are archived for later review. More than one chat area can be created for multiple chat sessions. Students have 24 x 7 access to the grade book to view posted grades. An Internet search tool is available which is a unique feature to eToolkit. Help is available for both instructors and students. One nice feature provided by eToolkit is the automatic creation of a calendar based upon the course syllabus.

Conclusion: Instructors who wish to develop Web-enhanced or Web-delivered courses have a variety of free and effective tools to support their effort. These online course management tools are easy to employ and the many features available make the course comprehensive and engaging. -The tools make it easy for faculty and students to utilize the power of the World Wide Web without having to learn a programming language or expend institutional funds.

[1] *The "Catch 22" problem is that you must have Internet access to sign up for the service. This may encourage potential users to take advantage of offers from AOL or Prodigy for limited free services just to get access to services such as Freei.net.*

Continuing as Colleagues

Carla Moldavan, Associate Professor of Mathematics Education,
Berry College

In 1980, Florida became the first state to mandate a teacher induction program. By 1997, about half the states had induction programs, although they varied widely in intensity and content (Moskowitz & Stephens, 1997). Some are highly structured with trained mentors giving continuous daily support (Runyan *et al.*, 1998). Others operate in a culture of shared responsibility, an environment where all professionals take active roles in a new teacher's acculturation and transition (Moskowitz & Stephens, 1997).

Why is there a need for teacher induction? "The environment of the first year of teaching creates an emotional mind game in beginners, played not with others, but within themselves. Whether or not a new teacher successfully copes with the job may be judged by others, but the critical determination takes place in the beginner's own mind. The decision is based on a self assessment of how well he/she is contending with those issues most important to the individual, not someone else's definition of what is significant." (Zetler & Spuhler, 1997, p. 9).

What the individual teacher may need ranges from provision of resources/materials and information about the system to instructional information and demonstration teaching. Other categories of support are in the management of the classroom and in the creation of an effective learning environment. Emotional support is provided by empathetic listening and sharing of experiences. (Odell, 1986).

"Mentoring is a person-to-person program. Whether you want to call it communication, interaction, or use the terms interchangeably, the mentor-mentee relationship that arises from it is the essence of the whole process. No amount of district organization, incentives, and good intentions will substitute for a relationship built on trust, respect, communication, and confidentiality." (Zetler & Spuhler, 1997, p. 50).

While most mentor-mentee relationships are between a first-year public school teacher and a more experienced teacher, this article describes teacher induction in the form of a continuing relationship between a teacher educator and her former student.

The story begins ten years ago at Kennesaw State University. It happened to be my first quarter there, and June happened to be a student in my very first class. The class was the lowest level of developmental studies math, beginning with an introduction to signed numbers. June had been out of school for a few years and she had never had an algebra course. In that regard she was my least prepared student, and so I often teased her after completing the course that she had been my "least likely to succeed."

However, June did succeed. She was "turned on" to mathematics and decided to pursue a middle grades education major with a concentration in mathematics. When she ran into difficulty with areas she had never encountered, such as trigonometry and calculus, she persevered.

Throughout her program, I saw June regularly. Whether she was on her way to get help in the math lab or coming by for advice or just to say, "Hi," it was always refreshing to see her. I particularly enjoyed her stories about how in the afternoons after her own day at college she not only had her own two children but also the neighborhood children in her house getting her to help with mathematics.

June's college experience was "the six-year plan," but finally graduation day came. Parents, children, husband, and more—the whole family joined in the celebration. As a first-generation college graduate myself, I identified with the significance of the moment. I brought my camera to graduation and took pictures of the entire clan. After graduation there was a lack of middle grades teaching vacancies in her locale, so June taught in a pre-kindergarten for two years. Her same exuberance was evident as she took on that role. Again I was allowed to witness her energy and dedication through phone calls and mailings of pictures of her class and "teacher stationery" she created with the computer.

Finally a middle school opening gave June her long-awaited opportunity. Although her first year in middle school did not include mathematics classes, her second year did. She also had the opportunity to teach mathematics in summer school.

When June called to let me know of her contract, which would be for teaching math, I encouraged her to get involved in the National Council of Teachers of Mathematics and our state affiliate. I invited her to go with me to the annual meeting in San Francisco in April, 1999.

Before that meeting June had only been in the states of Tennessee, Georgia, and Florida. She was extremely nervous, yet excited, as she boarded for her first plane ride. At the conference she enthusiastically participated in workshops and bought numerous items at the exhibitors' booths to take back to her class. She greeted strangers and shared that she was there with one of her college professors. One professor responded to her that she was never close enough to any of her students to bring them to a conference. That comment helped me realize that June's story was worth sharing.

Arriving back home to "reality," our next few contacts consisted of phone calls commiserating about family concerns, a suicidal student, parent complaints about a team member, etc. But we made happier plans for when my college classes would be finished and I could take the opportunity to come visit June's classes.

I had learned of some things June could use, so on my visit I took 28 sets of tangrams I laminated and cut using the Ellison die machine. Also I carried algebra books. In a later summer visit I was armed with pentominoes prepared in my college media center.

Another purpose of my visit was to do some activities with June's middle schoolers related to perimeter and area. I had mailed copies of the activities to June beforehand. She related to me how she had been sitting in the bathtub on the night prior to my visit reading about the lessons and asking herself how she could break it up to carry it out. I began to realize how the "new" teachers do still need support.

Our plan had been for me to teach the lesson to the first class, after which June would teach it to the others. However, June remarked after the class, "I couldn't teach that," so I stayed to do the second class.

This also afforded me the chance to contrast two differing levels of students.

One of the payoffs of my visit was allowing the students to be seen in a different light. Having no knowledge of the students, I had no idea that the first student to solve the first problem was one who had been removed from the class a few days earlier. This may also demonstrate the power of different approaches to content to reach different students. I also found it gratifying that a special education student was the only one in the two classes I worked with who "thought outside of the box" to accommodate the reality of the problem situation presented (he was the only one who allowed for an opening for a door into a bumper car area being designed.).

Carrying out these activities is part of the next step in June's professional development. She will be co-presenting with me at our state meeting and at the National Council of Teachers of Mathematics' annual meeting in Chicago in April, 2000. Not only does this represent June's professional development, but it also represents mine as well.

I am thinking more now about how I will help others become the presenters. Teacher induction means more to me than helping new teachers "survive" their first year. In my interaction with June several of the categories of support are present—provision of resources, giving information about teaching strategies, demonstration teaching, and emotional support through listening and sharing. Teacher induction means caring about teachers as individuals and facilitating true growth. It means continuing as colleagues.