changes and

modifications in content, approaches, structure and strategies to respond to diversity needs. MOE (2010a) indicated SNE focuses on providing services for individual child, while inclusive education focuses on the change of the whole system of the school environment to the need of the individual child.

MOE (2006) stated children with disabilities enrolled in the different levels of education (mostly in special schools or special classes in regular schools) has modestly increased during the last three decades, but remains extremely limited. MOE (2010a) reported generally, schools have difficulty in addressing their students' special educational needs. Some studies have shown that these special schools and special classes are understaffed, under resourced and also have a shortage of instructional materials. Tirussew (2005) mentioned that a limited understanding of the concept of disability, negative attitude towards persons with disabilities and a hardened resistance to change are the major barriers impeding special needs and inclusive education. The main barriers to learning are lack of knowledge about diversity, rigid and poor teaching methods, inconvenient learning environment, lack of identification processes, and inadequate assessment procedures.

MOE (2010a) stated the first two Education Sector Development Programs did not pay much attention to the education of children with disabilities. To reduce the existing gap and to actualize Education for All, the Ministry of Education has designed a strategy for Special Needs Education, the final goal of which is to ensure access and quality education for marginalized children and students with special educational needs (IBID).

MOE (2006) mentioned that different universities and colleges have started new teacher education programs on special needs education. In addition, SNE is mainstreamed across all teacher education and training institutions. Currently, in the country, five Teacher Education College and four Higher Education Institutions opened SNE departments and training SNE professionals at different levels, Sebeta SNETEC is the one among these (IBID). Meanwhile, guidelines foresee that two teachers trained in SNE should be assigned in primary and first cycle secondary schools in order to facilitate the education of students with special educational needs, but this measure has not yet been implemented (MOE,2010a).

Perry, N. E., Philips, L., & Hutchinson, L. (2006) pointed awareness concerning the needs of students and knowledge and effective use of some sophisticated teaching strategies, teachers must be sensitive to students' zones of proximal development, knowing when to intervene in learning.

In supporting students with special needs in the class room teachers needs to identify their needs and then follow different strategies to support them. In dealing with diversity in the classroom including all pupil, effective communication, managing classroom, lesson planning, individual plans, individual help, assistive aids, managing behavior, working together are suggested as a guide (UNESCO, 2001a).

Children with special needs need support in the class, the teacher also need to bear in mind individual children's needs when planning their lesson to adjust the lesson and the work that want to be done. They will therefor benefit more if the teaching is directed to their particular needs. Teachers should not expect to work the teaching only on their own selves (IBID).

UNESCO (2005) mentioned the estimated proportion of children with special needs out of all schooling children is 10-20%. Therefore, expanding and improving SNE has a major role in achieving UPE and EFA in Ethiopia. MOE (2010a) reported all Teacher Education Institutes and Colleges of Teacher Education will be provided with an SNE/inclusive education training component by 2014/15. Number of trained teachers in SNE/ inclusive education increased and Capacity of schools in addressing the academic and social needs of children with special educational needs improved (IBID).

UNESCO (2005) reported that in ESDP III the Ministry of Education has endorsed a five-year strategy on Special Needs Education that is integrated. The strategy includes the following elements related to teacher education:

- 1) Planning and implementing orientation programs in SNE in all pre-service and in-service training programs
- 2) Establishment of special needs education programs in Teacher Education Institutions for itinerant teachers, teachers in special classes/units and in inclusive schools

- 3) Identification of needs for hiring SNE teachers and establishment of cluster schools
- 4) Woreda capacity building to provide support to teachers
- 5) Establishing a SNE teacher education program at diploma level to all regions
- 6) Continuous training of teachers through the cluster schools
- 7) Introductory courses and continuous professional support for secondary, TVET and higher education teachers.

The strategies designed by MoE were contributing for the provision and development of SNE at elementary level and at higher education. Harris and Sass; Mpokosa and Ndaruhutse cited in Workneh and Tassew (2013) revealed researchers believe that the availability of well-trained teachers, through pre-service teacher training, in-service professional development and the informal training obtained through on-the-job experience, is central to improving the quality of education at both primary and secondary levels in many countries.

2.2 Teacher Education in Producing Competent Teachers

Fekede (2009) mentioned Teacher education program has a critical role and significant in preparing quality teachers for the 21st century schools. Workneh and Tassew (2013) indicated that a well-run and expanded pre-service college/university teacher training system makes a big contribution to the improvement of education quality, the expansion of government CTEs greatly contributed to the improved training of skilled teachers for the required level of education. To teach is a complex and demanding intellectual work, Teacher education is vital for improving teacher quality.

IQPEP (2011a) stated the primary purpose of teacher education institution is to train competent and committed primary schools teachers. The first step in a teacher training/education program and the training institutes should be prepared would be teachers who fit to the demand of the existing school. UNESCO (2001b) stated the Ethiopian training strategy of teachers for general education system emanates from the new education and training policy of the government.

MOE (1994) the education and training policy of the country ascertain that teacher trainees have the ability, diligence, professional interest appropriate for the profession and teacher education

and training components will emphasize basic knowledge, professional code of ethics, methodology and practical training.

A teacher education is important in any system in order to ensure the production of effective and efficient teachers and adequate supply of qualified teachers. Teacher education exists to prepare teachers in the most effective way to meet the demands of schooling.

As the 1994 education and training policy of Ethiopia, specific objectives of teacher training program which is developed from general objectives of education are: -

- To enable teachers acquire general knowledge and their specialized area in depth,
- To equip teachers with the knowledge of child development so that they will be able to plan their lessons on the interest and readiness of their students,
- To produce professionally responsible, and socially respected teachers,
- To attract interested and potentially able trainees to the teaching force,
- To strengthen, convictions, confidence and positive attitude of teachers in their profession and become optimistic in their teaching career,
- To promote the awareness and commitment of teachers in improving and acquiring teaching skills throughout life,
- To prepare democratic teachers who will respect human rights and facilitate democratic practice in classroom interaction,
- To develop communication and instructional leadership skills of teachers for facilitating co-curricular activities and community involvement,
- To equip teachers with classroom management ability, testing and learning assessment, evaluation skills and basic research knowledge.

Thus, teacher education as its primary purpose aims at producing of effective and efficient teachers in schools that they are going to be assigned, those who can stand the challenges at training institutes.

MOE (2003) the TESO document explicitly states, competencies that teachers of all levels must exhibit: competency in producing responsible citizens, competency in the subject(s) and content of teaching, competency in the classroom, competency in areas relating to the school and the

education system and competency in the values, attributes, ethics and abilities essential to professionalism in upholding the professional ethics. These will guide the nature, organization and management of all pre-service programs.

Schulman cited in Murray (2013) identifies seven categories of knowledge that help to shape a teacher's knowledge base: content knowledge, general pedagogical knowledge, curriculum knowledge, pedagogical content knowledge, knowledge of learners and their characteristics, knowledge of educational contexts, and knowledge of educational ends, purposes and values and their philosophical and historical grounds. Some aspects of teaching, such as content knowledge or curriculum knowledge, are best learnt within a teacher education setting, while others can only be learnt by being in front of the children, actively teaching, supported by experienced colleagues as mentors.

2.3 Professional Development on Special Needs/ Inclusive Education

The most effective forms of professional development seem to be those that focus on clearly articulated priorities, providing on-going school based support to classroom teachers, deal with subject matter content as well as suitable instructional strategies and classroom management techniques and create opportunities for teachers to observe, experience and try out new teaching methods (MOE,2010b).

IQPEP (2011b) stated the ongoing professionals' preparation program in the area of special needs education should be scaled up and reoriented in the direction of inclusive education. The training program should be tailored to fit the intended inclusive schools system in the country and to serve at different levels schools.

The pre-service teacher education programs at teacher Education College and universities should incorporate courses on special needs and inclusive education. This should be one of the necessary conditions to efficiently and effectively deliver their tasks in schools without being equipped with the basic pedagogical knowledge, and skills, it would be hard and difficult for the regular class teacher to accommodate the need of all learners including children with disabilities.

Teacher across all levels should have training on special needs and inclusive education. This exercise not only assists in up-grading and updating their knowledge and skills builds up their confidence to teach in an inclusive classroom (IBID).

Qualified and committed teachers are essential and the single most important in-school factor influencing student achievement. Effective teachers can be a source of inspiration and, equally importantly, provide a dependable and consistent influence on young people (MOE, 2012).

Fransua (2001) mentioned teachers are central in the delivery as well as the quality of education. For the development and improvement of education the professional development of teachers is a key issue that requires adequate attention. Various researchers and educators have mentioned that the academic and professional training of teachers has a direct and positive bearing on the quality of their performance and consequently in the achievement of students

Most educators agree that the teaching profession requires trained teachers with academic knowledge, professional skills and the right attitude towards the profession. As Been-Pertez cited in Amdework (2007) teacher development is a process and therefore, different training and support is needed at different stages of this development. It should be taken into consideration that any advance in education depends on the qualification and ability of the teaching staff in general as well as on the pedagogical and technical qualities of individual teachers in particular. Shoeb (2013) mentioned that to improve any educational system the most important factor to be kept in mind is to improve the quality of teachers along with the standard of teaching. This is necessary because a person who would educate others must be educated first and should possess a broad background of general cultural training.

MOE (2012) stated the fundamental prerequisites for proficient teaching are knowledge of the subject to be taught, of the skills to be taught, of the skills to be developed, and of the curricular arrangements and materials that organize and embody that content, knowledge of general and subject-specific methods for teaching and for evaluating students learning; [and] knowledge of students development. "

According to Sharma Cited in Amedework (2007) "No educational system can thrive without the help of trained and competent teachers. A country with competent teachers is a country with a

bright future." Since, teachers are those who deliver instruction, the size, composition, training and distributions of the teaching force are vital to the effectiveness of education.

2.4 Professional Standards

2.4.1 National Professional Standards for Teachers

Different researchers have mentioned different qualities of effective teachers. MOE (2012) declared the National Professional Standards for Teachers, comprise seven Standards which outline what teachers should know and be able to do. The seven national standards for teachers identify what is expected of teachers within three domains of teaching. Teachers' demonstration of the standards will occur within their specific teaching context at their stages of expertise and reflect the learning requirements of the students they teach. The seven standards mentioned by MOE are the following:

- Know students and how they learn
- Know the content and how to teach it
- Plan for and implement effective teaching and learning
- Create and maintain supportive and safe learning environments
- Assess, provide feedback and report on student learning
- Engage in professional learning
- Engage professionally with colleagues, parents/care givers and the community.

The documents of MOE also indicated that, the Standards are interconnected, interdependent and overlapping. The Standards are grouped into three domains of teaching; Professional Knowledge, Professional Practice and Professional Engagement. In practice, teaching draws on aspects of all three domains.

Professional Knowledge

MoE (2012) indicated that as teachers tend to share the following characteristics: Teachers draw on a body of professional knowledge and research to respond to the needs of their students within their educational contexts. Teachers know their students well, including their diverse linguistic, cultural and religious backgrounds. They know how the experiences that students bring to their classroom affect their continued learning. They know how to structure their lessons

to meet the physical, social and intellectual development and characteristics of their students. Teachers know the content of their subjects and curriculum. They know and understand the fundamental concepts, structure and enquiry processes relevant to programs they teach. Teachers understand what constitutes effective, developmentally appropriate strategies in their learning and teaching programs and use this knowledge to make the content meaningful to students. Through their teaching practice, teachers develop students' literacy and numeracy within their subject areas. They are also able to use Information and Communication Technology to contextualize and expand their students' modes and breadth of learning.

Professional Practice

- Teachers are able to make learning engaging and valued.
- They are able to create and maintain safe, inclusive and challenging learning environments and implement fair and equitable behavior management plans.
- They use sophisticated communication techniques.
- Teachers have a repertoire of effective teaching strategies and use them to implement well-designed teaching programs and lessons.
- They regularly evaluate all aspects of their teaching practice to ensure they are meeting the learning needs of their students.
- They interpret and use student assessment data to diagnose barriers to learning and to challenge students to improve their performance.
- They operate effectively at all stages of the teaching and learning cycle, including planning , developing learning programs, teaching, assessing, providing feedback on student learning and reporting to parents/ Caregivers

Professional Engagement

- Teachers model effective learning. They identify their own learning needs and analyze, evaluate and expand their professional learning both collegially and individually.
- Teachers demonstrate respect and professionalism in all their interactions with students, colleagues, parents/care givers and the community.
- They are sensitive to the needs of parents/care givers and can communicate effectively with them about their children's learning.

- Teachers value opportunities to engage with their school communities within and beyond the classroom to enrich the educational context for students.
- They understand the links between school, home and community in the social and intellectual development of their students.

MOE(2012) the professional standards for Ethiopian School Teachers pointed Graduate teachers have completed a qualification that meets the requirements of a nationally accredited program of initial teacher education. The award of this qualification means that they have met the Graduate Standards. On successful completion of their initial teacher education, graduate teachers possess the requisite knowledge and skills to plan for and manage learning programs for students.

- They demonstrate knowledge and understanding of the implications for learning of students' physical, cultural, social, linguistic and intellectual characteristics.
- They understand principles of inclusion and strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.
- Graduate teachers have an understanding of their subject/s, curriculum content and teaching strategies.
- They are able to design lessons that meet the requirements of curriculum, assessment and reporting.
- They demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.
- They know how to select and apply timely and appropriate types of feedback to improve students' learning.
- Graduate teachers demonstrate knowledge of practical strategies to create rapport with students and manage student behavior.
- They know how to support students' wellbeing and safety, working within school and system curriculum and legislative requirements.
- They understand the importance of working ethically, collaborating with colleagues, external professional and community representatives, and contributing to the life of the school.

- Teachers understand strategies for working effectively, sensitively and confidentially with parents/careers and recognize their role in their children's education.

2.4.2. What is expected from primary teachers?

Craig, Kraft and Plessis cited in Fransua (2001) mentioned that teachers who are able to develop sound academic achievement with their pupils tend to share many of the following characteristics.

- Know the subject matter they teach
- Use pedagogy appropriate for the content they teach
- Use an appropriate language of instruction, and have mastery of that language
- Create and sustain an effective learning environment
- Find out about and respond to the needs and interests of their students
- Reflect on their teaching and children's responses and make changes to the learning environment where necessary
- Have a strong sense of ethics
- Are committed to teaching and Care about their students.

2.4.3. Profile of SNE Teachers

The teaching-learning process would be more effective if teachers were committed, dedicated and motivated. MOE (2007) mentioned profile of Special needs education teachers for elementary schools as the following.

Teachers have to be knowledgeable in their content areas and extremely in a wide range of teaching approaches to cater for the divers learning needs of students with special needs (every student). Teachers able to make learning engaging, have professional knowledge and conducting research to respond to the needs of their students within their educational contexts.

2.5. Practicum Program

Practicum is the experience of working collaboratively with a mentor in field settings or in-school placements that are supported by tutors and school/community partnerships (Solomon, 2013). Much of the curriculum for all pre-service programs of the Faculty of Education is linked to practicum experiences. MOE (1994) education training policy emphasizes the development of

problem solving capacity and culture in the content of education, curriculum structure and approach, focusing on the acquisition of scientific knowledge and practicum.

Practicum is an activity in which student-teachers are expected to integrate educational theory and knowledge with the practical realities of the classroom (Fekede, 2009). Practicum is the most important and relevant part of the pre-service teacher education program. A student teacher must undergo a professional training to acquire the necessary skills in practicum experience and it is universally reported to be perceived as the most valuable element of pre-service teacher education programs Tom Russell Cited in (Gezu, 2001).

Verghese (2004) mentioned that the education of teachers today is truly a cooperative enterprise school officials, classroom teachers, college instructors and students; all working hand in hand. In the implementation of Practicum programs the roles of the supervising teachers and mentorship of experienced teachers are very significant. In addition to providing direct experience and an opportunity to apply newly acquired skills and knowledge, the practicum placements are a major source of curriculum in the sense that they bring candidates face to face with concrete situations. Students may be assigned to cooperative teachers in variety of ways in some cases cooperative teachers are invited to participate in student teaching program by the college personnel, in other cases the principal or the supervisor make the assignment (ibid).

Pre-service teachers typically require high levels of mentoring or support during their practicum to reflect on the links between theory and practice. The project on Improving Quality of Primary Education Program in Ethiopia IQPEP (2011a) sees practicum program as one form of linkage between primary schools and teacher training colleges for achieving the common goal of quality education. Fekede (2009) mentioned although practicum is one of the priority area given due attention in the pre-service teachers training program to better prepare learners for the world of work, the success of the program depends greatly up on the quality of experience the students gain to meet an ever increasing demand.

MOE (2003) stated that throughout their professional development, would-be teachers should belong not only to the Institution but also to the schools and the classrooms in particular. The

personnel involved at each level should work as mutually-constructed learning communities to help the student teachers investigate into the problems of classroom teaching. The would-be teachers should be helped at each level to contribute to the required education reform by inquiring into their own teaching in large classrooms with limited resources. However, the link should not be limited to just one month of the final study year. Rather, the all years of study time should also be a time for acquiring school experiences.

Would-be primary school teachers at Ethiopian colleges should devote about not less than 11% of their total credit hours in their diploma study to practicum courses. The practicum courses are fully school-based in the sense that from the very beginning of college study, student teachers should go out to schools and conduct specific tasks such as observing experienced teachers, classrooms, and the total school environment, studying pupils, and practicing the various skills needed by regular teachers such as lesson planning, teaching specific subjects (MOE,2003).

In order to provide a level of balance between learning the theory of teaching, and the practice of being in front of a class teaching the children, education programs include an in-school placement or practicum where the student teacher will be supervised by a more experienced and qualified teacher (associate or supervising teacher) who often takes on the role of mentor. The program that successfully prepares their students for a career in teaching, giving them a strong pedagogical theory or knowledge based on which they can begin to build their own newly acquired knowledge (Murray, 2013).

The Practicum (independent teaching) often requires student-teachers to complete a minimum of 6 weeks in classrooms (OEB, 2005). Research has identified a number of issues surrounding the success of the practicum. One of these issues according to McDonald (2004) mentioned “the effectiveness or ineffectiveness of supervision practice” and many issues are attributed to the lack of training for mentors.

2.5.1 The Concept of Practice Teaching

ICDR idea cited in Ertembo (2006), mentioned that Teaching is a profession and all professions are founded on a body of theoretical knowledge coupled with a practicum where the theories about teaching are tested, modified and stabilized as a practical knowledge. In education

practical knowledge about classroom is developed through what is known as the teaching practice.

Practice teaching has always been a part of education program, which is provided in a variety of ways, with different time assigned to practice. Fekede (2009) would be teachers to spend a significant portion of their pre-service program in schools, observing teachers, schools, classrooms, the school environment and practicing teaching specific subject related to their field of study with the intention to integrate campus experience with school based practicum experience in a meaningful way. The main concern of teacher education is not only equipping with academic /subject matter/ knowledge but it is the transmission of this knowledge to others. The provision of knowledge of subject matter and teaching methodology in itself is not a guarantee to equip trainees with the techniques of teaching. But conducting of practice teaching enables to strengthen what is learned in classroom.

MOE (2007) detailed Practice teaching is a compulsory item of all teachers training program and attempts to bring theory and practice together. It aims at placing the trainees in a position wherein they learn to use their theoretical knowledge effectively and in a confident manner for communicating the content of his subject in classroom situation as well as in extra and co-curricular activities in and outside classroom situation.

Ertembo (2006) pointed out that 'subject matter knowledge alone fails short to equip trainee teachers to become efficient classroom practitioners. The theoretical knowledge in subject matter, education and psychology alone are taken as not enough unless they are coupled with the technical and practical skills in the preparation and presentation of lessons and classroom management. That is why teaching practice or school experience is taken as an essential training component in many teacher-training programs.

Fekede (2009) student teachers placed at particular school is to enable each student teacher to achieve levels of competence, experience and knowledge that will qualify him/her for entry into the teaching profession and prepared for the practical realities of the classroom. Thus, practice teaching is the activity that enables the student teacher to apply the theoretical knowledge gained from training institute into actual classroom or areal classroom environment.

2.5.2 Objectives of Practice Teaching

The main purpose of practicum was to develop teaching experience such as classroom management skill, pedagogical skills, preparation of lesson plan, development of subject matter knowledge, understanding nature of student and the school and to examine our theoretical knowledge acquired in the college in real life situation (Fekede, 2009).

As Srivastava & Bose cited in Fransua (2001) stated that practice teaching is a situation that helps student teacher to learn:

- To plan his lesson
- To organize the contents of his teaching in a logical and coherent way and at a level suited to the intellectual and social maturity of his students
- Relating them to their known facts and experiences
- Motivating his students to acquire new knowledge and experience and
- Developing skills of communicating confidently and effectively with his pupil
- The perceived objectives regarding the subject under discussion include:
- To provide student-teachers with an opportunity to establish appropriate teacher pupil relationship
- To provide student-teacher with an opportunity to apply theory into practice
- To provide an opportunity for evaluating the student-teacher's potential as a teacher and suitability for the teaching profession
- To provide the student-teacher with an experience of success in teaching
- To provide an opportunity in the practical teaching situation for the extension and deepening of the student - teacher's self-knowledge.
- To provide an opportunity for the student-teacher to develop and display qualities of adaptability and sensitivity appropriate to the school situation.

As Kragler and Nierenberg cited in Fekede (2009) stated that field experiences need to provide time for pre-service teachers to integrate theory into practice, to reflect on lessons taught, to receive meaningful feedback and to engage dialogue with others regarding their beliefs and experiences.

The objectives of practice teaching enumerated above is to help would be teacher to develop an ability to plan what to teach, how to teach and why to teach what he/she is performing in his/her classroom. Practice teaching has got an increased emphasis in pre service training of teachers. It is assumed to be an indisputably essential element in professional education or training.

2.6 What Does Mentoring Mean?

Gerretzen (2012) mentioned mentoring is a process, in which a more skilled person, serving as a role model, teaches, sponsors, encourages, counsels and befriends a less skilled or less experienced person for the purpose of promoting the latter's professional development. Mentoring functions are carried out within the context of an ongoing, caring relationship between the mentor and the beginning teachers. There is a need to identify who is obtaining support and the quantity as well as the quality of that support.

When considering mentoring in education, the word now has many different meanings attached to it. In its simplest form it is described by Fletcher cited in Murray (2013) as being "where a classroom teacher in a school is delegated responsibility for assisting pre-service or newly qualified teachers in their professional development". Wang and Odell (2002) describe mentoring as part of pre-service training as "an occasion for mentors to help novices connect theories and ideas that they have learned in their teacher education programs to the actual practice of teaching children in classrooms (IBID).

Pitton, cited in Beutel, D. & Spooner-Lane, R. (2006) stated mentoring is a more intricate, long-term, one-on-one relationship that goes well beyond simply providing information. Mentoring is a key strategy for assisting beginning teachers to successfully navigate their way into the profession.

Moon,B., Butcher,J. and Bird ,E.(2000) pointed out mentoring in education can be characterized in variety of ways one view of mentoring sees it as a framework of positive support by skilled and experience practitioner to other practitioner who need to acquire complex new skills, another view is linked to the competent based system of pre-service training. Mentoring has potential to play a pivoted part in making teaching a learning profession. The potential

development of education practitioner is more likely to be successful if the skills are experienced by many staff.

Solomon (2013) mentioned mentoring can be seen as comprising an important duality; it is both a relationship and a process. In either case, it must involve at least two parties, the mentor and the mentee. The mentor is normally an experienced teacher who takes up the responsibility of closely supervising a mentee when s/he does the practicum in the respective school.

Murray (2013) stated some aspects of teaching, such as content knowledge or curriculum knowledge, are best learnt within a HEI setting, while others can only be learnt by being in front of the children, actively teaching, supported by experienced colleagues as mentors.

Hinchliff (2009) mentioned mentoring as relationship between individualized relationship that develops over time between a graduate student and a teacher mentor and that includes both caring and guidance. Although there is a connection between mentors and advisors, not all mentors are advisors and not all advisors are mentors

Mentoring at pre-service phase students on placement, in schools are generally perceived as learners, needing a planned learning program. The pre-service can emphasize by remembering what it was like to be a trainee, as well as possessing a sound knowledge of educational and curricular development. The support is concentrated in four particular areas on targeting pupil (students learning at the planning stage), linking theory and practice during teaching, evaluation of lesson strategies and constructive feedback and networking (ibid).

2.6.1 Characteristics of Good Mentoring

The success of mentoring depends on commitment invested during relationship. A strong relationship between mentor and mentee helps the mentee to succeed in their placements. Knowledge and skills of mentoring are important in mentoring student-teachers. In addition personal characteristics are also contributing to effective mentoring.

According to MOE (2010b) mentioned that good mentoring characteristics includes like: create good mentoring mentors be a good classroom practitioner and enjoy teaching, be a role model for professional attitudes and ethics of teachers, being honest, trustworthy and maintaining

confidentiality, have good communication skills, listen to and empathize with colleagues, be enthusiastic and inspirational in your support for colleagues, give encouragement, guidance and constructive feedback to build the confidence of new teachers, become experienced in evaluating evidence, including through classroom observations, become experienced in recording and reporting skills, demonstrate leadership and regard being a mentor as a significant contribution to their own professional development.

2.6.2 Functions of Mentoring

The function of mentoring beginning teachers mentioned by (Alberta Teachers' Association, 1999) as the following:

Teaching: Teaching the mentees the skills that skilled mentors (unconsciously or consciously) practice on a daily basis is difficult. Many experienced teachers teach instinctively, which makes it difficult for them to analyze their own teaching. In order to teach the mentee, the mentor must become a reflective practitioner.

Sponsoring: The mentor must identify the strengths of the mentee and advise the mentee as to what activities would be most successful. Sponsoring then requires the mentor to support the mentee when he or she attempts the new practice.

Encouraging: Encouragement is a key mentor function. By helping mentee see the positive side of their teaching practice and building on those reflections, the mentor is supporting and encouraging the growth of the mentee.

Counseling: Mentees need sound advice regarding teaching practice, professional conduct and the culture of the school and community.

Befriending: in mentoring relationship mentors and mentee need to be communicate and speak freely. Mentees need someone to whom they can speak and to discuss freely. Their freely discussion help the mentees to develop self-confident and have positive attitude towards mentoring relationship.

2.6.3 What Benefits Mentoring?

Alumni Association (2015) mentioned that as mentoring could benefits student-teachers, mentors, institution and profession.

Benefits of mentoring for the Student:

- Individual recognition and encouragement
- Honest criticism and informal feedback
- Advice on how to balance education, career, and extracurricular activities and set professional priorities
- Knowledge of the informal rules for advancement
- Information on how to "behave" in a variety of professional settings
- Appropriate ways of making contact with authorities in a discipline
- Skills for showcasing one's own work
- An understanding of how to build a circle of friends and contacts both within and outside one's institution
- A perspective on long-term career planning

Benefits of mentoring for the Mentor:

- The satisfaction of helping in the development of another person who may carry on his or her own work
- Ideas for feedback about his or her own projects from a junior person who is eager to learn and commit to the project's success
- A network of former mentee who can collaborate on projects--thus increasing the mentor's power and visibility Becoming a part of an expanded network of colleagues
- Increased learning, renewal and teaching performance

Benefits of mentoring for the Institution:

- Increased productivity and commitment, especially of students and faculty
- Encourage cooperation and cohesiveness for those involved in mentoring relationships

- Increased likelihood that students who graduate will feel that they have been given the skills to aid them to become successful.

Mentoring's benefits for the Profession:

- Retention of the best, most creative teachers
- Retention of experienced teachers who find opportunity for growth by serving as mentors
- Increased continuity of traditions and positive cultural norms for behavior
- Establishment of professional norms of openness to learning from others, new ideas and instructional practices, continual improvement, collaboration and experimentation (IBID)

2.6.4 Strategies and Tips for Mentoring Student-teachers

The Teacher-mentor can give them helpful feedback and guide them toward the best and most effective teaching methods. Alumni Association (2015) mentioned that mentors should assume they are the givers in the relationship and maintain consistent contact at least weekly contact with mentee to build trust. In mentoring relationship always be honest, avoid being judgmental of a student's life situation (Acceptance without conditions), avoid excessive gift giving (Your greatest gift is to help a person discover his/her own solutions to the problems), don't expect to have all the answers, help your student access resources and expand support networks, be clear about your expectations and your boundaries, remain calm and dispassionate to help students solve problems, respect confidentiality, are some tips for being the very best mentor possible.

According to Alumni Association (2015) strategies for effective mentoring like: making the interactions between mentor and student situations of sharing experience, encourage the student to use a creative problem- solving process, to be an independent thinker, to keep an open mind to ideas, examine beliefs and ideals in an effort to establish personal values and goals are important strategies. In addition, encourage the student to be an attentive listener and an assertive questioner, to recognize individual strengths and uniqueness and to build on them, assist the student in developing self-confidence, Stress that an individual be aware of the environment, be problem sensitive, and be ready to make the most of opportunities, and to be a risk-taker and to be an active participant are strategies mentioned for effective mentoring. Share with a student the

importance of being flexible and adaptable in attitudes and action, looking for alternatives, and seeing situations/ persons from different perspectives important is also important.

Concordia University (2013) also mentioned strategies of mentoring like the following: allow the student teacher to develop and prepare original teaching plans, provide oral and written feedback regularly, plan effective learning assessment with your student teacher, provide feedback on their classroom presence, provide guidance in the use and care for the school's supplies and materials, guide the student teacher in helping students with special needs, implement collaborative teaching where you take turns instructing with the student.

2.6.5 Stages of Mentoring

The modernization agency leadership center ideas cited in Hinchliff (2009) identifies five stage of mentoring. These are Building Rapport, Setting direction, making regular progress, becoming self-reliance and confident and the last one is moving on (end of relationship).

If the student teacher's performance falls short in some way, discuss it with her or him as soon as possible, be specific, and document all of your discussions, work together to understand the issue and to develop strategies for overcoming it. If you feel it is appropriate and the situation warrants, notify your supervisor or principal and schedule a three-way conference. However, most concerns should be able to be addressed between you and the student teacher. Ibrahim, H., Ali. H. & Al-Adawi¹, H. A.2 (2013) mentioned feedback enables student teachers to know their strengths and weaknesses by engaging in a dialogue with their mentors or supervisors. Beutel, D. & Spooner-Lane, R. (2006) though mentoring enhances the capacities of beginning teachers the presence of a mentor alone is not sufficient. The success of mentoring relationships lies in the skills and knowledge of mentors. While mentors must have an intimate knowledge and understanding of teaching and teaching practices, mentoring is different to classroom teaching and requires a new set of skills Mentoring relationships are most effective when mentors are trained for their roles.

2.7 Role of Different Parties in Mentoring Student-teachers

2.7.1 What Does the Mentor Do?

Effective mentoring requires playing a more expansive role in the development of a future colleague. The role of mentor is centered on a commitment to advancing the student's career through an interpersonal engagement that facilitates sharing guidance, experience and expertise.

Assist with finding other mentors. One size doesn't fit all, and one mentor can't provide all the guidance and support that every student needs. Introduce students to staff and other graduate students who have complementary interests. Effective mentoring is a community effort.

According to MOE (2010b) mentioned the following factors should be addressed before student teachers are allowed to take complete control of the learning experience and they are mentors' responsibilities:

- valuing your mentee as a person
- developing mutual trust and respect
- maintaining confidentiality
- listening closely to what your mentee says
- helping your mentee to solve his/ her own problems
- offering support and encouragement
- drawing on your own expertise to help your mentee to develop the necessary skills to complete the induction course
- giving constructive feedback
- acting as a suitable role model
- identifying resources

In school based mentoring teacher-mentors should introduce the student teacher to: the pupils and their needs and attainments; the classroom; the plan of work for that class; class rules and procedures; and, the roles of other staff directly involved with the pupils in the class. They assign the teaching areas of the curriculum to the student teacher while retaining primary responsibility for the progress of the pupils. Crucially, mentors afford the student teacher opportunities to observe their teaching (and that of their colleagues), mentors in turn observe the student

teacher's practice and provide feedback to the student teacher in an encouraging and sensitive manner (McDonald, 2004).

Teacher-mentors should encourage the student teacher to seek advice and support where necessary, and support and facilitate the student teacher in: planning; critical reflection on his/her practice; the use of a variety of teaching methodologies; and, in engaging with and responding appropriately to feedback from pupils (ibid). As the student teacher's competence develops, the co-operating teacher should allow him or her to teach more independently and may avail of discretionary time while the student teacher does so. According to Tisher, cited in Solomon 2013 "student-teachers believe that the practical experience of observing expert teachers, receiving feed-back, and practicing strategies are the most important factors in their growth as teachers"

It can be recognized that Co-operating teachers should work collaboratively with the student teacher, the tutors and the school principal, and all are important McIntyn cited in (Ertembo, 2006). Regarding a student teacher's practice or professional conduct Hinchliff (2009), explained that mentor may draw upon the skills of coaching, teaching and counseling to build up the capacity of the mentee, to help them discover their own wisdom and to encourage the student to develop their own goals by forming a close working relationship.

Before student teachers are allowed to take complete control of the learning experience: the student teacher has been observed by the site mentor, has shown the ability to instruct students in a meaningful and effective manner, has gradually assumed responsibility for the instructional activities, has shown the ability to maintain the degree of management and discipline required. Successful mentorship depends upon clarity of participant roles and responsibilities.

2.7.2 Role of the Student-teacher

It is expected that colleges and schools will work towards a position where student teachers will gain in the region direct teaching experience over the course of the extended program. Non-teaching hours in schools should be structured to allow for classroom observation, collaborative work with experienced staff, and engagement with the day-to-day life of the school. OEB (2005) indicated some of the activities in practicum four that expected from student-teacher in schools placement as the following activities:

- planning for teaching, learning and assessment (assigned classes)
- assessment of, and for, learning (assigned classes)
- structured observation and feedback
- school-based orientation program
- professional conversations with experienced teachers
- critical reflection on practice, both individually and with colleagues, and
- Structured and supported participation in school life.
- Still have much to learn about putting their knowledge to work;
- developing their own teaching styles over time.
- Develop active listening and consultation skills; it is expected that student teachers will prepare and teach lessons in a supported environment commensurate with their stage of development. This should be done in line with college requirements and the policies of the host school.

Alberta Teacher Association (1999) mentioned that Student teachers are expected to take a proactive approach to their own learning and to participate constructively in a broad range of placement experiences. They engage fully in the life of the school and seek and avail of opportunities to observe and work alongside other teachers. They are expected to seek and avail of support, and to engage with constructive feedback from their placement tutors, co-operating teachers and principals.

Concordia University (2013) mentioned the student teaching education progress generally moves through five stages. Mentoring and supervision through the first, second and fifth phases require about two weeks, with stages three and four occupying your remaining time. The exact structure and length of each phase will vary, however all of the stages are important to the success of the student teacher:

1. Observation: In this phase, the student teacher will observe the mentor teacher in action as they model ideal teaching skills and practices. The student teacher will learn by example and be able to reflect their understanding of the skills they are observing before they move on to stage two. However, they should be looking ahead and preparing for the next stage.

2. Teamwork: The mentor teacher and the student teacher will plan and co-teach lessons on a cooperative basis. This kind of team teaching experience provides opportunities for the student teacher to observe and exercise the teaching process, as well as ask questions along the way.

3. Independent Teaching plus Observation: In this phase, the student teacher has more independence in teaching. The mentor teacher will review lesson plans and observe the student teacher's methods and instruction style. The mentor teacher will hold regular meetings with the student teacher following the teaching sessions, providing both feedback and support.

4. Independent Teaching; the student teacher is now ready to teach on an independent basis while continually gaining more confidence and autonomy. Students start to depend more and more on the student teacher and not just the mentor during this phase. The student teacher learns to exercise independent judgment while learning from experience in this phase. Regular conferences with the mentor teacher continue.

5. Critical Observation and Conclusion: In the final phase, the mentor teacher re-assumes more responsibility in the classroom as the student teacher once again goes into more of an observer role. However, now their vantage point includes much more knowledge and experience. The student teacher may also observe in other classrooms and do a personal evaluation of their own skills.

Being a mentor for student mentor teacher is a big responsibility, but the rewards can be great. Following these guidelines can help you to assist your student teachers to be the very best they can be.

2.7.3 Role of the School Principal/ Practicum Coordinator

Alberta Teachers Association (1999) mentioned School principals have a pivotal role to play in leading a whole-school approach to school placement. The role of the school administrator is a key in developing a mentorship program. The role of the school administrator is to facilitate the process of mentorship within the school. It is a matter for the school principal to identify the school's capacity to facilitate student placement, in consultation with appropriate staff. The principal, where possible, should be available to student teachers for professional support and advice, and should facilitate a school orientation for him/her at the outset of the placement. He or

she should advise the college in a timely manner of any serious concerns relating to a student teacher's practice or professional conduct.

2.7.4. Placement Tutors

Alberta Teachers' Association (1999) stated the role of the tutor will be observe the student teacher teaching, assess his/her practice for grading purposes and engage him/her in a dialogue when giving constructive feedback. They ensure that the student teacher is appropriately supported, and collaborate with the co-operating teacher(s), good practice in class planning, and the use of teaching and learning resources. They support the student teacher and the cooperating teacher in engaging in reflective dialogue, and they engage with the co-operating teacher and principal, as appropriate, in relation to the student teacher's practice and experience

2.8 Relationship of College and Hosting Schools

Teacher Education College is required to design and implement practicum in collaboration with placement schools. This requires regular communication between the college and the school. Good practice should be recognized, and when difficulties occur they should be dealt with in a timely manner. Amdework (2007) mentioned that as the relationships between the college and placement schools develop, the collaboration may provide a means of sharing professional expertise and knowledge. Schools should be actively participating in planning and delivery of initial teacher training as well as in assessment of trainers. Tadesse (2006) mentioned strong mutually beneficial link between teacher education institution and school should be developed both for development of teachers' knowledge besides to the advantage of all parties involved.

Alberta Teachers' Associations (1999) mentioned to ensure that student teachers' experience a variety of teaching environments; it is desirable that all recognized schools will be open to host student teachers on placement. In planning for this, colleges and schools should have discussion. A well-managed school placement is beneficial for all those involved. It presents opportunities for sharing ideas and new methodologies, fosters discussion on teaching and learning, and offers opportunities for real engagement and learning among teachers throughout their careers (IBID).

2.9 Theory and Practice

According to Smagorinsky & et al. cited in Pat Ashbyl, et al. (2008) offer an extensive exploration of the relationship between theory and practice by proposing a construct based on Vygotsky's (1978) notion of concepts, which distinguishes between spontaneous concepts, learned through cultural practice and tied to specific contexts, and scientific (or, in an alternative translation, academic) concepts, learned through formal instruction, grounded in general principles and readily applicable to new situations. According to this distinction, instruction in scientific concepts is sterile unless the abstract knowledge taught is confirmed and given life by direct experience, through empirical demonstration, observation or activity.

Hagger and McIntyre cited in Pat Ashbyl, et al. (2008) suggest that the true potential of the school based element will not be realized until student teachers are enabled to gain access to the craft-based knowledge of experienced teachers, the "knowledge in use". Hinchliff (2009) indicated theory is the knowledge and concepts that are required to practice professional or academic activity, the acquisition of theory is no less important. Theory is simply an idea that is impractical (Dearden, 1993)

CHAPTER THREE

METHODOLOGY

3.1 Research Design

A quantitative research approach was employed for the research conducted with the intent of addressing the issue in basic questions. The method was selected hoping that to answer the basic questions of the study as desired by the researcher via producing a pertinent data. In the research conducted mainly quantitative data were used in addition qualitative data were also used for supporting. The reason why the researcher used these two different data collection methods was to enrich the picture of the situation and for triangulating the quantitative data.

3.2 Study Site

Though the college provides training in regular, extension and summer program the study focused only regular students focusing SNE. These students went out to the schools for the practice teaching as a result the research focused on these schools. The research was conducted in Oromia Governmental region in Special Zone around Finfine in Sebeta Town, Sebeta Hawas and Ilu woreda some selected governmental primary linkage schools where student teachers were assigned for the practical experiences.

3.3 Source of the Data

In the study conducted both primary and secondary data sources was employed so as to obtain the desired information.

Primary data collection was achieved through in-depth interview from practicum coordinator of the schools and through questionnaire from graduating students.

Secondary data resources were reviewed from documents, books, publications, internet and reports.

3.4 Sampling Technique

For the purpose of the research conducted practicum coordinators from the college linkage schools and student teachers were used as the source of the data. The targeted student teachers were all 2015 (GC) graduating regular students focusing special needs education those went out for practical experience to the elementary schools. The student-teachers sampled from SNE department and they all were the same in terms of specialization area but their composite courses are varied (SNE + Biology chemistry and/or SNE + Physics and mathematics). Totally 103 graduating students (out of them 59 females and 44 males) were participants and they all sampling by using available sampling method. The others targeted participants for interview were 8 school's practicum coordinators and they were targeted purposefully that is why to get good information because they are more related to the issue.

3.5 Instruments

Questionnaires and Interview guide were employed by the researcher as instruments for the data collection procedure. The researcher designed Interview guide in semi-structured way to gather qualitative data from school practicum coordinators. The other instrument which had been constructed and developed by the researcher to obtain data from student-teachers was structured questionnaire.

The questionnaire has three separate parts in accordance with the objective and significance of the study. Part one of the questionnaire confined personal information about the respondents, questions in part two and part three of the questionnaire were close-ended. The close-ended questions were constructed with a five-point adopted Likert-type rating scale such as 5(Strongly agree) = SA, 4(Agree) = A, 3(Undecided) = UD, 2(Disagree) = D, and 1(Strongly disagree) = SD. These optional scales gave a maximum of five alternatives to the respondents to select one according to her/his feeling. The designed questionnaires were given for two SNE tutors in the college to obtain some suggestions about the external validity of the contents of the items in the questionnaire supports to answer the basic research questions, in addition to know the extent to which the questionnaire 'appears' to obtain what it supposed. The researcher judgments also involved in reviewing the items. The purpose of the external validity at this stage was simply to

know the existing state of the instrument as it supports to gather intended data but not for generalization.

The comments given enabled the researcher to revise questions that are not focused to the research questions. As a result some items were dropped from the first draft of questionnaires. With all these attempts, the researcher able to identify that all the questions endorsed in the questionnaire will found to be useful for the research conducted.

3.6. Data Collection Procedure

Firstly, the sources where the data obtained were identified and then the instruments were selected and designed. Next, to get the intended information from the sources and to discuss confidentially with the samples and participants, the questionnaire and interview guide were translated to Afan Oromo. The translated questionnaire and interview guide were seen by two SNE Teacher Education College instructors, thereafter in-depth interview conducted with target group and the questionnaires were also administered for participants. The questionnaires were administered for the student-teachers before they live the college. The researcher aim to indicate that to what extent school based mentoring was effective in supporting student-teachers in their practicum particularly practice teaching in schools, by using five-point scale, which ranges from strongly agree to strongly disagree. Finally, the collected data from the participants and samples were organized in line with objectives of the research.

3.7. Data Analysis

As indicated earlier, the data for the study were collected by using different types of instruments. Firstly, the quantitative data were collected through questionnaire. The obtained data were organized, processed and then analyzed by using descriptive statistics. In so doing, frequencies, percentages and mean scores were used to summarize respondents' opinions. The qualitative data gathered through interview were also employed to elaborate the quantitative data. The qualitative data that were analyzed by categorizing and interpreting in terms of common themes were transcribed verbatim by using descriptive qualitative approach. The researcher intentionally integrates quantitative and qualitative data by merging rather than keeping them separate to support the quantitative data. This integration consists of combining the quantitative data in the

form of numeric information or quantitative statistical results followed by qualitative data in the form of texts that support or refute the quantitative results. The basic concept is that integration of quantitative and qualitative data maximizes the strengths and minimizes the weaknesses of each type of data.

Finally, based on the discussion of the data presented, the conclusion of the research was drawn and as a result, recommendations indicating what need to be done by the concerned bodies in solving the identified problems were pointed out.

3.8 Ethical Issue

Before collecting the data the researcher provided full information both for the student teachers and interviewees about what the researcher was doing and what their role in the research was, what will happen to the data collected from them and what they are agreeing to do. It was also set out how the researcher kept and disposed the data and how the required confidentiality was ensured. By obtaining the consent of volunteers to participate in the study, the researcher started to collect the data. For the privacy of participants; the researcher assured each participant of anonymity by not identifying their own names and the data would be kept confidential. In addition to this, the researcher informed participants that they had also an opportunity to terminate the interview at any point.

Generally, the above mentioned ethical issues with the samples and participants were very significant to the development of trust and thus to the quality of the research.

CHAPTER FOUR

4. Data Presentation and Analysis

In this part of the study characteristics of the respondents were presented. The data collected through instruments called questionnaire and interview from student teacher and practicum coordinators respectively, were presented with the help of tables and analyzed.

4.1 Background Information of Respondents

The importance of this part is to provide some basic background information about the target participants with the assumption that it might have some kind of relationship with the issue to be assessed. The necessary data was gathered through questionnaire and interviews. One hundred three questionnaires were distributed to student teachers and all were returned. Interview was also employed with some selected the school practicum coordinators. The characteristics (service year, qualification and field of study) of the respondents were summarized in the following table.

Table 1: background information of the respondents

Characteristics		Students focusing SNE		Practicum coordinators
		Composite course Biology Chemistry	+ Composite course Physics +mathematics	
Sex	Male	28	16	
	Female	45	14	
	Total	73	30	
Qualification	Degree	-	-	3
	Degree in SNE	-	-	-
	Diploma	-	-	4
	Diploma in SNE	-	--	1
	Total	-	-	8
Work Experience	0-2 year	-	-	-
	3-5 year	-	-	1
	Above 5 year	-	-	7
	Total			8

Table 1 depict that 73 (70.8%) of the student teachers are focusing SNE and their composite courses are Biology plus chemistry and 30(29.2%) of the student teachers focusing SNE and their composite courses are Physics plus mathematics. The other as it is observed from the table most practicum coordinators have above 5 year experience but no one has SNE profession background, only one participant has 3-5year experience and SNE educational backgrounds.

4.2. Results of the Study

The data gathered from student teachers and practicum coordinators with the aim of getting a clearer picture of the situation Percentage (%), frequency distribution and mean were used to analyze. Furthermore, the qualitative data obtained from interviewees after organized through coding and categorization analyzed verbatim.

Corresponding to the research questions, the responses obtained through questionnaire and interview were grouped into common sets of themes; building rapport with student teachers, support in teaching practice, communication and/or feedback, subject knowledge, practicing and professional support provided in relation to student teachers profession. Thus, the data will be presented and analyzed under the following.

4.2.1. Mentors' skills in mentoring student-teachers

Table 2: responses on mentors' skills of building rapport

N o.	Item	optional scales					Total	Mean	
		1, SD	2, D	3,UD	4, A	5, SA			
		N.	N.	N.	N.	N.			
		(%)	(%)	(%)	(%)	(%)			
Building Rapport with student teachers									
1	The mentor introduced you with students before observation.	5	7	1	22	68	103	4.4	
		4.8%	6.8%	0.97%	21.3%	65.9%	100%		
2	The mentor introduced you with staff.	12	24	7	34	26	103	3.3	
		11.6%	23.3%	6.8%	31.9%	25.2%	100%		
3	Discussion was held with the mentor about his/her role.	13	9	3	41	37	103	3.8	
		12.6%	8.7%	2.9%	39.8%	35.9%	100%		

Note: SD (*Strongly Disagree*)=1, D (*Disagree*)=2, UD (*Undecided*)=3, A (*Agree*)=4, SA (*Strongly Agree*)=5

The table shows the respondents' responses in relation to mentors' building rapport with student teachers; by introducing student teachers with pupils in the class and with the staff, in addition discussion held between them to notify mentor's role.

Regarding to mentor's introduction with learners in the class, in this case 22(21.30%), 68(65.96%) of student teachers respectively answered agree and strongly agree. The mean of all respondents' response is 4.4. This indicates that majority of the respondents about 91.26% have positive responses for the points in this item.

Issue regard to mentors' introduction with staff 34(31.99%) and 26(25.2%) of student teachers respectively responded agree and strongly agree. The mean of all responses is 3.3. Even if some respondents' response indicated disagree and unable to decide the majority of respondents about 57.9% positive responses for the issue raised.

Regarding to discussion held about mentors' role 41(39.8%) and 37(35.9%) of student teachers respectively replied agree and strongly agree and their mean is 3.8. The majority of respondents about 75.7% of them responded that they are strongly agreed and agreed. In this regard, Interviews with practicum coordinators revealed that, almost all participants replied that guide line that indicates role of the mentors and the practicum coordinator was not given, but occasionally trainings were provided for some teachers and teacher-mentors try to share what expected from each of them based on evaluation checklist and their experience.

Table 3: responses on Mentors' skills in terms of support providing

No .	Item	optional scales						
		1, SD	2, D	3,UD	4, A	5, SA	Total	mean
		N.	N.	N.	N.	N.		
		(%)	(%)	(%)	(%)	(%)		
Support in teaching practice								
1	The teacher mentor was volunteer to be observed (before independent teaching for the two weeks).	2	0	1	28	72	103	4.6
		1.9%	0%	0.97%	27.2%	69.8%	100%	
2	The mentor allowed you to reflect what you observed.	6	8	6	35	48	103	4.1
		5.8%	7.8%	5.8%	33.9%	46.6%	100%	
3	The mentor plan cooperatively with you before real teaching.	11	12	9	35	36	103	3.4
		10.7%	11.6%	8.7%	33.9%	34.9%	100%	
4	Taught cooperatively before independent teaching.	23	29	5	20	26	103	3
		22.3%	28.1%	4.9%	19.4%	25.2%	100%	
5	Mentor allowed you both to	26	33	9	19	16	103	2.7
	Observe and to teach cooperatively.	25.2%	32%	8.7%	18.4%	15.5%	100%	
6	You were allowed to teach independently.	0	0	1	22	80	103	4.8
		0%	0%	0.97%	21.3%	77.6%	100%	

Note: SD (Strongly Disagree) =1, D (Disagree) =2, UD (Undecided) =3, A (Agree) =4 , SA (Strongly Agree)=5

Concerning to teacher mentors' voluntariness to be observed before independent teaching (with in the first two weeks). In this case 28(27.2%) and 72(69.8%) of student teachers respectively answered agree and strongly agree. The mean of all respondents' responses is 4.63. The majority

of respondents about 97% responded that agreed and strongly agreed this implies that mentors were willing to give them opportunity to be observed.

In the same table regarding to the mentors' allowing reflecting what student teachers observed. In this case 35(33.9%) and 48(46.6%) of student teachers respectively replied agree and strongly agree and the mean all responses is 4.08. This indicates the majority respondents replied that positive response to the mentioned issue.

In the same table concerning to mentors' planning cooperatively with student teachers before real teaching. In this case 35(33.9%) of student teachers answered agree and 36(34.9%) of student teachers strongly agree, and the mean of all responses mean is 3.4. The majority of respondents about 68.8% supported the idea mentioned.

Regarding to teaching cooperatively before independent teaching 23(22.3%) of student teachers answered strongly disagree and 29(28.13%) of them answered strongly disagree. The majority of respondents about 50.43% replied that they are affirming the idea. The mean is 3.

Focusing on mentors' allowing simultaneously to observe and to teach cooperatively with the student teachers, 26 (25.2%) of student teachers answered strongly disagree and 33(32%) of student teachers disagree. The mean is 2.67. The majority of respondents about 57.2% responded that they are not confirming to support the idea mentioned.

Regard to allowing teaching independently 22(21.3%), 80(77.6%) of student teachers respectively responded agree and strongly agree and there is mean 4.77. The 99% of respondents responded that they are agreed and strongly agreed. It implies during teaching practice of student teachers, mentors' facilitation for the student teachers to teach independently were encouraged.

An interview with participants also show that to support student- teachers SNE professionals also should be available in the schools to support trainees. Collaboration between regular teachers and SNE teachers also needs to give emphasis. The other one is teachers' educational background, experience and interest needs to be considered when assigning teachers as a mentors.

Table 4: Student teachers' perspective in terms of Communication

N o.	Item	optional scales						
		1, SD	2, D	3,UD	4, A	5, SA	Total	Mean
		N.	N.	N.	N.	N.		
		(%)	(%)	(%)	(%)	(%)		
	Communication							
1	Well personal interaction was observed with student teachers.	6	7	1	20	69	103	4.4
		5.8%	6.8%	0.97%	19.4%	68.2%	100%	
2	The mentor provided constructive feedback	6	8	7	24	58	103	4.2
		5.8%	7.8%	6.8%	23.3%	56.2%	100%	
3	Meet with mentee regularly for the discussion.	19	30	10	25	19	103	3
		18.4%	29.1%	9.7%	24.3%	18.4%	100%	
4	The mentor promotes two way communications.	22	32	7	24	18	103	2.8
		21.3%	31%	6.8%	23.3%	17.5%	100%	

Note: SD (Strongly Disagree)=1, D (Disagree)=2, UD (Undecided)=3, A (Agree)=4, SA (Strongly Agree)=5

Regarding the personal interaction observed with student teachers, 20 (19.4%) and 69(68.2%) of student teachers respectively answered agree and strongly agree and their mean is 4.4. This indicates that majority of them confirming the mentioned issue positively.

Regard to the mentors' providing constructive feedback 24(23.3%), 58(56.2%) of student teachers respectively responded agree and strongly agree in their order and their mean is 4.2. This indicates that feedback provided during teaching practice of student teachers agreed by most student teachers as it was constructive.

Focusing on meeting with mentee regularly for the discussion 19(18.4%) and 30(29.1%) of student teachers respectively replied strongly disagree and disagree, and the mean indicated is 3. The majority of respondents responded that they are not affirming and it indicates that regular meeting and discussion were not held between both parties.

In the same table with regard to the mentors promoting two way communications 22(21.3%) and 32(31%) of student teachers respectively responded strongly disagree and disagree in their order and the mean indicated is 2.84. The majority of student teachers responded that they are not positively affirming the issue. 2. To what level teacher-mentors’

4.2.2. Mentors’ Subject knowledge for supporting student-teachers’ professional practice of SNE

Table 5: Student teachers’ responses in terms of Subject knowledge

N o.	Item	optional scales						
		1, SD	2, D	3,UD	4, A	5, SA	Total	Mean
		N.	N.	N.	N.	N.		
		(%)	(%)	(%)	(%)	(%)		
	Subject knowledge and methodology							
1	The mentor has subject knowledge of that he taught.	2	8	8	33	52	103	4.2
		1.9%	7.8%	7.8%	32%	50.4%	100%	
2	The content that taught was adapted for the student with SN.	21	24	23	19	15	103	2.8
		20.4%	23.3%	22.3%	18.4%	14.6%	100%	
3	The mentor was Selecting appropriate learning activities by considering all students.	5	23	10	36	29	103	3.6
		4.9%	22.3%	9.7%	34.9%	28.1%	100%	
4	The mentor used teaching learning strategies that addressing all children’s needs (the students’ diverse needs).	0	14	11	37	41	103	4
		0%	13.6%	10.7%	35.9%	3.98%	100%	

Note: SD (Strongly Disagree)=1,D (Disagree)=2, UD (Undecided)=3,A (Agree)=4,SA (Strongly Agree)=5

Regarding with the mentors’ subject knowledge 33(32%) and 52(50.4%) of student teachers respectively replied agree and strongly agree and the mean indicated is 4.21. The majority of respondents’ responses indicated that they are confirming the issue positively.

Regarding to adaption of the content for the student with SN 21(20.4%) and 24(23.3%) of student teachers respectively responded strongly disagree and disagree, the mean indicated is

2.81. The majority about 43.3% respondents indicate that they are not positively confirming the issue.

In the same table regarding to mentors' Selection of appropriate learning activities by considering all students 36(34.9%) and 29(28.1%) of student teachers respectively replied agree and strongly agree and the indicated mean is 3.6. The majority of respondents about 63% replied that they are positively supporting the idea.

In the same table regarding to mentors' using teaching learning strategies that addressing all children's needs (the students' diverse needs) 37(35.9%) and 41(39.8%) of student teachers respectively replied agree and strongly agree and the showed mean is 4.0. The majority of respondents about 75.7% responded that they are supporting the idea.

4.2.3. Mentoring practices in relating the theory to practice

Table 6: responses on mentors' skills in terms of leading student-teachers for practicing

N o.	Item	optional scales						
		1, SD	2, D	3,UD	4, A	5, SA	Total	Mean
		No.	No.	No.	No.	No.		
		(%)	(%)	(%)	(%)	(%)		
	Creating good conditions for practice							
1	A strong aspiration was observed to help the student-teacher.	0	10	12	34	47	103	4.1
		0%	97%	11.6%	32.9%	45.6%	100%	
2	Motivating student teacher in different stages of practicing.	8	9	12	18	56	103	4
		7.8%	8.7%	11.6%	17.5%	54.3%	100%	
3	Helps student teachers to realize theories through practice.	15	37	8	29	14	103	2.9
		14.5%	35.9%	7.8%	28.1%	13.6%	100%	
4	Mentor used sufficient time for mentoring.	10	14	13	34	32	103	3.6
		9.7%	13.6%	12.6%	32.9%	31%	100%	
5	The mentor was a good model for school placement activities.	13	18	7	34	31	103	3.5
		11.7%	17.5%	6.8%	32.9%	30.1%	100%	

Note: SD (Strongly Disagree)=1,D (Disagree)=2, UD(Undecided)=3,A (Agree)=4,SA (Strongly Agree)=5

In aspiration observed to help the student teacher 34(32.9%) and 47(45.6%) of student teachers respectively replied, agree and strongly agree. The mean of all responses mean 4.1. The majority of respondents responded that they are positively supporting the issue.

Regarding to motivating student teacher in different stages of practicing 18(17.5%) and 56(54.3%) of student teachers respectively responded agree and strongly agree. The mean of the data obtained is 4.0. The majority of respondents' responses about 71.8% indicated that confirming the issue positively.

Regarding to supporting student teachers to realize theories through practice 15(14.5%) and 37(35.9%) of student teachers respectively replied strongly disagree and disagree. the mean indicated is 2.9. The majority of respondents replied that they are not supporting the idea.

Concerning with mentors' using sufficient time for mentoring 34(32.9%) and 32(31.0%) of student teachers respectively responded strongly agree and strongly agree and the mean of the data is 3.62. The Majority of respondents about 63.9% responded that they are positively confirming the issue.

In the same table it is focusing on as the mentors were a good model for school placement activities. In this case 34(32.9%) and 31(30.1%) of student teachers respectively responded agree and strongly agree and the mean indicated is 3.5. The majority of respondents about 63.9% replied that they are asserting the idea by agreeing.

4.2.4. Mentors' support to student-teachers in identifying and addressing students' diversify needs in the classroom

Table 7: professional support from mentors in identifying students with their needs

N o.	Item	1, SD	2, D	3,UD	4, A	5, SA	Total	Mean
		N.	N.	N.	N.	N.		
		(%)	(%)	(%)	(%)	(%)		
	Knowing their students who are							
1	Your mentor informed you that as CWSNE could be available in the regular class.	27	33	15	13	15	103	2.6
		26.2%	32%	14.6%	12.6%	14.6%	100%	
2	The mentor revealed you that as students have individual needs.	18	26	12	27	20	103	3
		17.5%	25.2%	11.6%	26.2%	19.4%	100%	
3	Discussion was held with you how to identify CWSN	33	28	14	19	9	103	2.4
		32%	27.2%	13.6%	18.4%	8.7%	100%	

Note: SD (Strongly Disagree)=1, D (Disagree)=2, UD (Undecided)=3, A (Agree)=4, SA (Strongly Agree)=5

Regarding to mentors' notifying that as CWSNE could be available in the regular class 27(26.2%) and 33(32.0%) of student teachers respectively responded strongly disagree and disagree and the mean of the data is 2.6. It implies that the majority of respondents about 58.2% replied that they are not asserting positively the issue mentioned.

Focusing on mentors' revealing that, as learners have individual needs. 27(26.2%) and 20(19.4%) of student teachers respectively replied agree and strongly agree and the mean indicated is 3.0. The majority of respondents about 45.6% responded that they are positively supporting the idea.

Regarding to discussion held with student teachers how to identify CWSN 33(32.0%) and 28(27.2%) of student teachers respectively responded strongly disagree and disagree and the mean of the data is 2.4. The majority of respondents about 59.2% responded that they are not approving to support the idea.

Table 8: Professional support in planning and supporting students with SN

N o.	Item	1, SD	2, D	3,UD	4, A	5, SA	Total	Mean
		N.	N.	N.	N.	N.		
		(%)	(%)	(%)	(%)	(%)		
	Planning and Support							
1	Mentor has preplanned plan to support students with SN.	31	27	20	15	10	103	2.5
		30.1%	26.2%	19.4%	14.6%	9.7%	100%	
2	Mentor was planning together with you to support CWSN.	25	26	19	20	13	103	2.7
		24.3%	25.2%	18.4%	19.4%	12.6%	100%	
3	CWSN were supported practically in the class in relation to their needs.	29	32	14	15	13	103	2.5
		28.1%	31.%	13.6%	14.6%	12.6%	100%	
4	Mentor support CWSN in part time.	32	29	19	13	10	103	2.4
		31%	28.1%	18.4%	12.6%	9.7%	100%	
5	The teacher mentor has well understanding of CWSN.	27	26	20	20	10	103	2.6
		26.2%	25.2%	19.4%	19.4%	9.7%	100%	

Note: SD (Strongly Disagree)=1, D (Disagree)=2, Un (Undecided)=3, A (Agree)=4, SA (Strongly Agree)=5

Focusing on mentors' preplanned plan to support students with SN, in this case 31(30.1%) and 27(26.2%), of student teachers respectively responded strongly disagree and disagree and the indicated mean is 2.5. The majority's responses indicate that there were no preplanned plans to support children with SN in the class.

In the same table it concerned with mentors planning together with student teachers to support CWSN. In this case 25(24.30%) and 26(25.2%) of student teachers respectively replied strongly disagree and disagree, and the mean of the data is 2.7. It indicates that the majority of respondents about 49.5% replied that they are not agreeing and not positively supporting the idea.

In the same table it concerned regarding to CWSN were supported practically in the class to meet their individual needs. In this case 29(28.1%) and 32(31.0%) of student teachers respectively responded strongly disagree and disagree and the mean indicated is 2.5. Though some responses

indicate that they are agreed many, the majority of respondents are not positively confirming and supporting the idea.

In the same table regarding to mentors' support of CWSN in part time, 32(31.0%) and 29(28.1%) of student teachers respectively responded strongly disagree and disagree. The mean of the data is 2.4. This indicates that the majority of respondents replied as they are not asserting the idea mentioned.

Focusing on the teacher mentors' understanding of CWSN, in this case 27(26.2%) of student teachers replied strongly disagree and 26(25.2%) of student teachers disagree. The mean of the data is 2.6. The majority of respondents replied that they are not positively supporting the idea.

In this regard, an interview with the practicum coordinators show that attempt made to assign mentors for the student teachers, does not show correct match of mentors with student teachers for who seeks support in SNE. Student-teachers simply assigned in to existing class under subject teachers by the college practicum coordinators. This implies that when teachers were assigned as mentor their professional knowledge whether they are qualified in SNE or not did not consider.

Table 9: responses on mentors' support and collaboration for the SNE profession development

No .	Item	1, SD	2, D	3,UD	4, A	5, SA	Total	Mean
		No.	No.	No.	No.	No.		
		(%)	(%)	(%)	(%)	(%)		
	role playing							
1	As you are SNE learner, the support from mentor helped you to develop your profession in SNE.	28	31	20	14	10	103	2.5
		27.2%	30.1%	19.4%	13.6%	9.7%	100%	
2	The mentors were working with others SNE teacher mentors collaboratively.	29	32	12	16	14	103	2.6
		28.1%	31.6%	11.6%	15.5%	13.6%	100%	
3	Promote relationship with others to obtain useful experience.	20	27	14	23	19	103	2.9
		19.4%	26.2%	13.6%	22.3%	18.4%	100%	

Note: SD (Strongly Disagree)=1,D (Disagree)=2, Un (Undecided)=3,A (Agree)=4,SA (Strongly Agree)=5

Focusing on support of mentors as it helps to develop student teachers' profession of SNE. In this case 28(27.2%) and 31(30.1%) of student teachers respectively responded strongly disagree and disagree and the mean indicated is 2.49. This indicates that the majority of respondents replied as they are not certainly supporting the idea.

Regarding on mentors working collaboratively with others teacher-mentors and SNE teachers, in this case 29 (28.1%) and 32(31.6%) of student teachers respectively replied strongly disagree and disagree and the indicated mean is 2.55. The majority of respondents about 59.7% responded that they are not certainly supporting the issue mentioned. In this regard, an interview with the practicum coordinators mentioned that Student teachers were allowed to observe for the first two weeks and then directly to teach in the rest weeks. Many mentor are not SNE professional and do not have well experience to support and to identify CWSN. The available SNE teachers are also very few and it is not familiar in mentoring to do collaboratively with other teacher mentors, so the mentoring practice was not sufficient enough to enhance student-teachers professional knowledge, and they are not benefited. One participant mentioned that as the school is special school and relatively a few numbers of SNE professional are there and the rests are well experienced in teaching CWSN, So that student-teachers were more benefited in their professional practice either from their mentors or from other experienced teachers.

Regarding to Promoting relationship with others to share useful experience 20(19.4%) and 27(26.2%) of student teachers respectively responded strongly disagree and disagree. The mean of the data is 2.94. This indicates that about 45.6 % of respondents indicated that as there was not stimulation from teacher mentors to obtain experience from other teachers.

According to interview report, regarding the issue of collaboration between teachers of SNE and others during mentoring indicated that because of the small numbers of SNE teachers in the mentioned schools and lack of experience they had never seen working together with other teachers in issue of mentoring student-teachers in the school.

4.3. Summary of Major Findings

The study aimed at investigating the effectiveness of school based teacher-mentors' mentoring towards student teachers professional practice at college linkage governmental primary schools.

The data obtained from 103 trainees and 8 practicum coordinators using close-ended items and through semi-structured interview respectively enabling in identifying factors that make mentoring not effective, so the investigated major findings are summarized as the following.

1. Though mentors' skills are important on the teaching practice, there were lacks of organizing activities, mentoring sequentially and regularly supporting student teachers. Most student teachers were simply allowed to observe and directly permitted to teach in the rest weeks. But during practice there needs to be different tasks that make them confident; creating rapport, observing, team teaching, observing and teaching and finally independent teaching. This indicates that lack of experience and well mentoring skills in supporting student teachers is observed.
2. Due to teacher mentors' lack of professional knowledge of SNE student-teachers' practices how to identifying students with special needs and addressing their diversify needs were not practiced as a professional practitioner. As a result the mentoring practice was ineffective in improving student-teachers' professional practice of Special Needs Education.
3. Schools are real situation where student teachers practiced what they learnt in the college. But because of mentor's lack of professional knowledge of SNE student-teachers did not get the opportunity to practice theories that learnt in relation to their field of study. As a result the mentoring practice was not effective in improving and building student-teachers' professional practice of Special Needs Education in practicing theories practically in the real situations.
4. Regarding to supporting student-teachers' professional practice in the schools, sharing experience in mentoring and working together between regular teachers and available SNE teachers in the schools were not observed. But teaching should be a collaborative work not only ones activity.

CHAPTER FIVE

5. DISCUSSION, CONCLUSION AND RECOMMENDATION

The final part of this thesis deals with discussion, conclusions and the recommendations forwarded on the basis of the findings which the researcher assumed to be operational.

5.1 Discussions

5.1.1 Mentors' skills to support in different phases of practicing

5.1.1.1 Mentors' Skills of Building Rapport

An attempt has been made in this study to assess the views of the respondents regard to mentor's introducing student-teachers with pupils in the class, in this case the majority of respondents about the 65.9% responded strongly agree for the points in this item. Therefore, from this point of view the researcher understood that there are good enactments in order to building relation with students. Co-operating teachers should introduce the student teacher to: the pupils and their needs and attainments; the classroom; the plan of work for that class; class rules and procedures; and, the roles of other staff directly involved with the pupils in the class (McDonald, 2004).

Regarding to mentors' introduction of mentees with staff, even if some respondents answered disagree and unable to decide, the majority of the respondents 31.99% percent responded agree and 25.2% strongly agree. It can be recognized that many mentors introduce student teachers with the staff the researcher also agreed with the issue, on the other hand others responses indicated that as it needs to create and develop awareness in the schools in order to have common understanding of teaching is collaborative work. Teacher-mentors should work collaboratively with the student teacher, the tutors and the school principal, and all are important McIntyn cited in (Ertembo, 2006).

Regarding to holding discussion about mentors' role, from the total number of respondents the majority responded 39.8% and 35.9% respectively that they are agreed and strongly agreed. This indicates that though some respondents answered disagree and unable to decide the majorities answer showed as mentors introduced their role of mentoring. In this regard, Interviews with practicum coordinators revealed that, almost all participants replied that guide line that indicates

role of the mentors and the practicum coordinator was not given, but occasionally trainings were provided for some teachers and teacher-mentors try to share what expected from each of them based on evaluation checklist and their experience. The researcher also understood that discussion took place with mentees about their role is an important in mentoring practice.

5.1.1.2 Mentors' support in practice teaching

Practice teaching conducted in the schools for six weeks devoted to observation of experienced teachers, team teaching, observing and simultaneously teaching and devoted to actual teaching.

In context of teacher mentors' voluntariness to be observed by student teachers with in the first two weeks of teaching practice, an attempt has been made to assess the views of the respondents and the majority of them about 27.2% responded agreed and 69.8% strongly agree. This implies that almost all student teacher were observing mentors assigned for them. Based on this the researcher understood that it is possible to say in the practicum mentors' voluntariness give them opportunity to learn from them. According to MOE(2003), Student-teachers should go out to schools and conduct specific tasks such as observing experienced teachers, classrooms, and the total school environment, studying pupils, and practicing the various skills needed by regular teachers such as lesson planning, teaching specific subjects. Concordia University (2013) also mentioned the student teacher will observe the mentor teacher in action as they model ideal teaching skills and practices.

In the case of permitting to student teachers to reflect what they observed, the majority of respondents about 33.9% and 46.6% respectively replied that they are agreed and strongly agreed. This implies that mentors gave student teachers opportunity to reflect their idea. Therefore it is possible to say that school based mentoring provide them accesses to share experience gained during teaching practice. The researcher also found it as it is appreciable practice to make student teachers more self-confident. Teacher-mentors should encourage the student teacher to seek advice and support where necessary, and support and facilitate the student teacher in: planning; critical reflection on his/her practices (McDonald, 2004).

Regarding the issue of planning cooperatively with student teachers to support CWSN, the majority of respondents about 35% and 36% respectively answered that they are agreed and strongly agreed. This implies that the most respondents acknowledged mentors' support in

planning together with their mentees. Therefore the researcher found that student teachers planning cooperatively with the mentors resulted in learning one from another. Concordia University (2013) mentioned the mentor teacher and the student teacher will plan and co-teach lessons on a cooperative basis.

Regarding to teaching cooperatively before independent teaching the majority of respondents about 28.13% and 22.3% respectively replied that they are disagreed and strongly disagreed. The respondents view implies though teaching cooperatively was important, student-teachers were not supported effectively by the mentors to make them self-confident. The researcher also understood that student-teachers lack skills that more helping them for independent teaching. Concordia University (2013) mentioned the mentor teacher and the student teacher will plan and co-teach lessons on a cooperative basis. This kind of team teaching experience helps providing opportunities for the student teacher to observe and exercise the teaching process, as well as ask questions along the way.

On practicing simultaneously observing and teaching cooperatively with the student teachers the majority of respondents 25.2% and 32% respectively replied that they are disagreed and strongly disagreed. As the researcher understanding support for student-teachers was an essential component of the practicum program; however, report from the respondent indicated that their teacher mentors failed allowing them meanwhile observing and teaching cooperatively. They are practitioners not expert, they are new to the school and to the environment, school teachers should gave support to practice effectively and better understand teaching. The description above clearly indicated that there was no meaningful support given to them from the subject teacher. Concordia University (2013) stated the mentor teacher will review lesson plans and observe the student teacher's methods and instruction style. The mentor teacher will hold regular meetings with the student teacher following the teaching sessions, providing both feedback and support.

Regarding to teaching independently the 99% of respondents replied that they are agreed and strongly agreed. It implies during the teaching practice of student-teachers, mentors' facilitation for the student-teachers teaching independently was supported positively. The researcher understood the last four weeks are devoted to actual teaching and in these weeks trainees are observed, supported and evaluated by the school teachers and tutors. Teaching independently

enables the trainees to practice planning the lesson appropriately, organizing the contents of the subject teaching in logical order, and how to communicate ideas, concepts to others in the way that others could understand.

As the student teacher's competence develops, the co-operating teacher should allow him or her to teach more independently (McDonald, 2004). The student teacher is ready to teach on an independent basis while continually gaining more confidence and autonomy and pupils start to depend more and more on the student-teachers and not just the mentor during this phase (Concordia University, 2013).

5.1.1.3 Mentors' Communication Skills

Regarding the personal interaction observed with student-teachers that majority of respondents' answers about 19.4 % and 58.2% respectively indicate agree and strongly agree. This implies that as there were good relation between mentors and mentees. Pitton, cited in Beutel, D. & Spooner-Lane, R. (2006) stated mentoring is a more intricate, long-term, one-on-one relationship that goes well beyond simply providing information. Hinchliff (2009) mentioned as relationship between individual that develops over time between a graduate student and a teacher mentor and that includes both caring and guidance.

Regard to the mentors' providing constructive feedback, the majority of respondents 23.3% and 56.2% of them respectively indicated that agree and strongly agree. The researcher understood the responses from student-teachers indicate that feedback provided during the teaching practice agreed by most student teachers as it was constructive. Ibrahim, H., Ali. H. & Al-Adawi1, H. A.2 (2013) mentioned feedback enables student teachers to know their strengths and weaknesses by engaging in a dialogue with their mentors or supervisors.

Focusing on meeting with mentee regularly for the discussion, the majority of respondents about 29.1% responded that they are disagreed and it indicates that regular meeting and discussion were not held between both parties. The researcher understood teaching practice though providing constructive feedback has contribution in student teachers practicing, teacher mentors be able to share experiences, should have continual conversation not to be an activity only for evaluation. Concordia University (2013) mentioned provide oral and written feedback regularly on their classroom presence as it is strategy of mentoring.

Regarding to promoting two way communications, the majority of student-teachers about 21.3% and 31% responded that strongly disagree and disagree. The responses from samples indicate for exchanging idea between teachers mentor and student-teachers was not given emphasis, though it was an important issue. But the researcher thinks that a positive, professional, collaborative relationship and open and frank communication between mentors and student teacher is very crucial for the development of professional practice of student teachers. Just being a good listener, being approachable and friendly, being well organized and a good manager in a class what is expected from experienced teacher. Solomon (2013) mentioned mentoring can be seen as comprising an important duality; it is both a relationship and a process. In addition McDonald (2004) mentioned co-operating teachers should encourage the student teacher to seek advice and support where necessary, and support and facilitate the student teacher in critical reflection on his/her practice.

5.1.2. Mentors' Subject knowledge for student-teachers' professional practice of SNE

Regarding with the mentors' subject knowledge, the majority of respondents replied that they are strongly agreed, this indicates the subject knowledge of mentors had were acknowledged by the majority of the respondents on the other hand from response of very few of respondent it is dedicated that updating mentors subject matter knowledge is important. The researcher also supported the idea. MOE (2012) stated knowledge of the subject to be taught, of the skills to be taught, of the skills to be developed, and of the curricular arrangements and materials that organize and embody that content, knowledge of general and subject-specific methods for teaching and for evaluating students learning the fundamental prerequisites for proficient teaching.

In relation to adapting the content for the students with SN, though many respondents replied as they are agreed, relatively the majority of respondents' responses about 23.3% indicate that they are not disagreed. This implies that while teaching pupils in the class adapting the content based on their individual needs should be issue that needs consideration. The researcher's idea is also emphasis that adapting content for CWSN is an important issue to address their diverse needs. MOE (2006) indicated that education of students with special needs in a way that addresses the students' individual differences and needs involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials. Tirussew

(2005) mentioned that to address and respond to the diversity of needs of all learners it involves changes and modifications in content, approaches, structure and strategies to respond to diversity needs.

In terms of selecting appropriate learning activities, the majority of respondents 34.9% of them agreed and 28.1% of respondents strongly agreed. This indicates that to meet the diverse needs of children with special needs mentors' selection of learning activities were acknowledged. The researcher understood from the responses that teachers are not SNE educator but do this simply from their experience not by identifying CWSN and considering their needs. In addition responses given from others by disagree the idea implied that as selecting appropriate learning activities needs consideration. McDonald (2004) mentioned Co-operating teachers should encourage the student teacher to use of a variety of teaching methodologies.

Regarding mentors' using teaching learning strategies that addressing all children's needs (the students' diverse needs), the majority of respondents 35.9% strongly agreed and 39.8% agreed. This indicates that teacher mentors emphasizing in using teaching learning strategies that addressing all students' needs. In addition the others responses also indicate that as it needs to do more to make CWSN more benefited.

5.1.3. Mentors' skills for practicing theories

In aspiration observed to help the student teacher, the majority of respondents about 32.9% and 45.6% respectively are agreed and strongly agreed. Therefore, from this point of view the researcher understood that there are strong aspiration and good performances of teacher mentors in order to help student teachers. The researcher think that for student-teachers practicing teachers' willingness are important and that is observed from them. Hinchliff (2009), explained that mentor may draw upon the skills of coaching, teaching and counseling to build up the capacity of the mentee, to help them discover their own wisdom and to encourage the student to develop their own goals by forming a close working relationship.

In motivating student-teacher in different stages of practicing, the majority of respondents about 54.3% answered that strongly agree. Therefore, from this point of view the researcher understood that though a few respondents disagreed on the issue there was motivation from the mentors.

MOE (2010b) also mentioned offering support and encouragement is what is expected from mentors.

Regarding to supporting student teachers to realize theories through practice, the majority of respondents about 14.5% and 35.9% respectively responded they are strongly disagree and disagree. Providing opportunity to observe and to teach by itself is not enough to practice. The responses indicate that as they are not supported by experienced teachers. As the student teachers are special needs education learners they expect to learn from their mentors and to practice in real situation but this one is not supported by mentors, as a result they did not get opportunity in practicing theories that learnt in relation to their field of study. Practicum is an activity in which student-teachers are expected to integrate educational theory and knowledge with the practical realities of the classroom (Fekede, 2009). Practice teaching is a compulsory item of all teachers training program and attempts to bring theory and practice together (MOE, 2007). The true potential of the school based element will not be realized until student teachers are enabled to gain access to the craft-based knowledge of experienced teachers (Hagger and McIntyre cited in Pat Ashbyl, et al. ,2008).

In terms of mentors' using sufficient time for mentoring, the majority of respondents about 32.9% and 31% respectively responded agree and strongly agree. Therefore, from this point of view researcher understood that mentors were using sufficient time to support student teachers. As Kragler and Nierenberg cited in Fekede (2009) stated that field experiences need to provide time for pre-service teachers to integrate theory into practice, to reflect on lessons taught, to receive meaningful feedback and to engage dialogue with others regarding their beliefs and experiences.

Regarding to as the mentors were a good model for school placement activities, in this case the majority of respondents about 32.9% and 30.1% respectively replied agree and strongly agree and it indicates mentors were a good role model. The researcher understood that being a good model to support and in facilitating them to practice is what expected from the mentors and it is basic characteristics of mentors. Gerretzen (2012) mentioned mentoring is a process, in which a more skilled person, serving as a role model, teaches, sponsors, encourages, counsels and

befriends a less skilled or less experienced person for the purpose of promoting the latter's professional development

5.1.4. Mentors' Support for the Identification and Support of CWSN

5.1.4.1. Support provided how to Identifying Students based on Individual Needs

Regarding to mentors' notification as CWSNE could be available in the regular class, the majority of respondents about 26.2% replied strongly disagree and 32% disagree. From this it can be deduced that teacher mentors have lack of professional knowledge in SNE to consider CWSN in the class. UNESCO (2005) mentioned the estimated proportion of children with special needs out of all schooling children is 10-20%.

In the case of mentors' revealing that as learners have individual needs, the majority of respondents about 26.2% responded that they are agreed, on the other hand many respondents also replied disagree and strongly disagree. This indicates that to have well understanding of pupils' individual needs it needs to give emphasis and collaboratively working with others SNE teachers. MOE (2012), mentioned teachers know their students well, including their diverse linguistic, cultural and religious backgrounds and how to structure their lessons to meet the physical, social and intellectual development and characteristics of their students.

Regarding to discussion held with student teachers how to identifying CWSN, the majority of respondents about 32% responded strongly disagree and 27.2% disagree. Thus, it is possible to say that teacher mentors lack knowledge or skills how to identifying CWSN and discussion was not held. Fransua (2001) stated that student-teachers need to acquire new knowledge and experiences from school practice.

5.1.4.2 Support Provided for Planning and Supporting Students with SN

Issues regarding to mentors' preplanned plan to support students with SN, in this case the majority of them about 30.1% are strongly disagreed and 19.4 disagreed this indicates that there were no preplanned plan to support children with SN in the class.

Concerning with mentors planning together with student teachers to support CWSN, in this case the majority of respondents about 30.1% responded that as they are disagreed. This indicates that as mentors were not planning together with student teachers. UNESCO (2001a) declared that every child is an individual. Hence teachers need to bear in mind individual children's needs when planning their lesson.

Issues related to supporting CWSN practically in the class to meet their individual needs, in this case though some responses indicated that they are agreed many respondents about 28.1% of them strongly disagreed and 31% disagreed. This implies that individual needs of learners in the class were not much considered to support. Tirussew (2005) mentioned that Inclusive education is a process of addressing and responding to the diversity of needs of all learners.

Issue regarding to mentors' support of CWSN in part time, the majority of respondents 31% replied as they are strongly disagreed, and it implies CWSN were not supported in part time. Children with disabilities enrolled in regular schools and these children needs to be identified and supported based on their individual needs (MOE, 2006)

Issues focusing on the teacher mentors' understanding of CWSN, the majority of respondents 26.2% replied that they are strongly disagreed and it implies that mentors were not having well understanding of CWSN.

In this regard, an interview with the practicum coordinators show that attempt made to assign mentors for the student teachers, does not show correct match of mentors with student teachers for who seeks support in SNE. Student-teachers simply assigned in to existing class under subject teachers by the college practicum coordinators. This implies that when teachers were assigned as mentor their professional knowledge whether they are qualified in SNE or not did not consider.

5.1.4.3. Mentors' Support and Collaboration for the Development of SNE profession

Teacher mentor is not only committed to the teaching profession but also an articulate upholder of that profession. They have a central role in building and maintaining teaching as a high status profession. It is about showing a passion and love of teaching.

Focusing on mentors' support as it helps to develop student teachers' profession of SNE, in this case report from the respondent indicated that the majority of the respondents about 27.2% replied strongly disagree and 30.1% disagree. So it is possible to say the student teachers did not get proper support from the school teachers and the support from mentors were not sufficient for student teachers profession development. Harris and Sass; Mpokosa and Ndaruhutse cited in Workneh and Tassew (2013) revealed that the availability of well-trained teachers, through pre-service teacher training is central to improving the quality of education.

Regarding to mentors working collaboratively with others teacher-mentors and SNE teachers, the majority of respondents 38.1% responded strongly disagreed and 31.6% of them disagreed. Supporting student teachers is not only one's activity but it indicates that as mentors were not collaboratively working with available SNE teachers and with other regular teachers. Solomon (2013) stated Practicum is the experience of working collaboratively with a mentor in field settings or in-school placements that are supported by tutors and school/community partnerships. Verghese (2004) mentioned that the education of teachers today is truly a cooperative enterprise school officials, classroom teachers, college instructors and students; all working hand in hand.

In this regard, an interview with the practicum coordinators mentioned that Student teachers were allowed to observe for the first two weeks and then directly to teach in the rest weeks. Many mentor are not SNE professional and do not have well experience to support and to identify CWSN. The available SNE teachers are also very few and it is not familiar in mentoring to do collaboratively with other teacher mentors, so the mentoring practice was not sufficient enough to enhance student-teachers professional knowledge, and they are not benefited. One participant mentioned that as the school is special school and relatively a few numbers of SNE professional are there and the rests are well experienced in teaching CWSN, So that student-teachers were more benefited in their professional practice either from their mentors or from other experienced teachers.

Regarding to promoting relationship with others to share useful experience about 26.2% disagree and 19.4% replied strongly disagree. This indicates that there was not stimulation from teacher mentors to obtain experience from other teachers. To be more effective in mentors should have

strong interpersonal skills, be integrated with school communities, collaborate closely with experienced teachers. UNESCO (2001) teachers should not be expected to work the teaching only on their own selves. MOE (2012) stated qualified and committed teachers are essential and the single most important in-school factor influencing student achievement. Effective teachers can be a source of inspiration and, equally importantly, provide a dependable and consistent influence on young people.

According to interview report, regarding the issue of collaboration between teachers of SNE and others during mentoring, because of the small numbers of SNE teachers in the mentioned schools and lack of experience they had never seen working together with other teachers in issue of mentoring student-teachers in the school.

5.2 Conclusion

Bringing a change in any existing system is not a simple task as is the case with the teacher education that needs a lot of effort and patience. Based on the findings presumed from the study the following conclusions were drawn.

- In the linkage schools teacher mentors' mentoring skill lead them to be successful in making student teachers effective in their teaching practice. Teacher mentors need to keep up-to-date in terms of professional knowledge and mentoring skills. Though mentors' skills had contribution on the teaching practice, there was deficiency in organizing activities, mentoring sequentially and regularly supporting student teachers. Most student teachers were simply exposed to observe for a few periods and directly permitted to teach in the rest weeks. But during practice there needs to be different tasks that make them confident; creating rapport, observing, team teaching, observing and teaching and finally independent teaching. This indicates that mentoring practice was ineffective in supporting student teachers because of mentors' lack of well mentoring skills. An interview with participants also strengthened the school teachers needs to update their mentoring skills through sharing experience and training

- The school-based mentor and teacher tutor are influential on student teachers undergoing pre-service training. Effective mentoring is good for mentors, good for students, and good for the discipline. Teacher mentors should acquire the necessary knowledge and skills and a positive attitude towards student teachers profession to play an effective role in mentoring student teacher. But there were a lack of professional knowledge of SNE and lack of SNE professionals that resulted in not to be effective on student-teachers' professional skills enhancement.
- The teacher mentors' lack of professional knowledge in SNE resulted in student teachers not to get support how to identifying and supporting children with special needs in the real situation. This was bring about not to implement theory to practice. This implies that the mentoring practice was not effective to help the student teachers to relate theories in their field of study to practice in real situation. An interview with participants also emphasizing SNE professionals also should be available in the schools to support trainees. Collaboration between regular teachers and SNE teachers also needs to give emphasis.
- However some student teachers got the opportunity to practice in special school for the blind and very few student teachers were assigned by chance under SNE educator, most student teachers were not assigned in the class/the school where special needs education educator (teachers) available. On the other hand it was observed mentors not stimulated to work collaboratively with available special needs education teachers in the schools. Student teachers not to be assigned under SNE professionals and mentors not to work collaboratively with others resulted in lacking professional practice and ineffectiveness in identifying and supporting children with SN.

5.3 Recommendations

The professional competence of the trainees has to be enriched through practical experiences in the real situation. To improve the quality of training and make student teachers benefited from school based mentoring various steps must be taken. Based on the findings and conclusion, the following recommendations have been forwarded.

Possible Solutions for the Teacher Education College

- To play an effective role in the practicum program, it is also essential that teacher mentors acquire the necessary mentoring knowledge and skills and a positive attitude towards their role as partners in teacher education. Training for teacher mentors is very crucial and the college has part in teachers' professional development. Therefore it would be appropriate to establish a system of training updating, and upgrading mechanism to raise mentors' efficiency. So that they can contribute to the success of the program and create quality professionals.
- It is recommended that the focusing areas of the student teachers should not be missed during school placement. Before the students teachers go out for the practical teaching to the hosting schools consider where they need to be assign, how they can be supported and it is also important to take in to account the schools' in taking capacity of trainees.
- It would be advisable to assign student teachers in the class/the school where special needs education educator (teachers) are available. Whereas it is also advisable make mentors collaboratively working with other special needs education teachers to enhance student teachers knowledge in their focusing area.
- Where there are no SNE teachers it would be advisable facilitating to support student teachers and teacher mentors either from itinerant teacher in cluster schools or SNE tutors to enhance student teachers professional practice in the schools placements.

For the Schools

- It would be advisable the schools should facilitates to keep up-to-date teacher mentors' professional knowledge, mentoring skills, and using resources in order to be successful and effective in their mentoring practices.
- Mentors need to go beyond their traditional role and engage more fully in the professional development of student teachers. It would be advisable the schools should working hardly in collaboration with college in providing continuous training for teacher mentors professional development.
- More effective selection of teachers who are potentially good mentors need to be done with their wishes. Carefully matching mentors and student teachers to enhance opportunities to learn idea of practicing, professional knowledge and how to addressing diversified needs of students.
- It would be suggested to participate collaboratively working with college in assigning mentors for student teachers in the class where special needs education educator (teachers) are available on the other hand it is also advisable to strengthen spirit of collaboratively working with special needs educator.

For the Mentors

In seeking to facilitate student-teachers' learning, effective mentors would fulfill the following:

- Mentors should encourage the student-teachers to seek advice and support where they need. The support provided could be in planning, reflecting his/her practice, in using variety of teaching methodologies and others. It is also suggested before student teachers are allowed to instruct pupils they have been observed by the mentor, they have shown ability to instruct students in a meaningful and effective manner, gradually assumed responsibility for the instructional activities.

- It would be advisable for the teacher mentors' updating in terms of professional knowledge, subject knowledge and using resources in order to be successful and effective. It is also advisable updating skills of mentoring.
- For mentoring students-teachers in supporting and discussing with them it is very important to be available.
- It would be advisable encouraging regular discussion with student teachers. Links between teacher mentors and student teachers will be a cause for the quality and success of the practicum.
- To provide opportunities and assistance for student teachers to review and learn both from their own and others' teaching experiences it would be suggested that collaboratively working with existing special needs education educator (teachers) in the schools and SNE tutors.

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Appendix A

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF SPECIAL NEEDS EDUCATION

Questionnaire

Questionnaire to be filled by **student teachers** (graduating students)

Dear respondents;

The questionnaire is designed for the student-teachers who went out to Schools for the practicum IV from Sebeta SNETEC. Its purpose is to gather data for the research conducted on effectiveness of teachers' mentoring practices on student- teachers' professional practice. In this regard, the data collected will provide the desired information for the research going to be conducted. Your answers will be confidential, so you are kindly requested to fill the questionnaire honestly.

NB:-

- No need of writing your name.
- The assessment focuses on 2007E.C. 2nd Semester mentoring practices towards student-teacher practicum.
- Mark your responses by putting “√ ” mark in space provided.

Thank You in advance for your cooperation and assistance

Part I: Background Information of Student-teachers

1. Sex: Male_____ Female_____
2. Your program: Regular _____ Evening_____ Summer _____
3. Focusing area _____

Composite Course: indicate by ticking (√)

Maths and Physics_____

Biology and Chemistry_____

Subject you taught_____

- 4, how long Have you stayed in the school for practicum experiences?

Pre-independent teaching _____weeks, for independent teaching _____weeks

- 5, Schools where you assigned: A, Regular _____ Grade 1-4 _____ Grade 5-8 _____

B, Special schools _____ Grade 1-4 _____ Grade 5-8_____

- 6, did the mentor introduce about his/her educational background? Yes ____ No ____

If 'Yes' fill the following. his/her Level: Degree _____ Diploma _____ Certificate_____

Is her/his field SNE? Yes_____ No_____

Part II, Mentoring process

Instruction: For the following questions indicate your feeling by ticking (✓) from the given rating scales.

1, Strongly Disagree (SD) 2, Disagree (D) 3, Undecided (UD) 4, Agree(A)

5, Strongly Agree (SA)

No.	Mentors' mentoring practice.	1, SD	2, D	3, UD	4, A	5, SA
	Building Rapport with student teachers					
1	The mentor introduced you with students before observation.					
2	The mentor introduced you with other staff.					
3	Discussion was held with the mentor about his/her role.					
	Mentoring in different stage of teaching practice					
4	The teacher mentor allowed you to observe him/her (before independent teaching).					
5	The mentor allowed you to reflect what you observed.					
6	The mentor plan cooperatively with you before real teaching.					
7	Taught cooperatively before independent teaching.					
8	Simultaneously you observed and taught cooperatively.					
9	You were allowed to teach independently.					
	Communication					
10	Well personal interaction was observed from teacher mentor.					
11	The mentor provided constructive feedback					
12	Met with mentee regularly for the discussion.					
13	The mentor promoted two way communications.					
	Subject knowledge and methodology					
14	The mentor had subject knowledge of that he taught.					
15	The content was adapted for the student with SN.					
16	The mentor was Selecting appropriate learning activities by considering all students.					
17	The mentor used teaching learning strategies that addressing all children's needs (the students' diverse needs).					
	Support in relating theory to practice					
18	A strong aspiration was observed to help the student teacher.					
19	Motivating student teacher in different stages of practicing.					
20	Mentor helped student teachers to realize theories through practice.					
21	Mentor used sufficient time for mentoring.					
22	The mentor was a good model for school placement activities.					

Part III: The questions in the table are used to have an idea on effectiveness of mentoring on student-teachers' skills and knowledge. So indicate your notions for the given questions by ticking (✓) from the rating scales.

1, Strongly Disagree (SD) 2, Disagree (D) 3, Undecided (UD) 4, Agree (A)

5, Strongly Agree (SA)

No.	Mentors' professional support in relation to student-teachers' filled of study (SNE)	1, SD	2, D	3, UD	4, A	5, SA
Knowing their students who are						
1	Your mentor notified you that as CWSNE could be available in the regular class.					
2	The mentor revealed you that as students have individual needs.					
3	Discussion was held with you how to identify CWSN					
Planning and Support						
4	Mentor had preplanned plan to support students with SN.					
5	The mentor was planning together with you to support CWSN.					
6	CWSN were supported practically in the class to meet their needs.					
7	Mentor supported CWSN in part time.					
8	The teacher mentor had well understanding of CWSN.					
Collaboration for the profession						
9	As you are SNE learner, the support from mentor helped you to develop your profession of SNE.					
10	The mentor worked with others teacher-mentors qualified in SNE collaboratively for your professional development.					
11	The mentor promoted relationship with others to obtain useful experience.					

Appendix B

Yuniivarsiitii Finfinneetti

Kolleejjii Barnootaa fi Qo'annoo Amalaa

Muummee Barnoota Fedhii Addaa

Gaaffiilee Barreeffamaa

Gaaffiilee barreeffamaa kaadhimamaa barsiisaatiin guutamu.

Kabajamoo kaadhimamaa;

Gaaffiileen kun kaadhimamtoota barsiisotaa m/barumsaa tti shaakala irra warra turaniif kan qophaa'e yoo ta'u kaayyoon isaas Kaadhimamtootnii piraaktikamii shaakala barsiisuutiif KBBFA sabbataa irraa bahaan ogummaa BFA itti leenji'an irratti gochii meentorii (mentoring practices) milka'ina qabu sakkatta'uuf qo'annoo gaggeeffamuuf ragaalee sassaabu dha.

Haaluma kanaan daataan sassaabamuu milka'ina gochaa meentorii m/b keessaa sirriitti hubachuuf gargaara. Deebiin gaaffilee kanaaf kennamuus qo'annoo kanaaf qofa kan olan yoo ta'u amanta guutuu ta'een deebii keessan akka guuttan kabajaan gaafatamtu.

Yaadachiisa

- Maqaa barreessuun hin barbaachisuu
- Gaaffiileen kan xiyyeeffatan milkaa'ina adeemsa gorsaa (mentoring practice) bara 2007ALI Piraaktikamii shaakala barsiisuu samisteera 2ffaa irratti .
- Deebii kee mallattoo “√” kaa'uun agarsiisi.
Hirmannaa fi deeggarsa keetiif galata guddaa !

Kutaa I : Odeeffannoo waliigalaa Kaadhimamaa Barsiisaa

1. Saala: Dhiira _____ Dubara _____

2. Sagantaa: Idilee _____ galgalaa _____ gannaa _____

3. Xiyyeeffanaan barnootaa BFA

Xiyyeeffannaa Keeti irratti dabalataan kennamu.(Composite courses)

Herragaa fi Fiiziksii _____

Baayoolojii fi keemistirii _____

4. Shaakla barsiisuutiif turtii M/barumsaatti

Barsiisuun dura torbee _____ barsiisuuf torbee _____ Wal. _____

5. M/barumsaa itti ramadamtte: Idilee _____ Kutaa 1-4 _____ kutaa 5-8 _____

M/barumsaa addaa _____ Kutaa 1-4 _____ kutaa 5-8 _____

gosa barnootaa itti ramadamte _____

3. Meentooriin waa'ee barnoota isaa odeeffannoo si kenneera? Eeyye _____ Lakkii _____

“Eeyye” taanaan Isa ittiaanuu guuti.

Sadarkaan isaa Diigrii _____ Dipplomaa _____ Sartafikeeta _____

Goostii barnoota isaa BFA dha? Eeyyee _____ Lakkii _____

Kutaa II. Adeemsa Gorsaa

Qajeelfama: Gaafilee kanaa gadi jiraniif yaada kee madaaltoo 1-5 caqafaman keessaa kan filattee tiikii gochuun mul'isi.

- 1, Baay'ee itti walhingalu 2, walhingalu 3, Hin murteesine
4, Waliingala 5, Baay'ee Waliigala

Lak	Gocha/Adeemsa meentoorii	1, SD	2, D	3, UD	4, A	5, SA
1	Walittii dhuufeenya dursaa uumuu Meentooriin daawwannaan dura barattoota waliin wal si barsiiseera.					
2	Barsiisota kan biiroo waliin wal si barsiiseera.					
3	Gahee meentoorii ilaalchise isa walii mariin tassifamera.					
4	Gorsaa fi deeggarsa Shaakala adda addaa keessatti Of danda'anii barsiisuun dura meentoriin kee daawwatamuuf eeyyameera.					
5	Waan daawwannaan argatte yaada kee ibsachuuf mentoorii keetiin carraan si kennameera.					
6	Of danda'anii barsiisuun dura waliin karoofatameera.					
7	Of danda'uun dura waliin barsiistaniitu (team teaching).					
8	Barsiisaa kanuma faana meentoorii kee daawwateeta(teaching and observing).					
9	meentooriin kee of danda'anii barsiisuuf si gechiseera.					
10	Walqunnamtii Meentooriin kee walitti dhufeenya gaarii ni mul'isaa ture.					
11	Meentooriin duubdeebii ijaarsaa ni kenna ture.					
12	Meentooriin haala walitti fufinsa qabuun mariif barataa barsiisaa waliin wal argaa ture.					
13	Meentooriin walitti dhufeenya kallatti lamaa(two way) carraa ni kenna.					
14	Beekumsa qabiyyee fi mala barsiisuu Meentooriin gosa barnootaa barsiisuurratti beekumsa gahaa ni qaba.					
15	Barattoota FA tiif madaqiin qabiyyeen (adaptation) ni godhama.					
16	Barattoota hundaaf xiyyeeffannaa kennuun gochaalee (learning Activities) sirrii ta'aan ni fayyadama.					
17	Malleen baruu barsiisuu fedha barataa jiddugaleeffate fayyadama.					
18	Gahee ofii bahaachuu Barataa Barsiisaa gargaaruuf fedha gudaatu mul'ata ture.					
19	meentooriin shaakala adda addaa irratti kaadhimamaa barsiisaa jajjabeessa.					
20	Meentooriin Yaad-hiddamaa(theory) gochaalleen dugoomsuuf barataa barsiisaa gargaaraa ture.					
21	Meentooriin gorsaaf yeroo gahaa fayyadamaa ture.					
22	Meentooriin shaakala mana barumsaatiif fakkaatti gaarii ture.					

Kutaa III: Meentooriin deggarsa kennaa tureen ogummaa fi beekumsa kaadhimamaa barsiisaa BFA tiif milka'inna qabu ilaaluuf gaafilee dhiyaataniif yaada kee madaaltoo 1-5 kennaman keessaa isa filatte tiikii(√)gochuun agarsiisi..

- 1, Baay'ee itti walhingalu 2, walhingalu 3, Hin murteesine
4, Waliingala 5, Baay'ee. waliigala

N o.	Deeggarsa ogummaa meentoorii gosa barnootaa barataa barsiisaan qo'atuutiif (SNE) kenname	1, SD	2, D	3, UD	4, A	5, SA
Enyuummaa barttoota ofii beekuu						
1	Barattootni FA qaban daree idilee keessatti akka jirachuu danda'an meentooriin kee si hubachiseera.					
2	Barattootni fedhii dhuunfaa akka qabaachuu danda'aan meentooriin kee si hubachiseera.					
3	Daa'imman fedhii addaa qaban haala adda baasuun itti danda'amu waliin mari'atameera.					
Karoora fi Deggarsa						
4	Barattoota FA qaban kana gargaaruuf meentooriin karoora dursaan karoorfame ni qaba.					
5	Daa'imman FA qaban kana gargaaruuf waliin karoorfameera.					
6	Daa'imman FA qaban fedha isaani guutuuf daree keessatti qabatamaan gochaaleetiin ni deggaramu					
7	Meentooriin daa'imman FA qaban yeroo dabalataatiin ni gargaara ture.					
8	Meentooriin waa'ee daa'imman fedhii addaa qaban hubannaa gaarii ni qaba.					
Guddina ogummaatiif walgargaarsa ture						
9	BFA barachaa akkuma jirtuutti deeggarsa karaa meentooriitin si kenname ogummaa BFA gabbifachuu barbaadduuf si gargaareera.					
10	Guddina ogummaa keetiif Meentooriin kee barsisota BFA M/B keessatti argaman waliin walgargaarsaan hojjechaa ture.					
11	muuxannoo faayidaa qabeessa ta'ee argachuuf meentooriin kee Walitti dhufeenya qaamoolee biroo waliin hojjechuu ni jajjabeessa.					

Appendix C

General Interview Guidelines Questions:

For practicum coordinators in the schools

1. Do teachers have guide lines of mentoring pre service trainee? If you say ‘Yes’ or ‘No’ describe your idea.
2. How did you assign mentors for the student teachers? Did you consider major or focusing area of student teachers? What did you observed from assigning?
3. Did the available SNE teachers assigned to support and to work collaboratively with other teacher-mentors in mentoring student-teachers? Describe your answer.
4. To what extent these student teachers focusing SNE were benefited from mentoring to enhance their skills for identifying and supporting children with special needs?
5. What favorable conditions were there for the school teachers to up-date their skills for mentoring pre-services trainees?
6. What would be your possible recommendations for being effective in mentoring student teachers those focuses SNE in the future?

Appendix D

Qaleelfama waligalaa af-gaaffii

Gaaffiilee: Qindeesitoota shaakala gochaa Manneen barumsaatiif

1. Barsiisotni lenjiifamtoota hojiin duraa gorsuuf qajeelfama qabu? Deebiin kee ‘eeyyee’ ykn ‘lakkiis’ taanaan yaada kee ibsi.
2. Barataa-barsiisaatiif gorsaan akkamitti ramadama? Meejariin ykn xiyyeeffannaan isaani ni ilaallama? Ramaddii taasifamurraa maal hubatta?
3. Barsiisotni barnoota fedhii addaa jiran barsiisota kan biro waliin walgargaara ykn waliin hojechoo barataa-barsiisaa gorsuuf ni ramadamu? Yaada kee ibsi.
4. Barataa-barsiisaan barnoota fedhii addaa xiyyeeffate ogummaasa guddisuuf, barattoota fedhii adda qaban adda baasuu fi gargaaruuf gorsa kenamaa tureerraa maal fayyadama?
5. Barsiisotni mana barumsaa foyya’ina ogummaa isaanii gorsuutiif haallii mijataan maaltu jira ture?
6. Gara fula duraatti gorsi barataa-barsiisaa barnoota fedhii addaa xiyyeeffatetiif godhamu miilkaawaa gochuuf yaadni kee maal ta’a?