PROFESSIONAL AND PERSONAL DEVELOPMENT OF MENTOR TEACHERS

WORKING WITH BEGINNING TEACHERS

by

JUDITH ANN GETER

(Under the Direction of Sally J. Zepeda)

ABSTRACT

The study explored the perspectives of mentors and their growth and development as a result of their work mentoring beginning teachers. Reputational sampling was used to select five elementary school mentors from a single rural school district in Middle Georgia. A case study approach was used, employing both within case and cross case analysis. Three semi-structured interviews with the five mentors resulted in a total of 15 interviews. The constant comparative method of data analysis was employed to examine the perspectives of the participants. Data from each case were analyzed separately and across cases in which two common themes emerged: 1) Mentors perceive their work as meaningful and positive and 2) Mentors experience personal and professional growth from their work with beginning teachers. A notable finding was that of the reciprocity of growth and development experienced by both the mentors and the protégés with whom they worked. Furthermore, reciprocity was further enhanced through collegial relationships and the friendships and bonds established through mentoring.

INDEX WORDS: Mentor teachers, Beginning teachers, Veteran teachers, Reciprocity, Professional development

PROFESSIONAL AND PERSONAL DEVELOPMENT OF MENTOR TEACHERS WORKING WITH BEGINNING TEACHERS

by

JUDITH ANN GETER

B.B.A., Mercer University, 1990

M.S., Troy State University, 1997

Ed.S., Troy State University, 1998

A Dissertation Submitted to the Graduate Faculty of The University of Georgia in Partial Fulfillment of the Requirements for the Degree

DOCTOR OF EDUCATION

ATHENS, GEORGIA

2004

© 2004

Judith Ann Geter

All Rights Reserved

PROFESSIONAL AND PERSONAL DEVELOPMENT OF MENTOR TEACHERS

WORKING WITH BEGINNING TEACHERS

by

JUDITH ANN GETER

Major Professor: Sally J. Zepeda

Committee: Elaine Adams
C. Thomas Holmes
Julius Scipio

Electronic Version Approved:

Maureen Grasso
Dean of the Graduate School
The University of Georgia
May 2004

DEDICATION

This dissertation is dedicated to my family:

To my husband, Dr. Aaron Gary Geter, Jr. for his love, support, and unwavering understanding throughout this process. To my two PRECIOUS children, Caitlen, age 8 and Aaron, III, age 5 for understanding that when mommy was doing her "homework," she couldn't play with them, but ALWAYS after she was finished with her "homework," we would do something special.

Last, but not least to GOD ALMIGHTY, for allowing me "to do all things through Christ which strengthens me."

Philippians 4:13

ACKNOWLEDGEMENTS

This dissertation is firstly, dedicated to my chair, Dr. Sally J. Zepeda. Thank you for your un-tireless support, patience and guidance through the entire process. Your knowledge and expertise and willingness to give ALL of yourself are what made this process an ease. I could not have chosen a better chair! Recognition and gratitude are also expressed to my committee members Dr. Elaine Adams, Dr. Tom Holmes, and Dr. Julius Scipio.

To the participants of this study, thank you for sharing your perspectives and expertise as mentors. I hold the utmost respect for mentor teachers because this is where the educational process of teachers begins which, in turn, determines the quality of education our children receive.

To my brother, Jimmy Parrish and my sister, Jina Parrish. Thanks for always being there for me and for being the BEST brother and sister in the world. Do you remember the story behind the "5 Js?" Lastly, this dissertation is dedicated to my parents, Joyce and James Parrish for instilling in me, at a young age, that by keeping GOD first, coupled with dedication and hard work, you can achieve anything. To my mother-in-law, Gloria Geter for the many spur of the moment babysitting days—Thanks!

Finally, to my fellow cohort members Dr. Jeannette Dubyak, Dr. Mike Mattingly, Dr. Terrance Smith, Jackie Jackson, and Dr. Cheryl Ogden, thanks for your advice, support and encouragement through these times. I will always remember our travels to class, our library visits, and our "talks."

TABLE OF CONTENTS

Page

ACKNOWLEDGEMENTS v

LIST OF TABLES xi

CHAPTER

1 INTRODUCTION 1

Statement of the Problem 2

Background of the Study 6

Research Questions 8

Theoretical Framework 8

Significance of the Research 9

Delimitations of the Research 10

Assumptions of the Study 10

Definitions of Terms 10

Overview of the Research Design 11

Organization of the Dissertation 12

2 REVIEW OF THE RELATED LITERATURE 13

The Evolution of Mentoring 13

The Problem of High Teacher Attrition Rates 18

Problems of Beginning Teachers 20

Research on the Benefits of Mentoring 21

The Work of Mentors and the Roles They Assume 23

Research Guiding this Study....26
Chapter Summary....29
3 METHODS....31
Introduction....31
Symbolic Interactionism....32
Research Questions....33
Rationale for Qualitative Methods....33
Design of the Study....34
Data Sources....35
Profile of the Participants....38
Profile of Manning County School District....38
Data Collection....38
Data Analysis....40
Trustworthiness....44
Chapter Summary....48
4 FINDINGS....50
Introduction....50
Symbolic Interactionism....51
Context of Manning County....52
Overview of the Participants....58
Case 1....60
Assistance Provided to Beginning Teachers....62

Perceptions about the Work of Mentoring.....68

Personal and Professional Impacts of Mentoring 72

Mentors Perceptions about Changes in Attitudes 75

Relationships with Other Teaching Colleagues.....79

Case Summary 80

Case 2.....81

Assistance Provided to Beginning Teachers.....83

Perceptions about the Work of Mentoring.....86

Personal and Professional Impacts of Mentoring 89

Mentors Perceptions about Changes in Attitudes 93

Relationships with Other Teaching Colleagues.....95

Case Summary 96

Case 3.....97

Assistance Provided to Beginning Teachers.....99

Perceptions about the Work of Mentoring.....101

Personal and Professional Impacts of Mentoring 104

Mentors Perceptions about Changes in Attitudes 106

Relationships with Other Teaching Colleagues.....108

Case Summary 109

Case 4.....110

Assistance Provided to Beginning Teachers.....112

Perceptions about the Work of Mentoring.....121

Personal and Professional Impacts of Mentoring 125
Mentors Perceptions about Changes in Attitudes 128
Relationships with Other Teaching Colleagues 131
Case Summary 133
Case 5 134
Assistance Provided to Beginning Teachers 135
Perceptions about the Work of Mentoring 137
Personal and Professional Impacts of Mentoring 140
Mentors Perceptions about Changes in Attitudes 141
Relationships with Other Teaching Colleagues 142
Case Summary 143
5 CROSS CASE ANALYSIS 145
School Context 146
The Participants 147
School Culture 150
Research Questions 153
6 SUMMARY, DISCUSSION, AND IMPLICATIONS 178
Introduction 178
Research Design 179
Previous Studies 181
Summary of Findings 183
Discussion. 183

Implications.....194

Concluding Thoughts.....197

REFERENCES 198

APPENDICES

A INFORMED CONSENT FORM.....207

B INTERVIEW GUIDE.....208

C GEORGIA MENTOR TEACHER PROGRAM 211

D MENTOR GUIDE OF MONTHLY MEETINGS 212

E PLU FORMS 223

F MENTOR-PROTÉGÉ ACTION PLAN.....225

G TEACHER ALTERNATIVE PREPARATION PROGRAM.....226

LIST OF TABLES

Page

Table 2.1: Roles and Functions of Mentors 25

Table 3.1: Examples of Open-Ended Questions 42

Table 3.2: Artifacts Used to Describe the Context of the Study 43

Table 3.3: Codes and Meanings 43

Table 4.1: Demographic Information 53

Table 4.2: Participant Overview 58

Table 4.3: Examples of Interview Questions Related to Research Questions 59

Table 4.4: Content Areas: Alice Black 61

Table 4.5: Content Areas: Sandy Simms 83

Table 4.6: Content Areas: Tammy Taylor 98

Table 4.7: Content Areas: Nina Rice 111

Table 4.8: Content Areas: Rosie Evans 135

Table 5.1: Mentor Pairings 148

Table 5.2: Assistance Provided to Beginning Teachers 153

Table 5.3: Perceptions About the Work of Mentoring 161

Table 5.4: Personal and Professional Impacts of Mentoring 165

Table 5.5: Rating about Administrative Support 168

Table 5.6: Mentors Perception about Changes in Attitudes 169

Table 5.7: Relationships with Other Teaching Colleagues 174

CHAPTER 1

INTRODUCTION

The purpose of this study was to explore the perspectives of mentors and their growth and development as a result of their work mentoring beginning teachers. More directly, this study sought to uncover how mentors view their professional and personal development as a result of mentoring beginning teachers. The researcher was interested in examining further the idea of reciprocity in the mentoring relationship from the perspective of the mentors. What do mentors gain professionally and personally from mentoring beginning teachers? Reciprocity, broadly defined is a mutual exchange where two people (as in a mentoring relationship) benefit from the relationship. Reciprocity, according to the research in mentoring, has been reported as an unexpected outcome in mentoring relationships (Anderson & Shannon, 1988; Gehrke, 1988; Zepeda, 2003).

The literature on mentoring has focused on the benefits for beginning teachers (Brock & Grady, 2001), the benefits for experienced teachers (Ingersoll, 2001a; Odell, 1987), the design features of mentoring programs (Darling-Hammond, 1984; Zepeda & Ponticell, 1997), the emergence of mentoring as a means to reduce attrition (Cross, 2000; Henry, 1988), and the problems of first-year teachers (Veenman, 1984; Villani, 2002). In response to high teacher attrition rates and other causes (e.g., workplace conditions, lack of preparation), more beginning teachers are in need of assistance (Darling-Hammond, 1991; Georgia Association of Educators

[GAE], 2001; Kestner, 1994; Zepeda, 2003). Mentors often provide the assistance that beginning teachers need (Blank & Sindelar, 1992; Little, 1990).

The research base on entry-year teachers is vast, spanning from the 1950s when one of the first documented studies of beginning teachers was reported in the literature by Wey (1951) to the present day in the work of Beyene, Anglin, Sanchez, and Ballou (2002). However, studies examining the perspectives of mentor teachers and the benefits they receive from the work they do with beginning teachers have been limited in the literature (Ganser, 1995a, 1999; Tauer, 1998). This study sought to fill in some, albeit small way, this gap in the mentoring literature.

Statement of the Problem

The number of teachers entering the educational profession only to leave within the first few years has been an ongoing problem of national concern (Ingersoll, 2001b; Reinhartz, 1989; Shen, 1997; Veenman, 1984). Research by Evertson and Smithey (2000) indicated that the,

> Educational decision makers' enthusiasm for mentoring has been fueled to some extent by a growing concern about the number of serious problems faced by new teachers and the subsequent high attrition rates of teachers in their first 3 to 5 years of teaching. (p. 294)

In 1983, Schlechty and Vance reported that during each of the first two years, 15% of teachers left the profession. More recently, Darling-Hammond (1996) reported that up to one-third to one half of the teachers entering the profession left within the first five years. In 1998, Glickman, Gordon, and Ross-Gordon pointed out that by the end of seven years, one-third to one-half of teachers leave the teaching profession, and as recently as 2002, Villani reported that although estimates varied, most researchers maintained "about 30% of teachers left the profession within the first five years, with a staggering 50% in urban and isolated rural areas" (p. x).

Given these statistics, it appears that not much progress has been made in retaining new teachers in the last two decades. The need to retain new teachers is even more essential

(Danielson, 2002; Halford, 1998; Ingersoll, 2001b), and researchers for the Georgia Association of Educators (GAE*)* (2001) summarized, "American schools would need to hire 2.2 to 2.7 million teachers in the upcoming decade" (p. 12). The problem of retaining new teachers is ongoing as evidenced by significant teacher attrition rates since the 1980s. However, there have been efforts to solve the problem of new teacher attrition. Efforts to reduce beginning teacher attrition rates have included increased attention to the development of induction programs with stronger mentoring components (Allen, Russell, & Maetzke, 1997; Ballantyne & Hansford, 1995; Chesley, Wood, & Zepeda, 1997; Ganser, 1995a).

Possible reasons for the high rate of new teacher attrition, according to Brock and Grady (2001) is that,

> First year teachers feel overwhelmed and isolated and were unaware that others experienced the same feelings. Without support and guidance, beginning teachers often grasped the first strategies that worked and clung to them throughout their careers, while other beginners became disillusioned and feeling they had failed, they left the profession within the first two years. (p. 2)

Furthermore, beginning teachers frequently complained that preservice preparation did not adequately prepare them for actual teaching, and many first-year teachers described their college classes as too theoretical and irrelevant to the realities of actual teaching (Brock & Grady, 2001).

Although other professions ordinarily increase the amount and difficulty of the work that is assigned in a gradual progression, that situation is not always the case in teaching. Teaching is reported to be the only career without a recognized apprenticeship (Villani, 2002). Physicians and surgeons are not asked to make diagnoses or to perform operations unsupervised at the end of their classroom training—supervision and mentoring are the purposes of internships and residencies; "however, a new teacher has the same responsibilities as a veteran with 20 years experience" (Villani, 2002, p. ix). One of the ironies of the teaching profession is that research

shows, although the issues surrounding the problems of new teachers are the most important ones facing schools, the problems of beginning teachers are also among the least understood (Brock & Grady, 2001; Odell, 1986; Veenman, 1984). Cuellar and Huling-Austin (1990) indicated that many beginning teachers were expected to perform (e.g., manage large classes) beyond what they were prepared to do. Another irony is the lack of research on the perspectives of the teachers who fulfill many roles as they serve as mentors to beginning teachers (Ganser, 1995b; Tauer, 1998).

Brock and Grady (2001) further found that the literature on beginning teachers showed little deviation in the areas in which they needed assistance (e.g., managing the classroom, communicating with parents). Findings of a survey by Brock and Grady (2001) on beginning teachers and principals showed consistencies with the literature in the areas that first-year teachers needed assistance:

- Discipline and classroom management
- Emotional support
- Responding to varying levels of student abilities
- Planning, organization, and time management
- Communicating with students, parents, faculty & administration
- Assessing students' work
- Understanding the procedures and policies of the school
- Adjusting to the teaching profession
- Obtaining resources
- Using effective teaching strategies. (p. 74)

Results from Brock and Grady's (2001) study supported the concept of providing psychological support for all beginning teachers, and their results strongly pointed to the need for more collaborative teacher assistance programs for beginning teachers. The majority of past research has focused on beginning teachers; however, it is acknowledged that there is a new breed of beginning teachers—experienced new teachers who also need built-in support systems (Stroot et

al., 1999). Experienced new teachers new to a school system have numerous needs that mentors can assist by helping the newcomers adjust to the new school setting.

What do we know about the process of mentoring beginning teachers from the perspectives of the mentors? In a qualitative study by Ganser (1999), 114, K-12 teachers who served as mentors for beginning teachers were asked to describe what they did with beginning teachers. Ganser found that experienced mentors used metaphors, similes, and other comparisons to describe their work as mentors. The metaphors centered on the comparisons made about preventing problems and the "emergency services" mentors provided such as "a tug boat guiding a ship safely to port" (p. 43). Although important, Ganser's work did not probe mentors to share their perspectives of how they viewed themselves as a result of what they did while mentoring beginning teachers. Heath-Camp and Camp (1992) conducted a study of vocational teachers to determine the kinds of induction assistance that beginning vocational teachers perceive they need compared to what they actually received in their first year. The results supported the assignment of a mentor or buddy as an important step in helping a novice teacher survive the induction process.

More recently, in a qualitative study by Jones (2001), 50 mentors—25 from Germany and 25 from England—were surveyed on how they perceived themselves in their roles as mentors. Findings were admittedly "clouded" due to the context of increased governmental control and the heavy emphasis on accountability measures in place to evaluate the effectiveness of the mentoring provided to beginning teachers. Franke and Dahlgren (1996) conducted a study that examined 10 pairs of mentors and pre-service teachers who worked in a vocational teacher-training program. The purpose of Franke and Dahlgren's study was to describe ways in which the mentors and pre-service teachers "think about mentoring, its character and purpose…as a

way to enhancing the understanding of teachers' professional knowledge" (p. 629). Through data gathered in focus group meetings, Franke and Dahlgren (1996) reported that mentors believed they became more reflective.

Although the Ganser (1999) study and the Jones (2001) study examined the work and the roles of mentors, neither study examined the meanings that mentors attached to their work with beginning teachers. The researcher found only one study that sought the perspectives of mentors and the impact mentoring had on *themselves* as they worked with beginning teachers (Tauer, 1998). However, the scope of Tauer's (1998) study was limited to examining the "satisfaction" of the relationships between mentors and their paired, beginning teachers. Moreover, Tauer reported that her findings were inconclusive about *if* and *how* mentors develop, and she suggested that further research was needed where mentors would be asked to elaborate on the benefits gained through mentoring. Thus, there was a need for the present study to explore the perspectives of mentors to gain insight less on the work and processes of mentoring but more importantly, to explore the meanings that mentoring had on the professional and personal development of the mentors. The present study sought to examine this gap in the mentoring literature.

Background of the Study

Research by Clay (2002) pointed to one means of getting new teachers the support needed to deal with their problems and to prevent them from leaving the profession—mentoring. The idea that mentoring could help new teachers adjust to the responsibilities of teaching is inherent in empirical research on successful programs (Darling-Hammond, 1996; Ganser, 1998; Huling-Austin, Putman, & Galvez-Hjornevik, 1986; Raney & Robbins, 1998). Mentoring is one way to improve overall teacher quality, and research has shown that mentoring embedded in

induction programs is highly useful to ease the transition from teacher preparation programs to in-service teaching and as a means to improve retention rates (Evertson & Smithey, 2000).

Zepeda and Ponticell (1997) recommended tailoring induction programs so that their design and delivery were more meaningful, and findings from their study of the induction programs of three high schools included a strong mentoring component. Zepeda and Ponticell warned that however beneficial, mentoring needed to be examined more closely because "interactions with mentors should be monitored or evaluated throughout the school year to determine the successfulness of the intent to help beginning teachers, to identify information sources, and to build a support network for problem solving" (p. 19).

Evertson and Smithey (2000) found evidence that the presence of a mentor alone was not enough; the mentor's knowledge and skills of how to mentor were also crucial to consider, and this is why studies are needed that go beyond examining ways in which mentors work with novices. Studies are needed that examine how mentors perceive the work that they do with beginning teachers and how this work impacts the growth and development of the mentors. This study sought to provide a different view of mentoring by examining the perspectives of mentor teachers. Evertson and Smithey's findings supported that mentors can be:

> More successful if *success* was defined as supporting protégés' success. The researchers further found that protégés of trained mentors showed increased evidence of developing and sustaining more workable classroom routines, managed instruction more smoothly, and gained student cooperation in academic tasks more effectively. (p. 302, emphasis in the original)

Evertson and Smithey's (2000) study provided evidence that helping mentors systematically focus on their practices was important for new teacher growth and survival enabling them to support their protégés' teaching practices early in the school year, the most important time for beginning teachers (Darling-Hammond, 1996; Ganser, 1998; Raney & Robbins, 1998; Sweeny,

2001). Yet, scant studies regarding mentors could be found that examined the meanings that mentors place on the work they do with beginning teachers; moreover, missing from the literature was a study that examined the perspectives of mentors exclusively to gain insight about whether mentoring supports growth and development for mentors (Franke & Dahlgren, 1996; Ganser, 1995b, 1999; Jones, 2001; Tauer, 1998). This lack of research on mentor's perspectives is ironic in that the mentoring literature in both education and the business sector is replete with references to the reciprocal nature of mentoring (Anderson & Shannon, 1988; Gehrke, 1988; Levinson, Darrow, Klein, Levinson, & McKee, 1978; Zepeda, 2003).

Research Questions

Using a qualitative case study approach, the researcher sought to uncover the perspectives of five (*N*=5) elementary school mentors in one school in one county in Georgia. To direct this process, the following research questions guided this study:

1. What types of assistance did mentors provide to beginning teachers?
2. How did the mentors perceive their work with beginning teachers?
3. How did the mentoring experience impact the mentor personally and professionally?
4. In what ways do mentors perceive that their attitudes about mentoring have changed as a result of the mentoring experience?
5. In what ways do mentors perceive that relationships with other teaching colleagues have changed as a result of the mentoring experience?

Theoretical Framework

Symbolic interactionism (Blumer, 1969; Snow, 2001) served as the theoretical framework for this study. Basic to symbolic interactionism is the view that people act toward things (or ideas or actions) on the basis of the meanings that these things have for them.

Comparatively, this study explored the perspectives of the meanings mentors attached to their work mentoring beginning teachers. This study sought to understand what professional and personal development occurred for the mentors as a result of working with beginning teachers. The data gathered informed the researcher about the meanings the mentors had about "self" through mentoring beginning teachers. Given the highly personal and contextual nature of mentoring, these meanings were based on interactions that were socially constructed through the interactions the mentors reported about mentoring beginning teachers. Bogdan and Biklen (1998), in reviewing the construct of symbolic interactionism, stated:

> People in a given situation often develop common definitions since they regularly interact and share experiences, problems, and background; but consensus is not inevitable. While some take 'shared definitions' to indicate 'truth,' meaning is always subject to negotiation. It can be influenced by people who see things differently. (p. 33)

As a result of the data collection process of this study, the researcher and the participants shared experiences. However, the mentors each constructed varying meanings of their experience as mentors, and these meanings were based on their perspectives socially constructed through interactions, primarily their interactions with beginning teachers, who they have mentored.

Significance of the Research

Little research has been conducted on the perspectives of mentors (Franke & Dahlgren, 1996; Ganser, 1995b, 1999; Jones, 2001; Tauer, 1998). Tauer's (1998) research was the closest to exploring the perspectives of mentor teachers; however, her study focused primarily on the tensions in the relationships between mentors and beginning teachers, and this study was more interested in examining the efficacy of what constituted "successful relationships" (p. 214). By examining the research protocol used by Ganser (1999) and Tauer (1998) and extending the method to include a more structured interview format, mentors might be able to describe, tell, expand, and reflect on the meanings and growth as a result of mentoring. It was the belief of this

researcher that by exploring the perspectives of mentors it could help to enlighten school systems of yet another resource for those who are charged with promoting the development of qualified mentors. Perhaps there is an undefined aspect of mentoring—the further growth and development of the teachers who assume the responsibility of mentoring new teachers by the very act of mentoring.

Delimitations of the Research

1. The findings and conclusions of this study were based on the perspectives of the participants, (*N*= 5) mentors, and this small number of participants precludes generalizability to larger samples.
2. The study population was controlled by the make-up of the mentors employed at the selected county and school at the time the research was conducted.

Assumptions of the Study

The primary assumption made by the researcher prior to and throughout the study was that the mentors were forthright and truthful about their experiences of mentoring beginning teachers. The researcher also assumed that the participants could reconstruct the lessons learned about themselves as a result of mentoring beginning teachers. Additionally, researcher assumed that the mentors were the best data source for this study.

Definitions of Terms

The following terms are defined within the context of this study:

Beginning teachers: Teachers with less than three years of teaching experience. The terms beginning teachers, and for the county where the study was conducted, mentee, novice teachers, and protégés are used interchangeably.

Mentor: An experienced teacher, formally trained as a mentor, who makes a formal commitment to lend assistance and guidance to a beginning teacher.

Mentoring: A comprehensive effort directed toward helping a beginning teacher develop the attitudes and skills of self-reliance and accountability within a defined environment (Kay, 1990).

Reciprocity: The opportunities gained from the mentoring experience that were beneficial to both the mentors and the beginning teachers.

Overview of the Research Design

To develop descriptions of the perspectives of elementary school mentors, a qualitative case study approach was chosen. The researcher:

1. Interviewed five mentors three times during this study;
2. Collected and analyzed various artifacts such as the county Southern Accreditation of Colleges and Schools (SACS) report, and the county mentoring training guide; and
3. Kept fieldnotes throughout the study, including notes taken during the interviews, analysis of transcripts, and the researcher's perspectives about the data, including the data collection process.

Each interview was audio recorded and then later transcribed. Themes that emerged from data were coded. Fieldnotes were used as a record of the participant interviews. Using the constant comparative method of data analysis, the participants were afforded the opportunity to examine the transcripts, to extend ideas, and to provide clarification to the researcher's interpretation of findings throughout the research period.

Organization of the Dissertation

Chapter 1 includes the background and rationale for this study, including the statement of its purpose. Chapter 2 provides a review of literature including mentoring, induction, and key studies related to beginning teachers and the work of mentors. Chapter 3 presents the design of the study including data collection methods and the methods of analyzing data. Chapter 4 reports the findings of the study. Chapter 5 provides a cross case analysis of data and themes across the cases were examined. Chapter 6 provides a discussion of the results, including implications for schools in which mentors work with beginning teachers and implications for further research.

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

The purpose of this study was to explore the perspectives of mentors and their growth and development as a result of their work mentoring beginning teachers. The guiding questions of this study included:

1) What types of assistance did mentors provide to beginning teachers?
2) How did the mentors perceive their work with beginning teachers?
3) How did the mentoring experience impact the mentor personally and professionally?
4) In what ways do mentors perceive that their attitudes about mentoring have changed as a result of the mentoring experience?
5) In what ways do mentors perceive that relationships with other teaching colleagues have changed as a result of the mentoring experience?

Chapter 2 is divided into six sections. The first section of the review examines the evolution of mentoring. Section two addresses the ongoing problem of high teacher attrition rates in the United States, while section three discussed problems of beginning teachers. Section four focuses on the research on the benefits of mentoring for teachers. Section five discusses the work of mentors, and the roles they assume. Lastly, section six focuses on the research that guided the development of this study.

The Evolution of Mentoring

The word *mentor* originated in Greek mythology in Homer's tale of Odysseus and has survived for more than 3,500 years (Cross, 2000). Mentor was Odysseus' trusted counselor, and

he became the surrogate father, guardian, and teacher of Odysseus' son, Telemachus. Mentoring has passed through the years with similar historic relationships including Socrates and Plato, Freud and Jung, and Haydn and Beethoven (Merriam, 1983). For centuries, a mentor was thought of as an older, experienced person who nurtured a younger, less experienced person. A mentor is often thought to be a protector (Dexter, 2000). The guardian aspects of mentoring has also led to the term protégé, which stems from the French word protégére, meaning one who is protected by a person with experiences and influence. In other aspects of life, the term mentor is seen somewhat differently:

> While Homer's classical term mentor describes someone who affects the intellectual, personal and spiritual aspects of a protégé's life, it is not quite as comprehensive in education. Rather, it is limited more to the professional growth of a beginning teacher. The term conjures up an image of the more refined teacher guiding the novice teacher along a journey of professional growth. Mentoring is simply the advice from a respected, experienced person that is provided to someone who needs help. The provider is the mentor, and the recipient is the protégé. (Dexter, 2000, p. 13)

During the 1970s, mentoring was a widespread subject of many popular magazine articles in the business sector, which established the need, and importance of mentoring (Lortie, 1975; Ryan, 1970). In the business sector, having a mentor was considered a valuable component in the development of young adults (e.g., a doctor in residency; a law student interning at a law firm) and could be attributed to career advancement (Odell, 1990a).

The 1980s brought widespread concern about the quality of schools across the nation, specifically in the areas of teacher preparation and teacher induction (Blair-Larsen & Bercik, 1992). The teacher quality concerns stemmed from one of the most critical reports diagnosing the shortcomings of public education that prescribed treatments to restore schools to health in *A Nation at Risk*, issued by the National Commission on Excellence in Education (1983). The report warned the nation of a "'rising tide of mediocrity' that threatened to swamp our schools

and imperil the future not only of today's young people but tomorrow's, too" (Gordon & Graham, 2003, p. 1). Immediately after *A Nation at Risk*, according to McDonnell and Fuhrman (1985), came other movements such as:

> *Excellence* which was a top-down reform that focused on raising course requirements and rules for teacher licensure and certification to the bottom-up *restructuring* movement that offered schools more local control in return for accountability, then to the *standards* movement, the 'third wave' we've been riding for more than a decade that includes charter schools, voucher programs and more drastic measures such as mayoral or state takeover of schools. (pp. 43-64, emphasis in the original)

Policymakers then continued to promote that a central strategy for improving our schools was to focus on teachers—their development primarily at the preservice stages of preparation. Aware of the problems faced by novices and concerned about retaining capable teachers beyond three years, policymakers believed it was necessary to provide on-site support and assistance to beginning teachers (Little, 1990). Educational leaders began to look at mentoring as a means for reforming teacher education (Feiman-Nemser, 1996) and programs of induction for beginning teachers were at the forefront of this movement (Denmark & Podsen, 2000; Hargreaves & Fullan, 2000).

In response, mentoring was extended to the preservice level of education, and the Holmes Group (1987) proposed the redesign of teacher preparation where experienced teachers would serve as mentors to teacher candidates. Furthermore, the National Commission on Teaching and America's Future (NCTAF) (1996), proposed:

> An audacious goal for America's future. Within a decade—by the year 2006—will provide every student in America with what should be his or her educational birthright: access to competent, caring, qualified teaching in schools organized for success. (p. vi)

The NCTAF then called on states to develop stronger policies regarding the preparation and support of teachers and the reorganization of schools to support both teacher and student learning.

With nearly two million teachers targeted to enter U.S. schools in the next decade, the challenge of supporting them through extended field experiences and their first years of teaching is a critical issue for both teacher-education programs and school districts (Podsen, 2000; Sweeny, 2001). Darling-Hammond, Executive Director of the National Commission on Teaching and America's Future, asserted, "to retain new teachers, we must do two things: design good schools in which to teach and employ mentoring" (cited in Halford, 1998, p. 34). Furthermore, Podsen (2000) stated, "besides creating new career opportunities for veteran teachers, coaching and mentoring novices provides a quantum leap over the abrupt and unassisted entry into teaching that characterizes the experience of many beginners" (p. 3).

More recently, the 2001 *No Child Left Behind Act* heightened the emphasis on accountability even further. The law specifies the nature of state accountability systems, putting states at risk of losing their share of Title I funds if they do not base accountability on annual performance in math and reading and measure progress in a way spelled out by the federal government. One thing that these reforms have taught us is that change is not the same as improvement.

> Educators have been treated as part of the problem, not part of the solution, and so there has been little or no focus on helping teachers and administrators improve their understanding of and ability to perform the complex work that takes place in schools. If performance-based accountability is going to have any meaning, policymakers will have to invest in the kind of high-quality professional development that fundamentally improves the work that takes place in schools. (Fuhrman & Elmore, 1990, p. 82)

Despite all of the educational reform activity over the past two decades, the teaching profession currently faces some of its most daunting challenges (Brennan, Thames, & Roberts, 1999; Lucas, 1999; Podsen, 2000). The daunting challenges include the influx of under qualified teachers in classrooms, the potential dismantling of professional education for teachers, and the trend toward the regulation of teaching practice—regulations that may deprive teachers of the

ability to make professional judgments and exercise their professional knowledge (Brock & Grady, 2001; Gordon & Graham, 2003; Villani, 2002). In response, Gordon and Graham (2003) stated:

> So we face a paradox: in some areas teachers are better prepared than ever, while in schools that serve the greatest numbers of poor and minority children, more and more teachers are under qualified. Due in part to the reforms enacted in response to *A Nation at Risk*, it is harder than ever to get into a teacher education program. But in many communities, individuals can bypass these requirements altogether and enter the classroom with an emergency credential. (p. 73)

A standard response to teacher shortages has been to ease entry into the profession (Georgia Association of Educators [GAE], 2001). While proposals to ease entry into teaching have been based on claims of teacher shortages, Gordon and Graham have argued that the problem is not a shortage of teachers, except in a few areas and that:

> High teacher turnover, particularly in challenging schools, creates the continual demand for new teachers. From this perspective, teacher retention, rather than teacher supply, is the culprit. Retention of new teachers, in turn, is directly linked to working conditions. (2003, p. 76)

In an analysis of teacher shortages, Ingersoll (2001b) argued that organizational features of schools help account for higher or lower rates of teacher turnover, and he asserted:

> The data show, in particular, inadequate support from the school administration, student discipline problems, limited faculty input into school decision-making, and to a lesser extent, low salaries, are all associated with higher rates of turnover, after controlling for characteristics of both teachers and schools. (p. 501)

Ingersoll's analysis supports the need to create more supportive working conditions for teachers, which includes allowing teachers to influence decisions that affect their classrooms—a recommendation found within *A Nation at Risk* as well.

> A key recommendation of *A Nation at Risk* was the need to create better working conditions for teachers, conditions that would attract and retain promising candidates into the profession. Such working conditions include competitive salaries, opportunities to engage in professional development, and a voice in decisions that affect their practice.

> How far have we come in meeting this recommendation? (Gordon & Graham, 2003, p. 76)

The missing link over the years, according to the NCTAF's 1996 report entitled, *What Matters Most: Teaching for America's Future*, has been the investment in teachers, and accordingly this report suggested:

> Instead of mandates and directives, our schools need agreement on purposes and support to meet new standards. Rather than proclamations, schools need policies and working environments that attract the best people to teaching, provide them with superb preparations, hone their skills and commitment in the early years, and keep them in the profession by rewarding them for their knowledge, skills, and good work. (p. 5)

The term *mentoring* has become a part of the reform vocabulary and has been aimed to reduce the rate of attrition while contributing to the improvement and quality of teachers (Darling-Hammond, 1986, 1999). While the term *induction* had previously been described to span the first three years of teaching, its definition began to take on new meaning and according to Huling-Austin (1989), teacher induction should be considered as part of the teacher education continuum which includes preservice, induction, and inservice. Induction implies a planned, organized orientation procedure. Debolt (1992) referred to induction as "sophisticated and systematic efforts to initiate, shape, and sustain" (p. 25) the first experiences of prospective teachers. Mentoring and induction have often been mistaken as being synonymous. Mentoring is just one component of induction (Breaux, 1990).

The Problem of High Teacher Attrition Rates

Schlechty and Vance (1981) noted that graduates of teaching preparation programs, particularly those with higher academic qualifications, were not likely to remain in the teaching field. More recently, Darling-Hammond (1996) reported that up to one-third to one half of the teachers entering the profession leave within the first five years. Even today, teacher attrition "causes concerns about the quality of the teaching force … high rates of teacher attrition increase

school districts' expenditures on recruiting and hiring, disrupt program development and continuity, and ultimately hinder student learning" (Shen, 1997, p. 33). Additionally, most of the research on teacher attrition has tended to emphasize only one component of the overall turnover of teachers from schools: those who leave the occupation altogether, referred to as teacher attrition.

Researchers often de-emphasized the other major component of turnover: those who move to different teaching jobs in other schools, usually referred to as teacher migration (Ingersoll, 1997, 2002). According to the results of a report by the National Center for Educational Statistics (NCES) in 1996, one fourth of the teaching staff was over 50 years-of-age and projected to retire by 2001. Another study conducted by NCES revealed that in the years between 1993 and 1995, 30.8% of the teachers who left the profession were veterans going into retirement. Those teachers who move to different teaching jobs in other schools are largely de-emphasized as a component of teacher turnover because it does not change the overall supply of teachers, as do retirements and career changes, and hence, is assumed not to contribute to teacher shortages and school staffing problems. But this type turnover does contribute to addressing mentoring needs of experienced teachers in their entry-year to a new school. Furthermore, school administrators need to determine and to address causes of teacher migration *from* one type school *to* another:

> From an organizational perspective, employee migration is as relevant as employee attrition. The premise underlying this perspective is that, whether those departing are moving to a similar job in another organization or leaving the occupation altogether, their departures similarly impact and are impacted upon by the organization. Teacher turnover and, in turn, school staffing problems cannot be fully understood without closely examining the characteristics of the organizations that employ teachers. In understanding the sources of turnover requires examining the effect on turnover of such key organizational conditions as: the level of employee compensation; the level of administration support, especially for new employees; the degree of conflict and strife within the organization; and the degree of employee input into and influence over

> organization policies. All of these factors significantly affect employee turnover. (Ingersoll, 2001a, p. 3)

Problems of Beginning Teachers

The problems and concerns of first-year teachers have been studied by many researchers (Brock & Grady, 2001; Huling-Austin, 1990; Odell, 1986; Veenman, 1984; Villani, 2002). It is interesting that all of these studies have produced the same finding, namely that "The first year experience is also a frequent factor in the decision of whether or not to remain in the profession" (Brock & Grady, 2001, p. 2). The most frequent difficulty faced by beginning teachers remains classroom discipline (Villani, 2002). However,

> Other areas of concern were: motivating students, dealing with individual differences among students, assessing students' work, relating to students' parents, organizing class work, obtaining materials and supplies, and dealing with problems of individual students. (Zepeda & Ponticell, 1997, p. 18)

Veenman conducted one of the most notable studies in 1984, and he generated a list of perceived problems of beginning teachers from an international bibliographic search of 83 empirical studies from 1960 to 1984. Problems ranged from classroom discipline, relations with parents, inadequacies of school supplies and equipment to effective use of curriculum guides and large class sizes. No matter how prevalent the problems of first year teachers, Chesley (1995) offered the following caveat in her quantitative study of first-year, alternatively certified teachers, "Although the generalizability is present in the literature on beginning teachers' problems and can act as a template for the identification of problems, it should be emphasized that not all teachers have the same problems, to the same degree at the same time" (p. 31).

Researchers have described another group of teachers, identified by Brock and Grady as experienced new teachers who are teachers with experience who "are transitioning to a new school" (2001, p. 1). Odell (1986) referred to this type of teacher as "new to system teachers,"

later describing them as "experienced teachers who are working for the first time in a particular school system" (Odell, 1987, pp. 73-74). Whether they were new teachers or experienced teachers, Odell (1986) discovered that the needs of new, experienced teachers may not have been identical, but these needs were remarkably similar to first-year, beginning teachers.

In Brock and Grady's study (2001), one veteran high school teacher stated, "A veteran teacher must not be viewed as someone who can easily adjust to a new building and assume they can figure out the building's routine and procedures" (p. 13). Every school has a culture – "the way things are done here." Everyday occurrences and expectations can vary widely from the veteran's experiences. If "the way things are done here" differs widely from the veteran's previous school, this situation might be a source of great discomfort" (Brock & Grady, p. 13).

Research on the Benefits of Mentoring

Mentors provide support and guidance to beginning teachers, and the research on the benefits of mentoring for beginning teachers has been widely documented in the literature; however, the benefits of mentoring for mentors has been slow to evolve (Franke & Dahlgren, 1996; Ganser, 1995b, 1999; Jones, 2001; Tauer, 1998).

It is well documented that without support during the first years in the classroom, many teachers leave the profession (Ryan et al., 1980). However, Colbert and Wolf (1992) found that 95% of the beginning teachers who experienced support during their initial years remained in teaching after 3 years. Thus, the development of a teacher is shaped or determined by what happens to the teacher during the transition period (Giebelhaus, 2002; Moir & Gless, 2001). Podsen (2000) further stated, "if we want novices to be successful, we must at least establish the conditions that will build success rather than create obstacles" (p. 63). Mentoring has been the answer for many schools systems, and Villani (2002) reported:

> The idea that beginning teachers require a structured system to support their entry into the profession has moved from the fringes of the policy landscape to the center; it is now generally recognized as a critical component of a comprehensive approach to teacher development, and is mandated in many states. (p. ix)

Becoming a teacher is a journey that begins during preservice and spans the teaching career. Traditionally, preservice education, beginning teacher induction, and professional staff development were viewed as distinct entities. There is a growing realization that teacher "education" does not end with a degree (Cross, 2000). School systems and university teacher-education programs involved in team approaches to teacher induction find that novices show significantly better performance and more positive attitudes and perceptions about teaching than those not involved in some type of structured mentoring program (Henry, 1988).

The purpose was to explore the perspectives of mentors and their growth and development as a result of their work mentoring beginning teachers. The researcher wanted to find out what benefits mentors receive from mentoring beginning teachers. Research supports there is no doubt that mentoring beginning teachers is effective in their transition to teaching; however, scant attention has been afforded in the study of the perspectives of mentors. The studies on beginning teachers and mentoring are abundant (Ford & Parsons, 2000; Giebelhaus & Bowman, 2002; Kochan & Trimble, 2000; Moir & Gless, 2001; Whitaker, 2000); however, very few studies detailing the perspectives of mentors could be located in the literature.

In the 1990s, there stemmed other concerns that emerged and were reported in the research by Kennedy (1991). Data revealed mentoring programs did not result in improvements in instruction because mentors themselves lacked either classroom instructional skills or the skills needed to work with teaching peers. Stinson (1998), although not denying that in concept mentoring programs can be effective, expressed the concern that mentors were assigned to teachers with little understanding of their role. Brock and Grady (1998) expressed the same

concern, noting that mentors were assigned with no criteria for selection and with little to no training.

Furthermore, before 1990, there were few comprehensive studies that examined the context, content, and consequences of mentoring in depth (Little, 1990). The scant research on mentoring was limited mainly to program descriptions, definitions of mentoring, and the roles and responsibilities of mentors (Feiman-Nemser, 1996; Zepeda, 1993; Zepeda & Ponticell, 1997). For these reasons, the researcher felt this study was timely and purposeful.

In her 1999 report, *Solving the Dilemmas of Teacher Supply, Demands, and Standards*, Darling-Hammond reported, "beginning teachers who have access to intensive mentoring by expert colleagues…not only stay in the profession at higher rates but [also] become competent more quickly than those who must learn by trial and error" (p. 15). Darling-Hammond demonstrated that beginning teachers in California who participated in mentoring programs were, when compared to other beginning teachers who have not been mentored, more likely to (a) use instructional practices that improve student achievement, (b) assign challenging work to diverse student populations, (c) use new state curriculum frameworks, and (d) accomplish the goals of the curriculum. The California study also demonstrated that the benefits of induction programs correlated directly with their intensity in that the more the programs provided, the greater the success rate of retaining teachers—both beginning teachers and the teachers who mentored them.

The Work of Mentors and the Roles They Assume

Mentors function in numerous roles, but primarily, they promote the new teachers' professional competence and personal growth (Ganser, 1995a). As instructional advisors, mentors need to be "familiar with the research on teaching as a means for validating current

practice, seeing beyond limited perspectives, and suggesting innovative and alternative procedures" (Blank & Sindelar, 1992, p. 23). Furthermore, as advisors, mentors also must be adept at observing and giving helpful feedback. Blank and Sindelar (1992) suggested that in "analyzing the work of beginning teachers, mentors need a conceptual understanding of the elements of good instruction and a structured approach by which to analyze and reflect upon instruction" (p. 24).

What does it take to be a good mentor? Denmark and Podsen (2000) cited Gordon (1991) who summarized the "most important characteristic of a successful mentor is a commitment to provide personal time and attention to the beginner" (p. 30). A mentor should be an effective teacher of students as well as an effective staff developer or a teacher of adults. Lambert and Lambert (1985) identified skills needed by mentors to ensure the growth and development of beginning teachers. These skills included the ability of mentors to:

1. Demonstrate strong collegial skills—including critique, support, and reciprocity.
2. Understand and communicate knowledge of effective teaching.
3. Provide solid experience as a context for examining ideas and actions.
4. Demonstrate flexible learning style with skills in convergent and divergent thinking.
5. Serve as a model adult learner.
6. Understand persuasion, facilitation, and change processes.
7. Demonstrate strong commitment to personal growth and development including continued learning, self-reflection, analysis, and critique.
8. Demonstrate flexibility by knowing when to be a teacher, facilitator, listener, and inquirer.
9. Demonstrate skills as an action researcher.
10. Evidence capacity for mutual trust and regard.
11. Orchestrate dissonance and consonance through such approaches as questioning, feedback, and coaching.
12. Foster self-direction in others by encouraging independence and self-analysis,
13. Understand the stages of mentoring relationship, altering the interaction in response to growing autonomy. (p. 29)

Given the diversity of tasks involved in mentoring relationships, it is a priority to select and to train appropriate mentors. Sweeny (2001) believed, "mentors must be able to balance being

task-oriented, highly organized, and productive with being relationship-oriented, able to invest in another's growth, and willing to work at effective trust building" (p. 39).

The characteristics of effective mentors should be understood to ensure that the best possible mentoring occurs. Sweeny (2001) believed mentors should be:

- Willing to serve as a mentor and to be approachable
- Able to anticipate problems and prepare solutions in advance
- Excellent role model of a professional educator
- Sensitive to the evolving developmental needs, feelings, and skills of others
- Candid, but also positive, patient, encouraging, and helpful
- Committed to the success of his or her protégé
- Discrete, confidential, and astute in what is said and not said
- Nurturing, caring, and accepting
- Dedicated, enthusiastic, experienced, effective, and reflective teacher
- Emotionally stable, trustworthy, reliable, and self-confident
- Continual learner, open to the views and feedback of others, and a risk taker
- Team-oriented, sees diversity as a strength
- Adept at achieving balance between maintaining relationships and accomplishing tasks
- Knowledgeable about the organization and its culture, mission, and values
- Effective listener and communicator
- Respected by others
- Effective leader and facilitator of both adults and students. (p. 38)

Once the characteristics of effective mentors are defined, the next challenge is knowing what the mentoring role means.

Sweeny (2001) pointed out that "the role must be well defined, especially if you have expectations for results" (p. 31). Table 2.1 outlines the roles that mentors assume as they work with beginning teachers.

Table 2.1

Roles and Functions of Mentors

Teacher	Sponsor	Counselor
Developer of Talent	Host	Listener
Coach	Guide	Adviser
Challenger	Advocate	Inspirer
Model	Protector	Friend

Table 2.1 (continued)

Roles and Functions of Mentors

Questioner	Encourager	Friend

Note. From Making sense of teaching and learning: A case study of mentor and beginning teacher problem solving. In D. J. McIntyre & D. M. Byrd (Eds.), *Preparing tomorrow's teachers: The field experience* (pp. 115-130), by Ponticell, J. A., & Zepeda, S. J., 1996, Thousand Oaks, CA: Corwin Press, Inc. Used with permission.

Mentors fulfill many roles as they work with beginning teachers, and the roles they assume often change to align with the work the mentor and beginning teacher are doing. Perhaps one of the most important aspects of the work of mentors is developing a relationship. Kram (1983) asserted:

> A mentor relationship has the potential to enhance career development…through career development…through career functions, including sponsorship, coaching, protection, exposure-and-visability, and challenging work assignments…assistance in learning the ropes or organizational life and in preparing for advancement opportunities…role modeling, acceptance-and-confirmation, counseling, and friendships. (pp. 613-614)

This explanation supports, in part, the focus of the present study on the perspective of mentors—what does mentoring mean to their professional and personal growth. Perhaps, the researcher of the current study hoped to discover, the more mentors understand about their role, and what is expected of them, and what this means to them, a greater chance of a successful mentoring experience can occur.

Research Guiding this Study

Mentoring is certainly a powerful tool that assists beginning teachers; however, protégés are not the only beneficiaries of the mentoring process. There is some research that participation in mentoring can provide professional development for mentors, as well (Tauer, 1998). In his book, *Leading the Teacher Induction and Mentoring Program,* Sweeny (2001) provided the adage that "those who have to teach something really learn it well themselves" (p. 139).

For the purposes of this study, the term *reciprocity* has been defined as the opportunities gained from the mentoring experience that were beneficial to both the mentor and the beginning teacher. Tetzlaff and Wagstaff's (1999) description of the mentoring programs in the Conejo Valley Unified School District (California) reported benefits that mentors gained from mentoring beginning teachers, namely:

(a) There is a deep satisfaction in helping other teachers
(b) Staff development for the mentor occurs while reliving the experiences of the new teacher
(c) The mentor realizes a reinforcement or affirmation of their beliefs about the profession of teaching
(d) The mentor gains 'a broadened perspective about the school district.' (p. 290)

In another study of pre-service teacher mentors, Yost (2002) reported that mentors to graduate-level student teachers experienced new realizations of their teaching and for the responsibilities they had for their students. The participants in Yost's study, 12 mentor teachers, reported that by being chosen to serve as mentors provided them with a new professional definition, and the new role as mentor affirmed their competence as teachers. As one mentor stated:

> To be thought of as a district expert was a new role for me. I worried about exposing myself to the scrutiny, but then I came to realize that if the district had faith in me, I was probably…capable of performing the tasks they gave me. (Yost, 2002, p. 196)

A number of studies have described and evaluated the implementation of mentoring approaches in education contexts, and the results of these studies have consistently reported strong support for the concept of mentoring for beginning teachers and mentors (Hargreaves & Fullan, 2000; Ingersoll, 1997, 2002). The present study sought to uncover the meanings mentors attached to the their work of inducting beginning teachers. In their book, *From First-Year to First-Rate: Principals Guiding Beginning Teachers,* Brock and Grady (2001) reported:

> Mentors report a personal benefit from the experience. Mentors need to articulate what they believe to be effective teaching and model their beliefs in practice. In doing so, they carefully reexamine their own beliefs systems and teaching practices. The constant distinguishing feature reported in mentorship programs is the systematic and ongoing relationship that is established between a mentor and a protégé. (pp. 72-73)

The researcher of the current study believes that schools systems are in need of ways to retain teachers once they are employed in their schools, and mentoring is one way to address those needs.

In a qualitative research study of 10 mentor teachers, Tauer (1998) found that 5 participants declared their mentoring relationship "successful." However, Tauer's conclusion called for further research on the perspectives of mentors. Tauer's study included 10 mentors and beginning vocational teachers. The study design examined the perspectives of both mentors and beginning teachers to find out if both teachers and mentors perceived the relationship as a positive one. Each mentor was matched with two "partners" ("partner" defined as the less experienced member of the relationship). The findings of Tauer's study (1998) suggested,

> Mentor relationships do have an impact on experienced teachers, and expanding the areas of study from the teachers' *professional* lives to their *personal* and *professional* lives may help to highlight the potential value of the relationship. (p. 216, emphasis in the original)

Hargreaves and Fullan (1992) spoke of the non-replicability of experiences, which are based on personal relations and interactions. The findings of Tauer's (1998) study appeared to confirm those limitations. Not only were the outcomes of each relationship quite different, but also the relationships were often unplanned and unpredictable. Ganser (1999) examined 20 mentors in the Milwaukee school system to determine what mentors do and how they perceived their work. Ganser's findings included an exhaustive series of metaphors, analogies, and similes and the deeper meanings of each. However, this study focused primarily on the interpretation of

figurative language used to describe tasks the mentors performed while working with beginning teachers.

The focus of Jones' (2001) qualitative study of 25 mentors from Germany and 25 mentors from England was concerned with uncovering the role of the mentor in relation to trainee teachers and their professional development. Given the evaluations made on mentors by administrators, they reported little value from being a mentor due to the evaluative component placed on their work with beginning teachers.

Although a minimal amount of studies could be found that traced the effects of the mentoring experience on mentor teachers, such studies are dated in the 1990s (Franke & Dahlgren, 1996; Tauer, 1998). Thus, further warranting the timeliness of this study.

Chapter Summary

The evolution of mentoring surfaced as a means for a more experienced person to guide a less experienced, novice person to personal and professional growth. Because of high teacher turnover and attrition rates among beginning teachers, the states have looked to schools to provide support to beginning teachers. Mentoring works to promote teacher retention, and mentoring is often an integral component of induction efforts.

The problems of beginning teachers included, most frequently, discipline and classroom management, but problems ranged from establishing good relations with parents, using curriculum guides to managing large class sizes. The first year experience was often the determining factor in whether or not a beginning teacher would remain in the profession (Brock & Grady, 2001). Thus, the need for formalized mentoring programs has remained consistent.

Mentors provide a type of support and guidance essential to the success of a new teacher. As a result, mentors should have an understanding of their role and the effect they have on

beginning teachers. Also, mentors should understand how the experience of mentoring novice teachers can and will affect them. As a result, the purpose of this study was to explore the perspectives of mentors and their growth and development as a result of the mentoring experience.

The characteristics of effective mentors included being persuasive, a good listener, and having a strong commitment to the personal growth and development of their protégés. These were just minimum characteristics of effective mentors, and mentors should be willing to ensure that the best possible mentoring occurs. Mentors assume many roles; therefore, the roles must be well defined and aligned to the work of mentoring and to the needs of beginning teachers.

Several studies have shown (Ganser, 1999; Jones, 2001; Tauer, 1998; Tetzlaff & Wagstaff, 1999) the benefits of mentoring to the induction process and how mentoring has been successful to beginning teachers. However, scant studies have been conducted to discover the mentors' perspectives of mentoring for *them*.

CHAPTER 3

METHODS

Introduction

The purpose of this study was to explore the perspectives of mentors and their growth and development as a result of their work mentoring beginning teachers. Findings from prior research suggested that successful induction into teaching through such means as mentoring might enhance the retention rate of teachers (Odell, 1990b; Sullivan, 1992; Wilkinson, 1997). These findings were crucial in light of data from Georgia Association of Educators (2001) that revealed, in urban districts, about 50% of the nation's teaching force leaves the profession within five years. In non-urban areas, 20% of new teachers leave the field in the same time frame. In response, many states have adopted induction programs including mentoring to address the needs of beginning teachers.

The use of the qualitative method allowed the researcher in the present study to gather data regarding mentors' perspectives about what meaning their work of inducting beginning teachers held for them. A case study approach allowed the researcher to describe and to document as from the mentors' perspectives the benefits they gained from working with beginning teachers. This study was a perspective seeking one that sought to gain a better understanding of the meanings that the mentors attached regarding their own professional and personal learning from the experience of mentoring beginning teachers.

A qualitative interview approach that employed the constant comparative method of data analysis was used. The researcher wanted to examine the perspectives of mentors relative to how the experiences of mentoring affected their lives professionally and personally. During

approximately six-week intervals throughout August 2003 through January 2004, three interviews were conducted with five mentors, all from one school system in the Middle Georgia area.

Chapter three included (a) a discussion of symbolic interactionism, (b) an overview of the overall research questions, (c) the design of the study, (d) the data sources, (e) data collection procedures, (f) data analysis methods, and (g) the limitations of the study.

Symbolic Interactionism

A review of history suggests that symbolic interactionism has been around as early as 1930. According to John Dewey (1930), the pragmatist philosopher and educator from the Chicago School, symbolic interactionism stems from works of such people as Charles Horton Cooley (1902), Robert Park (1915), W. I. Thomas (1931) and most influential, George Herbert Mead (1934). Mead's (1934) formulation in *Mind, Self, and Society* was the clearest presentation of this perspective. Furthermore, "symbolic interaction is where the human mind—'the self' develops thus enabling an individual to acquire a sense of himself or herself as an individual" (Cuff, Sharrock, & Francis, 1998, p.128).

Within the symbolic interactionism perspective, the present study's focus was on the mentor's functional relationship between how they see themselves (self-definition); how they see others, (interpersonal perceptions); and how they think others see them. The symbolic interactionist places primary importance on the *social meanings* people attach to experiences. Blumer (1969) stated that symbolic interaction rests on three premises:

1. people act toward things, including other people, on the basis of the meanings these things have for them.

2. meanings are not inherent in objects, but are social products that arise during interaction: “The meaning of a thing for a person grows out of the ways in which other persons act toward the person with regard to the thing” (p. 4).
3. social actors attach meanings to situations, others, things, and themselves through a process of interpretation.

People learn from others as well as from their own experiences (Blumer, 1969). Thus, to understand the behavior of a person, one must understand the meaning given to the objects, people events, and situations connected with that behavior and that in the present study, the researcher sought to understand the “real world” and meanings of the world of the mentors who mentored beginning teachers.

Research Questions

The overall research questions that guided this study included:

1. What types of assistance did mentors provide to beginning teachers?
2. How did the mentors perceive their work with beginning teachers?
3. How did the mentoring experience impact the mentor personally and professionally?
4. In what ways do mentors perceive that their attitudes about mentoring have changed as a result of the mentoring experience?
5. In what ways do mentors perceive that relationships with other teaching colleagues have changed as a result of the mentoring experience?

Rationale for Qualitative Methods

Qualitative methodology, which includes perspectives, was used for this study because the purpose of the study was to explore mentors perspectives about their own growth and development through the work of mentoring beginning teachers. A qualitative design allowed

the researcher to view the mentor's workplace and perspectives through their own personal accounts of the growth and development. It was the researcher's aim in the present study to describe the mentors' perspectives of the different aspects of their growth and development through mentoring beginning teachers. This approach is in accordance with the symbolic interactionistic research approach.

The objective of this research in the present study was the meanings mentors attached as a result of their experiences of mentoring with beginning teachers. The main aim of this qualitative study was to discover and to describe the meaning of the professional and personal development derived from working with beginning teachers. Bogdan and Biklen (1998) believed that meaning comes not from the thing itself but rather from the interpretation given to it by a person. "Objects, people, situations and events do not possess their own meaning; rather, meaning is conferred on them" (Bogdan & Biklen, 1998, p. 36). The meaning conferred on objects, people, situations, and events is influenced by both the different experiences the person has with them and by the social meaning given to them by others (Stainback & Stainback, 1988). The researcher hoped that the results would help to delineate a basis for understanding the different ways in which mentors think about mentoring, its character and purpose, and the growth and development mentors experienced as a result of their interactions with beginning teachers. The study is descriptive and relied on the mentor's words as the primary data source (Marshall & Rossman, 1989).

Design of the Study

A case study approach was selected as the design for this research on the perspectives of mentors, and the choice to interview the participants in this study was guided by an ambition to study the perspectives of mentors. Yin (1984) stated, "the essence of a case study, the central

tendency among all types of case study, is that it tries to illuminate a *decision* or set of decisions: why they were taken, how they were implemented, and with what result" (pp. 22-23). Merriam (1988) believed that a case study is an intensive, holistic description and analysis of a single instance, phenomenon, or social unit. Furthermore, "case studies use prose and literary techniques to describe, elicit images, and analyze situations … they present documentation of events, quotes, samples and artifacts" (Wilson, 1979, p. 448).

The group studied consisted of five mentors in the Manning County School District (a pseudonym). Data were generated by means of individual, audiotaped interviews with mentors. Interview questions were determined in advance. In total, 15 semi-structured, interviews were conducted. Semi-structured interviews allowed the researcher to develop extended follow-up questions with the mentors as a way to gain a fuller understanding of meanings the mentors attached to their experiences and if and how these experiences contributed to professional and personal growth.

Given the perspective-seeking nature of this research, Yin's (1984) rationale for the case was useful. According to Yin, the case study method has the capacity to:

> *Explain* the casual links in real-life interventions that are too complex for the survey of experimental strategies…*describe* the real-life context in which an intervention has occurred. Third, an…illustrative case study account may be used to *explore* those situations in which the intervention being evaluated has no clear, single set of outcomes. (p. 25)

Thus, by exploring the mentor's perspectives and their work of inducting beginning teachers, the researcher sought to gain insight on what the experience meant to *them*.

Data Sources

According to Merriam (1988), there are two types of sampling: probability and nonprobability sampling. In qualitative research, nonprobability sampling has been the method

of choice. In nonprobability sampling, there is "no way of estimating the probability that each element has of being included in the sample and no assurance that every element has *some* chance of being included" (Chein, 1981, p. 423). Nonprobability sampling was used in the present study because this method is "logical as long as the fieldworker expects mainly to use his data not to answer questions like 'how much' and 'how often' but to solve qualitative problems, such as discovering what occurs, the implication of what occurs, and the relationships linking occurrences" (Honigmann, 1982, p. 84). Purposeful sampling, closely tied to nonprobability sampling, is based on the assumption that "one wants to discover, understand, gain insight; therefore, one needs to select a sample from which one can learn the most" (Merriam, 1988, p. 48).

The participants for this study were selected because of their positions as mentors involved in mentoring beginning teachers in a middle Georgia school system. Reputational sampling was used to further delimit the sample. Reputational sampling, as advocated by Goetz and LeCompte (1984), allows the selection of participants based "on the recommendation of experienced experts in an area" (p. 82). Through a network sampling of cohort members of the University of Georgia and Fort Valley State University doctoral program, a list of five school systems was narrowed to two systems. From the two systems, the final decision was based on the travel time required (one hour each way) of the researcher.

The following criteria were used in the specific selection of participants:

1. The participants were mentors who had a minimum of five years teaching experience and at least one year mentoring experience with beginning teachers.
2. The participants all had formal mentoring training.

3. The participants were actively mentoring in the school site selected during the time the research was conducted.

The district from which the participants were chosen was a small, rural county in middle Georgia with a population of 2,600 students, 157 PK-12 teachers, 1 primary/elementary school, 1 middle school, and 1 high school. Given the length of the study and the case study approach, a small sample size was determined to be reasonable to focus more intently on the data and the meanings that could be derived from such a small sample size. Wolcott (1980) supported small sample sizes for case study approaches and believed that "increasing the number of cases serves only to reduce proportionately the attention that can be given to any one of them" (p. 58). The district employed a full-time Staff Development Coordinator who assisted in the selection of participants.

The researcher sought elementary school mentors with a minimum of five years teaching experience and at least one year of experience with mentoring beginning teachers. The elementary school had 10 mentors.

From the list of 10 mentors, the researcher dropped from the candidate pool, mentors whom:

1. had less than five years teaching experience and at least one year experience with mentoring beginning teachers;
2. were employed at a school other than the elementary school;
3. had no formal mentor training.

Based on a meeting with the school system's Staff Development Coordinator, who, due to his administrative duty, was knowledgeable of the mentors' characteristics and duties at the site, the candidate pool was reduced from 10 to 6 mentors. The six prospective participants were then

contacted to determine their willingness to participate in this study. After consent was granted, the pool was further reduced to five, due to an illness of one of the mentors.

Profile of the Participants

The participants for this study included five elementary school mentors who had a minimum of five years teaching experience and at least one year of experience with mentoring beginning teachers in the Manning County School District, a pseudonym. The participants had mentoring experience that ranged from 1 to 15 years. Pseudonyms were developed to protect the identities of the participants, their schools, and the school system. The five mentors included:

Alice Black had been mentoring for three years.

Sandy Simms had been mentoring for three years.

Tammy Taylor had been mentoring for six years.

Nina Rice had been mentoring for 15 years.

Rosie Evans had been mentoring for one year.

Profile of Manning County School District

According to district information, there was only one elementary school in the district. The enrollment was 1,224 students. The system-trained mentors received a stipend from the Staff Development budget of the county; while Teacher Support Specialist (TSS) trained mentors received staff development unit (SDU) credit and a stipend from a grant by the State of Georgia.

Data Collection

Permission was sought and approved from the district in which the research was conducted. The researcher assured that the confidentiality of the district, school, and the participants would be kept. Pseudonyms were developed for this purpose. Each participant signed an informed consent form (see Appendix A) that outlined the purpose of the study,

confidentiality statements, and the risks/benefits associated with participating in this study. Each participant was asked to sign two copies of the informed consent forms (see Appendix A). The participants kept one copy and the researcher retained the other.

Data collection occurred from August 2003 through January 2004. Interviews were conducted in six-week intervals throughout the study. The data sources included interviews with each participant at the school site, transcriptions of the interviews, collected artifacts, and fieldnotes recorded by the researcher. Following each interview, the researcher transcribed the audiotapes, coded the transcripts, and developed follow-up and clarifying questions for subsequent interviews.

Data were collected through three, face-to-face interviews with five mentors at one elementary school. Interviews varied in length. Interview questions were semi-structured and open-ended. Clarifying questions were asked in each subsequent interview to gain deeper insights into the perspectives of the mentors who were mentoring beginning teachers. Fieldnotes taken in the interviews were kept for comparison to interview transcripts and audiotapes. The audio recorded interviews enhanced the accuracy and credibility of the data. Furthermore, the fieldnotes allowed the researcher to make notes about important aspects of the interview as well as track initial insights prior to the formal analysis of data. Following each interview, the audiotapes were labeled with the participant's pseudonym, the interview number, and the date and time of the interview. All data were kept in a safe, locked place that was only available to the researcher and the researcher's major professor.

Data Analysis

The present study used the constant comparative method to analyze data. The development of categories, properties, and tentative hypotheses through constant comparative method is a process in which the data gradually evolve into a core of emerging themes that then can be reduced to theories or a series of propositions (Glaser & Strauss, 1967). Those core activities guided the collection of data. Deriving a theory from the data involved both the integration and the refinement of categories, properties, and hypothesis building with the researcher:

1. comparing incidents applicable to each category;
2. integrating categories and their properties; and
3. delimiting the theory; and
4. writing the theory. (Glaser & Strauss, 1967, p. 105)

Simultaneous analysis and data collection allowed the researcher to direct the data collection phase more productively, as well as to develop a database that was both relevant and parsimonious.

Merriam (1988) shared as theory solidifies

> Major modifications become fewer and fewer and fewer as the analyst compares the next incidents of a category to its properties. Later modifications are mainly on the order of clarifying the logic, taking out non-relevant properties, integrating elaborating details of properties into the major outline of interrelated categories. (p. 110)

Procedures for Data Analysis

The procedure for the analysis of the data occurred throughout the interview process. After each interview, the researcher transcribed tapes, noting initial thoughts and identifying follow up questions for the next interview. Additionally, the use of fieldnotes and artifacts aided further in the understanding of the perspectives of the mentors. The researcher developed

categories to organize and to delineate the data to clarify details observed and the words spoken during the three interviews with each of the five mentors. The following is a list of specific procedures used for data analysis:

1. Transcriptions of interviews, researcher's fieldnotes, and artifacts specific to the context were read and assembled for the purpose of thematic and content coding.
2. The researcher analyzed transcribed texts of audiotapes to identify specific concepts. The categories and themes were analyzed within and across the interviews for each participant, and then later, these categories and themes were analyzed across participants.
3. The researcher developed categories to organize and to delineate the data to clarify details observed and words spoken during the three interviews.

The researcher conducted three semi-structured interviews from August 2003 through January 2004. Audiotapes of the interviews were transcribed and analyzed for the purpose of identifying emergent themes. In the subsequent interviews, the semi-structured approach allowed the researcher to revisit themes established in previous interviews.

An interview guide was developed to direct each interview with the participants (see Appendix B). The interview questions were open-ended and prepared in advance for each participant. Initially each participant was asked the same questions. The format of the open-ended questions allowed the participants the opportunity to explain and to extend their in-depth beliefs, perspectives, and attitudes relative to the mentoring of beginning teachers and the professional and personal growth they experienced as a result of being a mentor. The use of probing questions allowed the researcher to modify questions so that a clearer and deeper explanation of each participant's meaning of growth and development as a result of being a

mentor could be clarified. Table 3.1 provides an example of the open-ended questions presented to the participants.

Table 3.1

Examples of Open-Ended Questions

Describe your teaching experience.
What type mentoring training have you had?
What is your definition of a mentor?
Tell me about your mentoring experience.
Were you mentored as a beginning teacher?
How receptive has your mentee been to your suggestions?
How do you feel when you mentor?
Would you mentor again next year?
From your perspective, what is mentoring?
What does a "good" mentor do?
How has mentoring affected you PERSONALLY?
How has mentoring affected you PROFESSIONALLY?
In what ways do you perceive your attitude about teaching and mentoring have changed?
In what ways do you perceive your relationships with other teaching colleagues have changed?
What are your feelings on administrative support?

Fieldnotes were developed during each interview. The collection of artifacts included documents describing the specific context of the district and the school. The documents included staff development data, various guides related to the local and state mentoring program, system and school report cards, and Georgia Teacher Alternative Preparation Program (TAPP) guidelines. The combination of fieldnotes and artifacts provided the researcher an overview of the induction program and the contexts by which the mentors worked with beginning teachers. Table 3.2 lists the artifacts used to describe the context for Manning County School System and Manning County Primary and Elementary School.

Table 3.2

Artifacts Used to Describe the Context of the Study

Manning County System 2001-2002 Georgia Public Education Report Card
Manning County Primary/Elementary School 2001-2002 Georgia Public Education Report Card
Manning County Chamber of Commerce Data
Georgia Mentor Teacher Program Guide
Manning County Mentoring Guide
Georgia Teacher Alternative Preparation Program (TAPP) Requirements
Teacher Support Specialist Program Components

Codes were created to identify the themes that continued across interviews. These codes helped aid in the development of probing questions to be used in subsequent interviews. When a concept developed with new characteristics, new codes were added or modified to reflect developing trends within the data. The codes allowed for the identification of themes across participant interviews and over the entire data set. The researcher modified existing categories as needed based on emerging data and then developed new categories as they emerged. All categories were aligned to the five primary research questions that served to focus this study. Figure 3.3 summarizes the codes and their meanings.

Figure 3.3

Codes and Meanings

Codes	**Meanings**
ASU	Administrative Support
BRE	Building Relationships
CUR	Curriculum
FRU	Frustration
GRO	Growth
PEX	Positive Experience

Figure 3.3 (continued)

Codes and Meanings

Codes	Meanings
REW	Rewarding
SCU	School Culture
SEN	Support and Encouragement

Glaser and Strauss' (1967) constant comparative analysis method continually compares specific incidents in the data. The researcher refines these concepts, identifies their properties, explores their relationships to one another, and integrates them into a coherent theory or set of propositions. Qualitative data analysis is tedious because the analysis is not fundamentally a mechanical or technical process; it is a process of inductive reasoning, thinking, and theorizing and related in complementary fashion, the researcher acknowledges that, "the root sources of all significant theorizing is the sensitive insights of the observer himself" (Glaser & Strauss, 1967, p. 251).

In this study, analysis and interpretation occurred simultaneously throughout data collection. The structural and textual descriptions were integrated and synthesized into a final analysis. Conclusions and findings were drawn from the data of the perspectives of mentors.

Trustworthiness

All research must respond to canons that stand as criteria against which the trustworthiness of the project can be evaluated. Lincoln and Guba (1985) referred to this criterion as establishing the "truth value" (p. 290) of the study, its applicability, its consistency, and its neutrality. The issue of truth in qualitative research is a complicated one. "What the qualitative researcher is interested in is not truth per se, but rather perspectives" (Taylor & Bogdan, 1998, p. 109). Thus, the interviewer tried to elicit a more or less honest rendering of

how informants actually viewed themselves and their experiences. Shaw (1966) in cited in Taylor and Bogdan (1998) explained this well in his introduction to *The Jack Roller*:

> It should be pointed out, also, that the validity and value of the personal document are not dependent upon the objectivity or veracity. It is not expected that the delinquent will necessarily describe his life-situations objectively. On the contrary, it is desired that his story will reflect his own personal attitudes and interpretations. Thus, rationalizations, fabrications, prejudices, exaggerations are quite as valuable as objective descriptions, provided, of course, that these reactions be properly identified and classified. (pp. 2-3)

In the current study, the researcher sought to identify the perspectives of mentors and the professional and personal growth they experienced as a result of mentoring beginning teachers. A review of literature determined that very few studies existed that researched the construct of mentoring from the perspectives of mentors; therefore, trustworthiness was essential in the present study.

According to Denzin (1994), "Trustworthiness consists of four components: credibility, transferability, dependability, and confirmability" (p. 508). Stainback and Stainback (1988) identified four concepts used by researchers in discussions about the credibility of a study. These concepts are "validity, reliability, generalizability, and authenticity" (p. 97).

Validity

Validity is seen as the strength of qualitative research. Creswell (2000) asserted, "validity is used to suggest whether findings are accurate from the standpoint of the researcher, the participant, or the readers of an account" (pp. 195-196).

Respondent validation, which is a process of forming findings after each interview, and then reporting these preliminary findings back to the participants, was the type of validation used in this study. This type of validation gave the participants the opportunity to verify whether or not the findings were consistent with the intended responses. The use of respondent validation

gave the participants the option of verifying the findings, thus adding a sense of confidence to the validity of the findings.

Validity in the current study was consistent with the constant comparative method. First, the present study compared incidents applicable to the categories of the perspectives of mentors and their work mentoring beginning teachers. Then, the researcher integrated these categories and their properties. Finally, the current study delimited and wrote theory that emerged from the analysis of the data.

Reliability

"Reliability, loosely speaking, is the extent to which a measurement procedure yields the same answer whenever it is carried out" (Kirk & Miller, 1986, p. 19). "Reliability is problematic in the social sciences as a whole simply because human behavior is never static" (Merriam, 1988, p. 170). Reliability in a research design is based on the assumption that there is a single reality, which if studied repeatedly, will give the same results. Merriam believed:

> Rather than demanding that outsiders get the same results, one wishes outsiders to concur that, given the data collected, the results make sense—they are consistent and dependable. (p. 172)

Lincoln and Guba (1985) further suggested thinking about the "'dependability' or 'consistency' of the results obtained from the data" (p. 288). There are several techniques a researcher can use to ensure that results are dependable.

First, the researcher used a process known as member checking, which is defined as an attempt to bring the researcher's biases and assumptions forward before and during data collection. The researcher enumerated these biases through a reflective process of creating both a written listing of such biases and through an audiotaped vocalization of any preconceptions, which might influence data collection and analysis.

Second, the dissertation committee chairperson acted as a guide during the development of the interview questions, and a cohort of professionals responded to the questions, before the interviews began to ensure that the questions were not constructed in a way to lead the participants in their responses. This process also helped to establish neutrality.

Third, data from multiple sources allowed for triangulation of the data. Methodological triangulation combines dissimilar methods such as interviews, observations, and physical evidence to the study of the same unit. "The rationale for this strategy is that the flaws of one method are often the strengths of another, and by combining methods, observers can achieve the best of each, while overcoming their unique deficiencies" (Denzin, 1970, p. 308). The various data sources used for this study included interview transcripts, fieldnotes, and artifacts.

Generalizability

"Generalizability refers to the degree to which the findings are applicable to other populations or samples. It draws on the degree to which the original data were representative of a larger population" (Denzin & Lincoln, 2000, p. 786). Most academic researchers are supportive of the study of cases only if there is clear expectation of generalizability to other cases. Some have emphasized case study as typification of other cases, as exploration leading to generalization-producing studies, or as an occasional early step into theory building.

External validity is concerned with the extent to which the findings of one study can be applied to other situations. That is, how generalizable are the results of a research study? Guba and Lincoln (1981) pointed out that even to discuss the issue, the study must be internally valid—for "there is no point in asking whether meaningless information has any general applicability" (p. 115). The current study was not intended to make broad generalizations regarding all mentors' perspectives about their work and the professional and personal growth

that resulted from mentoring beginning teachers. This study was limited to the experiences of the five mentors and the perspectives they were willing to share with the researcher.

Neutrality

Some qualitative researchers discuss the "authenticity" of their studies. One authenticity criteria that has received considerable attention focuses on whether the researcher has ascertained and presented a balanced view of all the perspectives, values, and beliefs that relate to whatever was investigated (Lincoln & Guba, 1985).

In this study, the researcher sought to ensure neutrality in two ways. First the researcher listed the possible sources of bias from her professional background. The possible preconceptions were revealed prior to data collection to heighten the researcher's awareness of them and to minimize any possible effects on data collection and analysis. Second, the researcher's major professor conducted an audit trail of all data (transcripts, artifacts, and fieldnotes).

Delimitations of the Study

This study was limited to the knowledge and experiences of the five elementary mentors relative to their perspectives about their own professional and personal growth as a result of mentoring beginning teachers. The study was not intended as a means for making broad generalizations or recommendations concerning mentors and their perspectives about professional and personal growth as a result of mentoring beginning teachers.

Chapter Summary

The purpose of this study was to explore the perspectives of mentors and their growth and development as a result of their work mentoring beginning teachers. A qualitative interview approach that employed the constant comparative method of data analysis was used. The object

of research in this study focused on the "meanings" attached to experience of mentoring and relied, descriptively, on the mentor's words as the primary data source.

Data were generated by means of individual, face-to-face, audiotaped interviews with five mentors and the journal entries they kept. The mentors were selected from an elementary school in a middle Georgia school system. The five mentors had formal mentoring training, a minimum of five years teaching experience, and at least one year mentoring experience with beginning teachers. Data collection occurred from August 2003 through January 2004, with interviews conducted in six-week intervals.

The researcher analyzed transcribed texts of audiotapes and the fieldnotes kept during the interviews. Categories were developed to delineate data to clarify details from the interviews. Subsequent interviews were semi-structured to allow the researcher to revisit themes established in previous interviews. Fieldnotes were developed during each interview and existing categories were modified, as needed, when emerging data surfaced. The data from these multiple sources allowed for triangulation of the data to ensure that the results were dependable.

The researcher made note of any biases prior to data collection to be able to report a "balanced" view of the findings. The study was limited to the perspectives of five elementary mentors and their professional and personal development as a result of working with beginning teachers.

CHAPTER 4

FINDINGS

Introduction

The purpose of this study was to explore the perspectives of mentors and their growth and development as a result of their work mentoring beginning teachers. Furthermore, the researcher was interested in discovering what mentors gained professionally and personally from mentoring beginning teachers. Using a qualitative case study approach, this study sought to uncover the reciprocity in the mentoring relationship from the perspectives of mentors by asking them to share their experiences about the beginning teachers they mentored. The following questions guided this study:

1. What types of assistance did mentors provide to beginning teachers?
2. How did the mentors perceive their work with beginning teachers?
3. How did the mentoring experience impact the mentor personally and professionally?
4. In what ways do mentors perceive that their attitudes about mentoring have changed as a result of the mentoring experience?
5. In what ways do mentors perceive that relationships with other teaching colleagues have changed as a result of the mentoring experience?

Addressing these questions, the researcher collected data primarily through interviews and used the constant comparative method of data analysis. The participants included five elementary school mentors from one school in a small, rural county in middle Georgia. Data were derived from multiple sources and included transcriptions of the interviews,

the researcher's fieldnotes and relevant artifacts, including policies and procedures governing the supervision and staff development of mentors and beginning teachers from the district level were collected for comparative analysis with the artifacts from within the school.

Five participants were interviewed three times beginning August 2003 and ending in January 2004. With the help of the school system's Director of Staff Development and Personnel, the candidate pool was reduced from 10 to 6 mentors. Then due to illness of one of those mentors, the pool was further reduced to five candidates. Participants were selected because of their position as elementary school mentors who had taught a minimum of five years and had formal state or local mentor training. All but one mentor had at least a minimum of three years mentoring experience with beginning teachers.

The findings detailed in this chapter emerged from an analysis of the data collected from five individual cases and from a summative examination known as cross case analysis. The findings were categorized and coded, patterns were noted, and then themes were drawn from the mentor's perspectives of their growth and development because of their work mentoring beginning teachers. Before presentation of the context and findings, the theoretical framework, symbolic interactionism, is reviewed because of the relative importance of this framework held in the collection and then analysis of data for this study.

Symbolic Interactionism

The researcher applied the components of symbolic interactionism to the present study. From the five interviews, data was collected and analyzed to discover mentors perspectives of their work with beginning teachers. The researcher reviewed local and state mentoring guides, reviewed and analyzed the interview transcripts, and reflected on fieldnotes in an effort to fully understand the sentiments of the mentors. Through symbolic interactionism:

> People act, not on the basis of predetermined responses to predefined objects, but rather as interpreting, defining, symbolic animals whose behavior can only be understood by having the researcher enter into the defining process through such methods as participant observation. (Bogden & Biklen, 1992, p.36)

As a result, the researcher made attempts to interpret the thoughts and views of the mentors to get a fuller understanding of how the mentoring experience had affected them.

Context of Manning County

The study was conducted in a rural community encompassing 185.8 square miles, conveniently located within easy driving distance to the large metropolitan areas of Macon, Columbus, and Atlanta, Georgia. The Bureau of Economic Analysis reported 17.7% of the population in Manning County (a pseudonym) was living at or below the poverty level. Single parents head 30% of all households.

The Manning County School System (a pseudonym) serves approximately 2,600 students with one high school, one middle school, and one elementary school, all located within a one-mile radius in the county seat. The Southern Association of Colleges and Schools Accrediting Commission (SACS) accredit all schools in the system. The mission of Manning County School System is to:

> Work with the family and the community to provide quality educational opportunities for all learners. (Manning County Chamber of Commerce website)

Schools in Manning County provide one computer for every four students. There are approximately 2,600 students and 750 computers. The racial make-up of the students in the system is 41% Black, 57% White, with the remaining 2% distributed fairly equal among other races. The special education population is 10%, the gifted population is 3%, 0.2% of the students receive ESOL services, 55% of all students receive free and reduced-priced lunches, and the high school dropout rate is 5%.

Manning County School System employs approximately 157 PreK-12 teachers, 11 support personnel, and 15 administrators. Of those, 57% hold advanced degrees. The racial make-up of the certified personnel is approximately 20% Black and 80% White. The average years of experience is 13 for teachers, 16 for support personnel, and 21 for administrators.

Within the school system, the Director of Staff Development and Personnel is the facilitator of the mentoring program for the system. The director's duties include, but are not limited to, coordinating all beginning teacher training, directly supervising and monitoring mentor teacher responsibilities, facilitating all mentor/beginning teacher monthly meetings, and maintaining all records and formal reports completed by mentor teachers/beginning teachers as required by the state and local system.

Table 4.1 highlights the demographics of Manning County Elementary School (a pseudonym).

Table 4.1

Demographic Information

Name of School	Grade Range	Number of Students	Percentage of Students Receiving Free and Reduced Meals	Percentage of Students in Special Education	Percentage of Students in Gifted Programs	Number of Teachers and Support Personnel
Manning County Primary and Elementary School	K-5	1,224	55%	12%	2%	88

In the system, two of the three schools have federally funded Title I programs. In the current study, Manning County Primary and Elementary School participates in the Title I program.

Manning County Primary and Elementary School

Manning County Primary and Elementary School with a population of approximately 1,224 students, houses grades K through 5 (see Table 4.1). The student enrollment by race ethnicity, and gender is 41% Black, 57% White, and 2% equally among students of Hispanic, Asian, and American Indian origins. On the average, 53% of the students are male, and 47% are female. The student body represents all socio-economic levels, and housing for this population ranges from low to upper income facilities.

With a poverty rate of 57%, students at Manning County Primary and Elementary School are afforded every opportunity to a safe, orderly environment conducive to learning. Of the student population, 55% of students are eligible for free and/or reduced lunches (see Table 4.1) as compared to an average of 55% in the Manning County School System and 44% in the state. The Special Education Program consists of 12% of the student population system-wide compared to a 10% rate in the Manning County School System and 12% in the state of Georgia. The gifted program enrolls 2% of the student population compared to 3% in the system and 8% in the state.

The fairly new and well-maintained facility, constructed in 1990, was originally two separate schools under one building with each having its own principal and assistant principal. The Manning County Primary School housed K through grade 3, and the Manning County Elementary School housed grades 4 and 5. Since 2001, the Manning County Primary and Elementary School operates as one school under one building. However, plans have already been made to return the school back to its original operation as two separate schools for the 2004-2005 school year.

The administrative team at Manning County Primary and Elementary School consisted of two members: a principal and an assistant principal. The faculty included 70 self-contained classroom teachers, ranging between 8 and 11 teachers at each grade, with a class size averaging between 19 to 25 students. Additional fulltime faculty and instructional staff members included 3 counselors, 10 special education teachers, a physical education teacher, a media specialist, 2 media parapros, 2 secretaries, a bookkeeper, a nurse, and a resource officer. Both administrators had completed at least a Master's Degree, and 30 of the 48 teachers on staff had completed their Master's Degrees. The average years experience for the administrative team was 20 and 13 years were the average years of experience for teachers.

Since the reporting of the 2001-2002 Georgia Public School Report Card, there had been a new assistant principal at the Manning County Primary and Elementary School. The school had achieved Adequate Yearly Progress (AYP) based on the 2001 *Federal No Child Left Behind Act*. Making AYP was a significant accomplishment because of what that meant for student achievement, and the administrative staff was dedicated toward excellence for all of their students. In an interview with the principal, she made it clear that the administrative team would not "settle for less."

Mentoring – The Procedures of Manning County

The mentor teacher procedures for all mentors in the Manning County School System were consistent and were monitored and structured by the Director of Staff Development in the central office. Two types of mentors were identified in the current study: Teacher Support Specialist (TSS) mentors who were actively meeting daily, weekly, and/or monthly with their protégés. The TSS mentors submitted documentation of mentoring sessions, and they followed the guidelines set forth by the Georgia Mentor Teacher Program (see Appendix C). Those

mentors and protégés received personal learning unit (PLU) credit and a stipend from the Georgia Mentor Teacher Program, equaling a minimum of 15 contact hours per quarter for a total of 45 contact hours. In instances where a mentor was not TSS certified but whom Manning County School System locally trained, a reduced stipend amount was paid from local staff development funds.

The second type of mentor was referred to as a "buddy," where meetings were informal and performed on an "as needed" basis and documentation was not required because of the experience level of the protégé. As often as possible, a "buddy" was paired with the protégé from the previous year. Neither the "buddy" nor protégé, in this case, was paid a stipend. The evolution of a "buddy" was, in part, due to limited stipend funds available from the Georgia Mentor Teacher Program, compared to the number of mentors in Manning County School System and cuts in the local, state-funded staff development budget. Funding available for mentoring varied by year.

First-year teachers and teachers new to the Manning County School System, but have less than three years teaching experience, were paired with mentors. Second-year teachers and teachers new to the Manning County School System, but have over three years teaching experience, were paired with a "buddy." This was done because, in most cases, the protégé's main needs involved getting to know the culture of the school rather than a need for induction into the teaching profession. In some instances, a protégé would experience a second year of active mentoring if the school principal and the mentor believed that additional support was needed. For the purposes of this study, the mentors used are either locally trained or Teacher Support Specialist (TSS) certified.

In order to be TSS-certified mentors, teachers at Manning County Primary and Elementary School received an eight–week training course from their Regional Educational Service Agency (RESA). Mentors attended class sessions three hours a week and received training in areas of ethics, school law, and setting personal goals. One additional requirement of TSS-certified mentors, implemented in the Manning County School System, was to attend a one-day RESA training session that focused on Charlene Danielson's Framework for Teaching. The components of the local mentor program included one day RESA training on Charlene Danielson's Framework for Teaching, two days of extensive training by the Director of Staff Development and Personnel prior to preplanning, and monthly system meetings (see Appendix D). At the first system meeting, the mentors and their protégés were informed of the requirements for the year, and they were provided with the necessary professional learning unit forms to complete (see Appendix E).

Each month, from August to May, the mentor would complete a monthly checklist that outlined activities and ideas that should be addressed for that particular month. The checklists were submitted to the Director of Staff Development and Personnel in the following phases:

1. Phase 1 – Turn in all documentation from August, September, October, and November by December 12
2. Phase 2 – Turn in all documentation from December, January, February, and March by April 2
3. Phase 3 – Turn in all documentation from April and May by May 7

At the second meeting between the mentor and protégé, a Mentor-Protégé Action Plan must be developed and yearly goals set (see Appendix F). The mentor and protégé had to establish three

goals that the protégé wanted to accomplish for the year, along with at least two activities to meet each goal.

A minimum of three observations with pre-conferences also needed to be completed. A Mentor Contact Documentation log was used to substantiate that the meetings between mentors and protégés occurred.

Overview of the Participants

The following section provides the perspectives of each participant (pseudonyms were developed) as individual cases at Manning County Primary and Elementary School. An overview of the participants, five mentors, is presented in Table 4.2.

The mentors' experience in teaching ranged from 9 to 24 years. All but one of the five mentors were Teacher Support Specialists (TSS) and the grades taught ranged K though fifth. Three of the five participants were designated as "mentors" this year, while two were designated as "buddies."

Table 4.2

Participant Overview

Mentor	Grade(s) Taught This Year	Years Teaching	Years Mentoring	Type of Mentor Training	Designation: Mentor or Buddy this Year
Alice Black	Fifth	10	3	TSS	Buddy
Sandy Simms	K and First	11	3	TSS	Mentor
Tammy Taylor	Fifth	17	6	TSS	Mentor
Nina Rice	K and First	24	15	TSS	Buddy
Rosie Evans	Third	9	1	Local	Mentor

An interview guide (see Appendix B) was developed to direct each interview with the participants. Initially, each mentor was asked the same open-ended questions to discover their perspectives about mentoring and their growth and development as a result of their work

mentoring beginning teachers. The open-ended questioning allowed the interviewer an opportunity to probe the participants for in-depth responses relative to their perspectives of what they gained from the mentoring experience and to uncover ideas about reciprocity, from the mentors' perspectives, as a result of the mentoring relationship. Table 4.3 provides an example of the interview questions and the questions related to the primary research questions.

The interview questions were framed to get a thorough understanding of the mentors' perspectives about mentoring beginning teachers and what the mentoring experience meant to *them*. Furthermore, the researcher hoped to gain insight on the professional and personal development that occurred in mentors because of the mentoring experience.

Table 4.3

Examples of Interview Questions Related to the Research Questions

Research Question	Related Interview Question
What types of assistance did mentors provide to beginning teachers?	What does a "good" mentor do? What is your definition of a mentor? From your perspective, what is mentoring? What are some of the things you have had to do with or for your mentee?
How did mentors perceive their work with beginning teachers?	How do you feel when you mentor? How receptive has your mentee been to your suggestions?
How did mentoring experience impact the mentor personally and professionally?	Tell me about your mentoring experience. How has mentoring affected you personally? How has mentoring affected you professionally? Is mentoring a welcomed or unwelcome part of your job?
In what ways do mentors perceive that their attitudes about mentoring have changed as a result of the mentoring experience?	What experiences have you gained this year? How would you rate your feelings about your OVERALL mentoring experience on a scale of 1 to 5?

Table 4.3 (continued)

Examples of Interview Questions Related to the Research Questions

Research Question	Related Interview Question
In what ways do mentors perceive that their attitudes about mentoring have changed as a of the mentoring experience?	How would you rate your feelings about administrative support as essential to a result successful mentoring experience on a scale of 1 to 5?
In what ways do mentors perceive that relationships with other teaching colleagues have changed as a result of the mentoring experiences?	In what ways has your mentee encouraged you? Tell me about the positives of sharing experiences among other teaching colleagues.

Case 1

Alice Black

Alice Black (a pseudonym) had taught for nine years in Manning County and one year in Crawford County. Her highest degree, an Educational Specialist in Middle Grades Education, was obtained from Georgia College and State University. Alice has had experience teaching every grade level from fourth to eighth grade, with at least one year in each grade. At the time of the study, Alice was teaching fifth grade. Furthermore, she had been a mentor for three years.

The other leadership position Alice Black held included Student Support Team (SST) coordinator for her fifth grade team for the past three years. To further clarify, Ms. Black stated, "we need a firm chairperson for our team." Alice had both Teacher Support Specialist (TSS) certification and Manning County's local mentor training. During this study, Alice was a "buddy" mentor to a male teacher named Keith (a pseudonym) who was a 17-year teacher, in his first year of teaching at Manning County Primary and Elementary School.

From the course of the interviews with Mrs. Black, 10 major findings emerged. These areas addressed the mentors' perspectives of her work with beginning teachers. Three findings portrayed the type assistance mentors provided to protégés; two findings addressed how mentors perceived their assistance to protégés; two findings related to how the mentoring experience affected Mrs. Black professionally and personally; two findings centered on the changes in the attitudes of this mentor as a result of the mentoring experience; and one finding related the affects on relationships with other colleagues as a result of the mentoring experience. While many of these findings were derived from individual interview questions, most emerged throughout several of the responses to research questions across the three interviews with Alice Black.

Table 4.4 highlights the content areas that emerged from each overall research question during the interviews with Alice Black. The discussion that follows examines each research question within the framework of the three interviews and from the transcriptions and fieldnotes collected during the interviews with Alice Black.

Table 4.4

Content Areas: Alice Black

Research Questions	Major Findings
What types of assistance did mentors provide to beginning teachers?	Assistance Provided to Beginning Teachers School Climate, Offering Suggestions, Help and Support
How did mentors perceive their work with beginning teachers?	Perceptions about the Work of Mentoring Time and Excessive Paperwork, Inappropriate Meetings
How did the mentoring experience impact the mentor personally and professionally? result of the mentoring experience?	Personal and Professional Impact of Mentoring Personally Taxing, Professional Growth from New Ideas

Table 4.4 (continued)

Content Areas: Alice Black

Research Question	Major Findings
In what ways do mentors perceive that their attitudes about mentoring have changed as a result of the mentoring experience?	Mentors Perceptions about Changes in Attitudes Positive Attitude about the Necessity of Mentoring, Administrative Support
In what ways do mentors perceive that relationships with other teaching colleagues have changed as a result of the mentoring experience?	Relationships with Other Teaching Colleagues Closer Bonds and Friendships

Assistance Provided to Beginning Teachers

School Climate

School climate, according to Alice Black, included helping her new-to-system mentee, Keith, adjust to the way "we do things around here." Alice explained her experiences with "buddying" this year "were more (than) just helping him (her mentee, Keith) out with our system, with questions about how we do things here and that type thing." Alice further related, "its getting Keith acclimated to the elementary school culture and climate." The areas of help included assisting Keith with discipline, maintaining a self- contained classroom, and scheduling classes at the elementary level. As background, Alice shared Keith had taught alternative school and high school, but this was his first year teaching at the fifth grade, and "he did not know all the extra little things that a teacher would do with elementary kids."

Alice shared that her major work with Keith was giving, "advice and help." This type of help was needed to assist Keith in transition from the high school to the elementary school. Keith had to "retrain his brain because…elementary kids sometimes don't know the little innuendos that you might say letting them know you need to behave or you're doing this wrong," shared Black. Alice did not think Keith was being "mean to the students or anything," he was

just not used to the "difference in the way you get a point across to older kids versus talking to younger ones." Given the transition Keith needed to make to teach at the elementary school level, Alice summarized, "I think that's probably been the main thing we've worked on," stated Alice.

Furthermore, Alice assisted Keith with maintaining a self-contained classroom. In high school, Alice pointed out, students change classes after each period; therefore, students would leave after the scheduled period was over. Whereas, unlike high school, students at the elementary level remain with the teacher for the entire school day.

Another area that Alice had worked with Keith on was scheduling academic subjects to accomplish "what was needed on a daily basis." Alice shared, "scheduling has always been a hard thing to get to know because of the needs at the elementary school." Alice indicated that a mentor can help new teachers with pacing, so you've (mentee) got somebody that you can kind of go to and say, "I've got this schedule, how do I get everything in?" Keith had been accustomed to teaching one subject, science, or social studies, but with help from Alice on pacing, now had techniques to teach multiple subjects.

Alice also realized through the process of working with this new, but experienced teacher that she had to allow Keith the opportunity to "decide how he wanted to handle his own class schedule." Helping Keith learn how to decide was complex because at the elementary level, most teachers are of the belief that "it's better to teach reading and math in the morning," according to Alice. Alice, however, realized she should be supportive of the decisions Keith would make. For example, "if Keith decided to teach one of those subjects in the afternoon," Alice related, as the mentor "I have to allow him to 'go for it!'" Alice shared through her experience, though, "children are more receptive to learning reading and math in the mornings."

Moreover, teachers like to allow "some of that fun stuff in the afternoons." Alice's method of working with Keith was open-ended, and it appeared no matter how strongly convicted Black was, she merely offered her thoughts as suggestions.

Offered Suggestions

Providing insight about information specific to Manning County Primary and Elementary School was Black's goal this year for working with Keith. Alice believed that a good mentor made sure that the person "that's new to the system or new to teaching 'learns' the little, small things that make teaching easier." Alice shared, "good mentors" do not foist their ideas and beliefs on beginning teachers. Rather, effective mentors offer "just suggestions, not overbearing, not telling them, 'you're doing this wrong or you need to do it this way.'" Alice reported, "by just checking in with Keith" to make sure he was aware of impending deadlines "made all the difference" to him.

Alice reported that Keith was inclined to be receptive to help and ideas. She elaborated on this point:

> Oh, yeah, very receptive, very understanding and he's full of ideas, too, you know, that you can use different things to do…he has a lot of knowledge so that helps. He's real receptive to the help that I've given him for our system.

The notion of sharing ideas made the "buddying" process a "worthwhile effort," according to Alice who indicated, "he's real easy going and easy to work with as a mentee." Fieldnotes showed lively facial expressions to substantiate Black's passion about the importance of a receptive mentee. Alice stated:

> They need to be very receptive. Not that you're trying to tell them what to do but they're taking ideas in to learn how to do new things and not getting upset when they want things a certain way. It makes you feel real good. It's not like a struggle…where I've got to tell them this and I don't want to go.

Alice shared, "a good mentor must keep an open mind and be able to understand things in addition to being open to learn from the mentee." For example, Alice explained, a mentee might have an idea they might want to try but "you know probably won't work." A mentor should explain possible consequences but refrain from just saying, "Go ahead, and do whatever you want to do," Black stated. Alice communicated, no matter how much a mentor believed the idea was detrimental to the mentee, "you just have to let them go. You learn from your mistakes and sometimes you have to let them, even though you might have tried it 10 different times…they have to kind of figure it out on their own."

That premise was called learning by "trial and error," according to Alice. She further believed a good mentor:

> Wouldn't go in and say, 'you've got to do this because I've done it before.' You just have to let them [protégé] live through example and let them come back and say, 'well, this is not working and give me some ideas.'

Alice believed mentors need to first share the "experiences that they've had," because "you can't just go into their rooms…because it's not your room, it's not your ideas, and it's not your discipline. It's theirs [protégé] and they've got to own it to want it."

As ideas were thrown out and suggestions given, Alice believed that remaining open-minded was essential because

> Everybody who is a good teacher does different things every year different ways. It's just a learning process. Because you know, it may work for them. They may be able to pull it off. You just have to be able to let them do that. Make up their own mind.

Allowing Keith the opportunity to make up his own mind about a teaching technique or method promoted "ownership" for Keith.

Help and Support

Alice provided support to Keith by helping him become "familiar" with the routine of Manning County Primary and Elementary School. Alice explained, Keith, having 22 years of experience, "did not need much help with everyday teaching and learning techniques."

Alice Black was very comfortable as a "buddy" teacher rather than a mentor this year. According to Alice, although her mentee, Keith, had been teaching 22 years, he was "new to the system," and he really "didn't know what to do or to go to get whatever he needed." Although different from a beginning teacher, Keith still had mentoring needs. Alice continued, "so it makes you feel good about helping somebody who needs help and support." Research by Odell (1986) reported that the needs of new, experienced teachers may not be identical, but these needs were remarkably similar to first-year, beginning teachers.

As she provided ideas to Keith and he tried different things, Alice explained, Keith began to feel "more comfortable" with his students. She also reported, from her experience in mentoring, beginning teachers needed, in their own time to realize their own style because "they [beginning teachers] need to be able to find themselves as a teacher." Furthermore, protégés coming from a different system also need similar help. "They don't know the procedures or they may not know exactly what might work," reported Alice. Hence, there was a need for Keith to have a "buddy." Alice provided help to overcome some of the "uncertainty" experienced by Keith, as an "experienced, new-to-system teacher." Moreover, Alice related one important aspect she offered to Keith was, "you just kind of talk about it and just be a sounding board for them [mentees] sometimes for their frustrations and stuff on the little things that make or break the day when things go all askew."

Six weeks into the school year, Alice shared she was *now* relaxed, because the beginning of the year paperwork was "over," and "everything was kind of settled down" [smiling]. In

meetings with Keith, Alice would communicate to him to capitalize on this time of year. This was the time of year when teachers finally "get to know your children better and you know how to deal with them easier so that you don't have that stress. And you know [now] what to do for which children," Alice stated. Alice believed mentoring was much easier when "you have everybody settled in and a routine established." She continued, "mentoring was real smooth this year;" there were no major problems or anything, just "day-to-day maintenance-type issues" with Keith. For her, the "low maintenance" requirements of mentoring an experienced, new-to-system teacher made "all the difference." Right at that moment, Alice verbalized her preference in mentoring was partial to "buddying" an experienced, new-to-system teacher rather than a beginning teacher.

In the past, Alice shared, she had to deal with helping a beginning teacher "figure out discipline or how to effectively schedule time and resources to get things done." Alice agreed, those were "challenging tasks;" however, this year, she reported, "there haven't been as many [of those type] problems to work through because he has experience." Alice was asked to rate her "feelings" about providing mentors to beginning or experienced teachers new to a system, on a scale of one to five. The scale was measured as follows: "one" being a feeling of little importance and "five" a feeling of great importance. Alice gave her "feelings" about mentoring to beginning or experienced teachers, a rank of "five." "I think it is a very important thing," Alice expressed. However, Alice continued, my "comfort level and expertise" in mentoring favored teachers who needed "little help."

Perceptions about the Work of Mentoring

Time and Paperwork

Alice Black shared she "dreaded the paperwork and time" involved in mentoring beginning teachers. Alice's demeanor during the interview process substantiated how much she enjoyed the "act of mentoring," but Alice believed the added responsibilities of paperwork "complicated the mentoring process" and was, therefore, an "impractical part" of the process.

During the current study, Alice was "relieved" not being involved in the active mentoring process; however, Alice was not hesitant to share her memories about her involvement in the mentoring process from past years. Active mentoring, unlike "buddying," according to Manning County's Mentoring Guidelines, required three observations. As a part of the observations, there was a great deal of paperwork and Alice related, that was when she became "frustrated" with the mentoring process. Alice believed there was "not enough time" to get everything accomplished. Alice further pointed out, time was "even more limited" with the required weekly and monthly mentoring meetings.

Initially, Alice shared, "when I began mentoring, it was fun." She further stated, "it has been good to get to know new people and to help them but it's sort of frustrating, too, because it does take a lot of time and paperwork." With the state pushing more and more paperwork, shared Alice,

> It's frustrating because it's hard to remember when you're supposed to turn this in and what date it's supposed to be turned in and you've got to have this in and you've got to take care of your paperwork and their [mentee] paperwork to help them [mentee] get it in and everything.

With the excessive paperwork, the focus had been taken away from what Alice agreed to do, which was "helping beginning teachers find their way." As a result, Alice preferred to turn her efforts to helping the experienced, new-to-system teachers. According to Manning County's

Mentoring Guidelines, a "buddy" was not required to complete the extensive paperwork as mandated in active mentoring. Moreover, in a "buddy" situation, Alice explained, "the concentration was truly on the teacher."

Throughout the mentoring process, Alice had realized her struggle with time and paperwork was a "learning process" for her. Alice realized her commitment to mentoring, but "the way things like paperwork became so bothersome…it opened my eyes to my own idiosyncrasies." Alice's quirks relative to mentoring paperwork and how much the paperwork took away from "her time," led her to make a decision on whether she was going to allow the paperwork to "dictate" her decision to continue mentoring. Alice's case was unusual in that for most cases, mentors experienced discontentment in areas surrounding the act of mentoring; however, for Alice "it was the tedious yet necessary mentoring documentation."

Alice admitted she realized some paperwork was required, as documentation for the State Department of Education to pay mentors under the Teacher Support Specialist (TSS) Program. However, Alice still believed Manning County required "extra paperwork beyond requirements of the state." She voiced, "I don't think all that is required. It's I did this, I did this, and I did this." According to Manning County's Mentoring Guidelines, mentors had to document every time mentors and mentees meet and talk. Alice explained,

> If you talk five minutes about something, you discuss ways you can work around the problem that a student is having or behavior. If you discuss what you can do for that student. Every little five, ten, fifteen or twenty minutes—you have to log all that and turn that in.

Alice admitted she did *not want* to complete the paperwork required and, as a result, she decided to continue mentoring, only when "buddying" was a choice. That was the most viable option, Alice indicated, in avoiding the "unwanted paperwork of mentoring."

Alice maintained that a mentor must be a person who "remains positive." Although Alice dreaded paperwork, it was her duty to meet the "deadlines…you have to meet when you are mentoring somebody." Moreover, Alice did not mind taking her time "to help somebody." Alice shared that somehow she had become so "engrossed in *her* own feelings" about mentoring paperwork until she almost lost sight of the purpose of mentoring. According to Alice, mentoring had been a "learning process" for her, such that she put her mentee's needs before hers and that "is the most important characteristic of a mentor," Alice revealed.

Inappropriate Meetings

Alice believed mentoring meetings were not always "useful" to an experienced teacher. Rather, the meetings were ideal for beginning teachers who were learning about how school systems and teachers "function and interact," Alice shared. Alice believed an experienced teacher would not "gain much" from those types of mentoring meetings. Alice reported,

> You have meetings that you go to that you kind of resent a little bit because you've already done this and that should only be for new teachers who are brand new with only a couple of years experience and not really any more than three or fours years and just new in the system [teachers] shouldn't have to go to those meetings because you feel resentful because there's five other things that you could be doing right now.

Time for personal and professional mentoring was important, and Alice stated, "it frustrated me when the meetings were not of benefit to Keith." "Wasteful meetings," placed an extra burden on Alice "on my *own* time, which on many days, went beyond the school day."

Alice continued, when you were in a meeting, and "you're over there and you'd rather be doing this over here, because it really needs to be done, but you're sitting in a meeting going over something that you've known for years," frustrated her. Alice communicated that she was open to mentoring meetings that were "beneficial to all involved," yet on many occasions the meetings "were not" beneficial. To alleviate ineffective mentoring meetings, Alice provided the

following solution: “hold two separate sessions—one for beginning teachers and one for experienced, new-to-system teachers.” Alice also believed, “ I think it’s redundant for the mentor to go to some of those [meetings] when the meeting is geared just for the mentee.” Alice realized that she and Keith could, on occasion, experience “a mutual benefit” from attending mentoring meetings together; however, the structure of the meetings, “lends little benefit.”

Manning County Mentoring Guidelines established a schedule where mentors and their protégés would meet once a month as a system. When there were other school activities going on in the month, Alice related, coupled with individual meetings the mentor-mentee had scheduled, the system meetings became “overbearing.” Alice continued, “I don’t know if other counties have a group meeting once a month or once every six weeks or that type of thing, but that is one thing that we did that was very time consuming.”

At one meeting, Alice shared, “it became a gripe session…with paperwork as the main issue.” Alice shared, “those viewpoints were better left unsaid in the presence of beginning teachers.” Whereas, “staying positive and keeping an open mind was essential and crucial at this stage in a beginning teacher’s career,” Alice continued. This concern was another reason why the mentoring meetings were “frustrating,” and Alice reported she did not want to expose Keith to a “negative school culture.”

Although negativity cannot always be avoided in schools, Alice strongly believed that it was her job as a mentor to “remain positive.” Not that she advocated sheltering Keith from the negative situations, but Alice believed she should “positively lead by example.” Alice summarized, “it’s [meetings] a little frustrating, but it’s been helpful to me because it makes me pay more attention to what I’m doing in my room and to focus on the good and the positive rather than the negative.”

Personal and Professional Impacts of Mentoring

Personally Taxing

According to Alice, mentoring was a personal challenge because of the time mentoring "took away from her personal life." As a part of "being there" for beginning teachers, Alice reflected, "the personal life does suffer somewhat if you teach because you have to give so much to what you do in the classroom." If the mentee is not receptive, Alice continued, then it takes "so much from you." Alice clarified the role of an ideal mentee, "a receptive mentee would alleviate stress from the mentoring process by being 'positive, open to new ideas and suggestions.'" Alice realized that when helping beginning teachers sometimes there are "some things you just have to accept that you just can't do anything about."

Alice believed mentoring helped you "personally" because of the opportunity to help beginning teachers understand there are "just some things that you just have to leave and not take home." Those sentiments were what Alice often shared with Keith, only when, as a result of the mentoring process, she came to the realization *herself.* Alice had learned she could not "punish herself" if she was unable to help a mentee with a task on a given day. Before, when helping mentees, Alice stated, at the end of the day, she often wondered if she had "given all the support" she could. Having a better understanding of the realities of mentoring, Alice stated, "I take one day at a time." Alice reiterated, the fact she knew mentoring was personally taxing because

> It's taking up a lot of personal time like a couple of meetings in the summer and after school meetings that you kind of resent. It's good for the mentee because they're new and there are things that they need to know about. But sometimes as the mentor, you go to the meetings on your time and you don't get out of the meeting until late and you resent being there and personally, it takes up a lot of extra time.

Mentoring had been a "real commitment" for Alice. Moreover, Alice found it "difficult to even get 30 minutes in the afternoon" for her own work or "break from the day." Alice further shared, "when you want to stay and you're taking your own time and you need to do that but then you

have to go to that meeting. It takes a lot of time out of your planning." For example, Alice pointed out, "this circumstance was especially realistic when occasions arose where I needed to go and observe a mentee and help with something." Yet, Alice continued, "I also needed to be in my room grading papers or getting lesson plans done." Alice concluded, "it's kind of rough when you need to be in two places at one time."

Another area that Alice indicated was personally taxing for her was when there had been "inappropriate pairing" of a mentor and a mentee. Alice understood sometimes school principals were faced with choices such as high teacher attrition, last minute resignations, and limited, trained mentors, which caused "little choice" in pairing a protégé with a mentor. However, Alice reported, when the choice is available, "choosing the correct mentor, in proximity and compatibility, is essential for a successful mentoring relationship." It would be a good idea, shared Alice, "to have people [mentor and mentee] on the same planning time or if not, the same grade level." In hindsight, shared Alice, a mentor might run into trouble if the mentee shared the same grade level and same planning time because "working with other grade levels having a different planning time…you cannot get in and observe them [mentors] in practice." If a mentor shared the same grade level planning, she had to get "creative" in efforts to mentor her protégé, stated Alice. Whereas, "it's just so hard to get to them and have it both ways—common planning and different grade levels," related Alice.

Professional Growth from New Ideas

Alice stated she experienced growth professionally from the "new ideas" she gained from her mentoring experiences with beginning teachers and other colleagues who work with new teachers. Alice shared mentoring was a "learning process" for her. Alice continued, "everybody who was a good teacher did things every year different ways." Alice stated that she not only

encouraged Keith and other mentees that she mentored to "try new things," but she, too, "gleaned effective teaching practices" herself through the experiences she has had. Alice insisted, "if that technique did not work, then she'd try another." Alice's growth, in that aspect, she believed, was attributed to her "experiences" as a mentor.

Alice shared, she found some new ideas were not new at all, "nothing new to the plate, you just hadn't thought about doing it before." "Learning, rethinking, and trying new ideas," were "instrumental to my growth as a teacher and mentor," Alice shared. Moreover, Alice shared through the mentoring process, she had picked up many "new ideas." Alice stressed repeatedly that when she shared an "easier way of doing a task with a mentee," she did not "force [her] opinions or ideas on anybody." As previously discussed, Alice had learned that mentees are more receptive if a mentor "shares information." Sharing information, Alice summarized, was "non-threatening and allowed the mentee the freedom to decide if that idea would be useful to him."

Working as a mentor in the classrooms of mentees, Alice discovered a great way of "just seeing different things." As a result, Alice was able to pick up on useful ideas.

> People coming out of school, even they have things that they have good ideas about. Then it's good to find those and use those and expand your teaching experience that way. When you find new ways to do things…[you] just have a variety of things to do and try.

Alice shared that her ideas about teaching were "nurtured" as a result of the experiences from working and mentoring beginning teachers.

Alice, admitted she had developed a "better understanding" of the benefits of mentoring from the standpoint of a mentee, as well as being a mentor. Although the paperwork and time involved in mentoring was very taxing on Alice, personally, she agreed that the "benefits outweighed the challenges."

Mentors Perceptions about Changes in Attitude

Positive Attitude about the Necessity of Mentoring

According to Alice, she experienced a "change in attitude" about the necessity of mentoring by the "growth I achieved *and* the support needed and provided" to mentees. Whether for beginning teachers or experienced, new-to-system teachers, Alice believed mentoring support is needed because "all types of protégés have similar needs." As Alice developed her mentoring style, she pointed out, she and Keith began to experience a professional "comfort zone" with each other. Alice stated, "when they feel like they can come to you and talk to you…I feel like that helps." Alice related that as her and Keith's mentoring relationship "blossomed," she was "more amenable to give of her personal time to help Keith." The subject of paperwork soon left the forefront of the interview, and Alice verbalized the realization that Keith's mentoring needs "came first."

Alice believed, "being there for somebody when they need help or being available when the mentee just wants to talk to somebody or has questions [to be] answered," was the most important aspect of mentoring. Alice further shared, "when you teach you have to have such a broad perspective of everything. You can't just be down one road, one path, one eyesight." Alice reiterated in each of the three interviews the absolute necessity of having a holistic view, "you have to look at the whole picture."

Alice discovered she "had to look at mentoring, as a whole," to find her "niche." Alice pointed out that "buddying" was the type mentoring "she'd rather do" because there is "very little paperwork to cloud her *work*." As a mentor, Alice reported, the process dictated "excessive time to paperwork and mentoring meetings" for beginning teachers. However, "working with

experienced, new-to-system teachers was less stressful and more meaningful," shared Alice. Alice summarized,

> You don't have to [do] quite as much leading and guiding and helping. You do more other things. How to set up your grade book and things like that so you don't have as much paperwork…whatever they need to work on. o it's been better that way. It has been positive.

For Alice, the act of mentoring had been "positive every year" that she had mentored. She furthered the sentiment by saying, overall, "I feel good."

One thing, Alice reflected, about the experience that she would do differently would be to "avail herself" to Keith even more. "Sometimes it makes you feel like you don't do enough to help that person because they just go ahead and do or whatever or they ask somebody else, " Alice explained. Alice tried "being there" for Keith whenever he needed but, at times, "other school duties" would take her away during the times Keith most wanted to talk. In most cases, Alice related, Keith probably could wait until she was available, however, in some instances, Keith had to act "on his own" at the "most inopportune moment."

Alice reflected more on an awareness of her work: "As a mentor, I realize that it's very important to have somebody that you can go to and ask questions. Coming from a first year teacher and then seven years later as a mentor, I know that's important." Furthermore, according to Alice, her attitudes and beliefs about mentoring have evolved:

> I had a positive outlook on it [mentoring] because you see how important it actually is as you start mentoring…you know it's important but you don't realize how important until you actually do it. I've found that to be a growth for myself.

That growth, shared Alice, was "gained" from mentoring Keith. As background, initially, another teacher was asked to mentor Keith but declined because of other obligations. Alice indicated she volunteered because of the "strong stance" she had on mentoring. "It had to be a positive person, and I feel that my principal was confident enough in me to allow me to take on

the responsibility this year," shared Alice. At first, Alice wondered "if she was up for the extra time, paperwork, and meetings," but Alice surmised in one word, the mentoring experience for her was "good."

Administrative Support

Alice believed administrative support could have been provided by allowing "more release time" for mentor-mentee interaction and release time "to catch up on paperwork" in exchange for times that mentoring had gone beyond the school day. Furthermore, Alice shared, she did not equate having administrative support in the act of mentoring as "essential to a successful mentoring experience."

Alice shared that the administrators usually provided "some" time for mentors to visit mentees because "they'll [administrators] send somebody to come and stay in your room for a few minutes or you might could finagle something, swap out something…it was easy to slip out in fifth grade when 4-H or the DARE program is going on." Alice continued, "that was not as bad as the afternoon time. Like when you're supposed to get off at 3:30 and you have to go to the meeting and you're there until 4:30 and you don't get any slack time for that." That, according to Alice, was really "upsetting" especially when there was something that she really needed to get done, but she was in a meeting, "I had already been in three times before and it was the same thing…it pertains to you, but you know all that."

Alice offered a strategy for administrators:

> Governor Purdue's new rule mandating all administrators spend five days in the classroom teaching, administrators could split their day and say, 'I'm going to help out my mentors—I'll stay two hours in this room and two hours in this room and two hours in this room.' That would truly make a difference to mentors who are also overburdened with paperwork.

In the years there have been "big turnovers in teachers at the school, the mentors would be assigned two people," Alice revealed. Administrators covering for mentors would be a "good positive thing that would really help out," Alice echoed again. Alice then stated, "I think that's better than stopping all the other meetings that we have to go to" [smiling].

Mentoring meetings had only been a "problem" for Alice when the information "was not useful to her or Keith." Alice had been very vocal about this fact over the course of the three interviews; however, she was hesitant to openly say the same to her school administrators. Alice, shared, she did not want to be perceived as "negative or not a team player" because, overall, "I love mentoring." Alice explained she wished her administrators "would ask the mentors how the experience was going and allow the mentors the chance to provide suggestions on how to improve the mentoring process in the building."

Alice further shared she did not need her administrators to "hold her hand" because she could "handle the process of mentoring Keith," however, she stated she needed some help "in the facilitation of the mentoring process." Alice expressed, "that's what was lacking."

Alice was asked to rate, on a scale of one to five with five being very essential, her "feelings" on administrative support as essential to a successful mentoring experience. Black rated her "feelings" on administrative support a "three." She continued, "you really don't have to have them [administrators] to make it a successful mentoring experience." In rare occasions, she shared, "a mentor might," but, "in my opinion, I do not need help."

The mentoring experience, as summarized by Alice, was that their mentoring partnerships had "made it." Alice shared that she and Keith chose to make their mentoring experience "a positive one." As with any program, reported Alice, there were areas "in need of

improvement." Alice summarized she and Keith capitalized on the "good and worked around the challenges together."

Relationships with Other Teaching Colleagues

Closer Bonds and Friendships

Alice admitted she had "developed lasting friendships and bonds" with colleagues and mentees as a result of the mentoring experience. Alice shared, "we all look out for each other…we'd remind each other 'did you remember to tell your mentee so and so that's coming up?'" Because of the many requirements in mentoring, those reminders were "beneficial" to mentors because, at times, "mentors get caught up in the everyday duties and may have forgotten about a pending deadline or upcoming event," Alice shared.

Alice had formed closer friendships with her protégés because "when you mentor people, you spend more time with them where ordinarily you would just see them and speak and maybe talk a little bit." As a result, mentors and their protégés had formed a "special and unique" relationship, according to Alice. Alice further indicated teaching techniques were "exchanged and classroom ideas shared." Overall, mentoring allowed Alice an opportunity to get to know colleagues "more as a person rather than just a colleague."

The relationships formed together with the mentees was "positive for both," and inspired "lasting memories and experiences" among Alice and the teachers with whom she worked. "Care and concern for the mentees had developed and mentoring evolved," according to Black, from being "part of the job to taking pride in a duty." Alice agreed she would find herself being "protective" of her protégé and even "defensive" at times.

Alice shared the mentoring process forced her to "interact more with beginning teachers from different grade levels," and mentoring enabled Alice to feel comfortable outside of her

"comfort zone." In the absence of mentoring, summarized Alice, it would not have been "a natural occurrence" for her "to visit a colleague on a different hall, in a different grade level for the purpose of academic sharing." On the other hand, "if you taught across the hall from someone, you would naturally develop some type of relationship whether you're mentoring them or not," said Alice.

Case Summary

The sharing of ideas made the "buddying" process a "worthwhile effort," stated Alice. A good mentor must keep an "open mind and be able to understand things," shared Black. Alice believed mentoring was "a lot easier" when you have "everybody is settled in and a routine established." Throughout the mentoring process, Alice reflected her struggles with "time and paperwork" were a "learning process for her." As a result, Alice continued, she had to determine whether she was going to allow the paperwork to "dictate her desire to continue mentoring."

Alice indicated she was "open to mentoring meetings that were beneficial to all involved," however, on many occasions these meetings were "not beneficial." Alice further believed, "two separate sessions needed to be held—one for beginning teachers and one for experienced, new-to-system teachers." Alice reported she experienced growth professionally from "new ideas" she gained from her "mentoring experiences with beginning teachers and colleagues." These types of exchanges according to Alice were "instrumental to my growth." Furthermore, Alice shared that her ideas about teaching were "nurtured" as a result of her experiences from mentoring beginning teachers.

From the interviews, it was apparent Alice realized she had developed a "better understanding" of the benefits of mentoring from the standpoint of a mentee, as well as her own role and work as a mentor. Although Alice admitted the paperwork and time involved in

mentoring was very "taxing" on her personally, she agreed the "benefits outweighed the challenges." As Alice developed her mentoring style, she communicated that she and Keith began to experience a "comfort zone" with each other. "Working with experienced, new-to-system teachers was less stressful and more meaningful," she shared.

Alice stated she volunteered to mentor because of the "strong stance" she took on the need for mentoring new teachers. At first, Alice wondered if she was "up for the extra time, paperwork, and meetings." Alice reported the mentoring experience was "good." Alice did not equate having administrative support was "essential to a successful mentoring experience." Alice further shared she did not need her administrators to "hold her hand" because she could handle the process of mentoring Keith; however, Alice related she just needed some help in the "facilitation" of the mentoring process (i.e., pairing of mentor-mentee, providing release time).

"The mentoring experience was what she, Keith, and other mentoring partnerships had made of it," Alice stated. According to Alice, she and Keith chose to make their mentoring experience a "positive one." Alice continued to share she had developed "lasting friendships and bonds with colleagues and mentees" as a result of mentoring. Alice Black further stated her "teaching techniques were exchanged and classroom ideas shared," and this was valuable to her.

Case 2

Sandy Simms

Sandy Simms (a pseudonym) had been employed as a teacher in Manning County all of her 11 years as an educator. She earned her Bachelor's Degree from Mercer University in Early Childhood Education. Her teaching experience included nine years in a K-1 class, one year in Kindergarten, and one year in second grade. At the time of the study, Sandy taught a combined

K-1 class. Sandy had mentored 3 of her 11 years as an educator, and she mentored 4 teachers during those years.

Sandy had been grade chair for the past six years. Her mentor training included Teacher Support Specialist (TSS) Certification and some Manning County local training. During this study, Sandy mentored a female teacher named Terri (a pseudonym) who was a first-year teacher at Manning County Primary and Elementary School.

From the course of the interviews with Mrs. Simms, eight major findings emerged. These areas addressed the mentors' perspectives of her work with beginning teachers. Two findings portrayed the type assistance mentors provided to protégés; one finding addressed how mentors perceived their assistance to protégés; two findings related to how the mentoring experience affected Sandy Simms professionally and personally; one finding centered on the changes in the attitudes of this mentor as a result of the mentoring experience; and one finding related the affects on relationships with other colleagues as a result of the mentoring experience. While many of these were derived from individual interview questions, the themes emerged throughout several of the responses to research questions across the three interviews with Sandy Simms.

Table 4.5 highlights the content areas that emerged from each overall research question during the interviews with Sandy Simms. The discussion that follows examines each research question within the framework of the three interviews and from the transcriptions and fieldnotes collected during the interviews with Sandy Simms.

Table 4.5

Content Areas: Sandy Simms

Research Questions	Major Findings
What types of assistance did mentors provide to beginning teachers?	Assistance Provided to Beginning Teachers Action Plan and Goals, Advice and Encouragement
How did mentors perceive their work with beginning teachers?	Perceptions about the Work of Mentoring Open and Receptive
How did the mentoring experience impact the mentor personally and professionally?	Personal and Professional Impact of Mentoring Personal Growth, Professional Pairing
In what ways do mentors perceive that their attitudes about mentoring have changed as a result of the mentoring experience?	Mentors Perceptions about Changes in Attitudes Renewed Appreciation of Mentors, Administrative Support
In what ways do mentors perceive that relationships with other teaching colleagues have changed as a result of the mentoring experience?	Relationships with Other Teaching Colleagues Share Ideas

Assistance Provided to Beginning Teachers

Action Plan and Goals

Sandy shared one of the activities that she assisted Terri with this year was "devising an action plan and goals" to guide them through what needed to be accomplished throughout the year. Sandy explained, "when I talk to her or observe her, I'm looking for those particular things." However, one area of "concern" for Terri, indicated in the action plan goals was a student who had poor handwriting, Sandy explained. Furthermore, Sandy and Terri agreed the problem of poor handwriting for the student appeared to stem from "weak, fine-motor skills." Sandy suggested, "providing the student with a squeeze ball to practice with hand movements."

That was a practice, according to Sandy, she used with her Kindergarten-First grade students who were "experiencing the same type problems with fine-motor skills."

Another goal Terri realized she needed help with this year was "smooth transitions" from one lesson to another, Sandy Simms reported. Sandy continued, "we just decided to do countdowns or give me five or that kind of thing. Chants—something that would keep them thinking about something else than making noise and nothing productive, in that down time." Those "techniques" seemed to work well, shared Sandy.

The last goal, Sandy revealed, was "improving the children's reading grade by one level—one grade level." According to Sandy, she and Terri discovered the problem causing poor reading was "a lot of them are not or don't know, rather, a lot of the sounds, like digraphs or phonemes." A way to increase knowledge of those skills, Sandy suggested to Terri was to "start pointing out those skills during all the different lessons," not just in reading, but also in math and social studies, "you know, point out to the kids to try to get them back on track with that—the sounds," shared Sandy.

Sandy discussed how progress toward the goals had been going,

> So far, she's working on those. Especially with the transition. I saw that because I just had to observe her the other day. So, I saw that. She did use one of the countdown things. Even though they are fifth graders, I didn't think they would do that but the kids did. She's using that and then I have a poem that I use, an "I know how to listen" poem. You recite that and as you are reciting, you say what you're supposed to be doing and the kids start doing it. I gave her that. And the squeeze ball—she got that right off and the child has used that.

Sandy stated she had a "good feeling" about the progress she and Terri had made with the action plan goals, she shared, "I felt okay doing it because she seems really eager to learn and want her class and her students to do well." Sandy viewed Terri's willingness to "listen and try different ideas" was a "welcomed" component of the mentoring process. Furthermore, Sandy shared, "she

[Terri] agreed that she'd try it. If it works then we'll do it and if it doesn't, we'll try something else. So I felt good about it and I think she did."

Advice and Encouragement

Sandy believed "encouragement" throughout the mentoring process was essential. Simms explained, "mentoring is, to me, giving advice and encouragement to help one stay in the teaching profession. You kind of encourage them in what to do." Teachers new to education have a need to be "led through the way things are done at schools," reported Sandy. Every school is different, and "I think it's just a way to show them [mentees] the ropes at the school you're at," Sandy shared.

Sandy Simms communicated, Terri also needed "encouragement" in the area of "discipline for challenging students." Sandy provided the insight that Terri needed to "learn each of her students on her own." Furthermore, Sandy suggested Terri should not "listen to gossip" about how particular students "acted last year in another teacher's room." Sandy explained to Terri "stay in the four walls of her room and work with her children. You can't go by because we had a bad experience over here." Sandy continued, "do what you think is best for the children not what somebody else is thinking." Sandy believed that advice had "helped" Terri "deal more effectively with students."

Sandy reported she realized Terri had been having "difficulty with a student being served by the Student Support Team (SST)." Sandy pointed out, the SST paperwork included some "behaviors the student exhibited last year, along with modifications that had been done." However, related Sandy, Terri admitted the student had not "exhibited those same behaviors this year." Sandy shared her advice as such:

> You work with him, don't worry about what the others have done. You [just] work with him to get it [what you feel] needs to be done. It was more just encouraging her to just

> look at what's in your classroom, look at your students and you decide about your students. You can't go by hearsay.

Furthermore, Sandy offered to sit with Terri to talk about appropriate strategies and techniques to work with "challenging students" in Terri's classroom. Sandy shared she taught one of the student's in Terri's class when he was in Kindergarten, so she might be able to share "what works well with him and things that don't."

Sandy explained she also "provided support" to Terri for discipline issues in her classroom. "Discipline-wise, I encouraged her with the way she arranged her classroom. The group thing wasn't working so we went back to rows," Sandy stated. Furthermore, Sandy advised, she provided Terri examples of modifications that she could use to help with behavior students such as "one-on-one time" for students needing it. Sandy reported, "the structure of Terri's classroom needed adjusting," as well. Hence, Sandy revealed she and Terri devised a plan to correct the "classroom management" issues that resulted from "weak classroom structures."

Perceptions about the Work of Mentoring

Open and Receptive

Sandy shared she believed it was "compelling" for beginning teachers and experienced, new-to-system teachers to be "open and receptive" to new ideas for a successful mentoring experience to occur. Sandy shared, that with her first mentoring experience, the mentee had already taught two years when the mentee began at Manning County Primary and Elementary School. As a result of the two year's experience, according to Sandy, the mentee had already formed "preconceived ideas" about how "things should work." The mentee was very "hotheaded," according to Sandy.

> If the person is not open-minded to hear ideas, no matter what you say, it goes in one ear and out the other. The first year was kind of…I was saying I'm not going to do this anymore. I was trying to help but you're not listening to me. When we get someone who already knows what to do…it's just kind of difficult to really help him or her.

Sandy admitted she experienced "frustration" with her first mentoring experience but decided to "give it a try again." However, Sandy concluded if the next experienced mentee was not as "open and receptive," then mentoring experienced, new-to-system teachers as a "buddy" teacher was an area where she did not choose to mentor.

Sandy explained her thoughts on mentoring. "When a [former] mentee had an 'I know it all' attitude," and when she attempted to share information and heard an "I'm not listening to you attitude," she wondered what her purpose was with this mentee.

Furthermore, injected Sandy, it really "bothered me especially when the mentee did something the total opposite" of what had been suggested in efforts to the help the mentee or her students. Sandy shared,

> I didn't particularly care for that situation because it was like 'I'm just wasting my time.' I don't have time to waste…some things are the same, you know, in all schools? That's true but it was just her (mentee) way or no way. That's the kind of attitude that she showed at times, so that was the kind of attitude that I kind of showed.

Sandy revealed she had had more "productive experiences with other mentees." However, by the point in the mentoring relationship where a mentee was very "unreceptive," Sandy admitted she would have taken the same "negative attitude" the mentee had displayed. As a result, Sandy explained, she would provide "only the needed information" to the mentee, as required by the system mentoring coordinator, and "nothing extra." Sandy shared she did not make a practice to be "negative," but she was "adamant that experience was an exception to the rule!" [frowning]

Sandy Simms echoed again,

> It made me feel like I was wasting my time. In that particular year we didn't get paid. It's not like I'm in it for the money, but I'm thinking, 'okay, I'm making sure I do what I'm supposed to do with her and it's just going out the window and I don't have time.'

Sandy communicated, with "time" being a "huge factor" with her, as with other mentors, she was insistent that her time in this particular mentoring experience was "abused."

Sandy shared, although she often talked about "how consuming the paperwork was and how much time was required as a part of mentoring," that:

> A good mentor makes time for the mentee. The reason I say that is I know that during my planning time, I didn't do my planning because I was with my mentee. I had to stay after school to do my work because I had to help someone else…A good mentor is someone who will give up a lot of time and a lot of effort.

Sandy admitted she wanted to be a "good mentor," but it required "working together and listening to each other" to have a successful mentoring relationship. Sandy reported she "did not give up" easily though, and she shared she wanted to "try mentoring again with someone different" before she made the decision to "continue or discontinue mentoring."

Sandy further explained, "I know it's been a helpful experience with some people. I know I've helped them because they've come back to say, 'you've helped me with this, this, and this.'" Sandy continued "it made me feel good" to know that Terri would try things she suggested, and that her advice did not "just go through one ear and out the other." Sandy Simms continued she really was not sure if Terri was "actually putting the suggestions to action. You know how some people will say, "I'll do it and really don't," shared Simms.

However, Sandy shared when she went into Terri's classroom, she "witnessed some of the things that she had suggested" to Terri. This mentoring experience, according to Sandy, made her believe her "efforts were worthwhile," and she had a "better feeling about the mentoring process."

Sandy was asked to rate her "feelings" on the importance of a receptive mentee, on a scale of one to five with "five" being "very receptive." Sandy rated the importance of a receptive mentee a "five." Sandy further expounded on her answer by sharing an experience with her current mentee, Terri, who had been dealing with a discipline issue with a student in her class. According to Sandy, "the parent was being really negative towards Terri." Sandy advised Terri, "don't send back negative—keep saying the most positive things you can about the child." Sandy shared Terri said "even the child liked her, but the mother had outside issues going on" which put a damper on the "teacher-parent relationship." Sandy continued, Terri followed Sandy's advice by "always staying positive" when discussing the child, and by the third interview, Sandy shared Terri's parent had "come around."

Sandy summarized, had Terri not been "receptive" to her advice, the parent may have never "come around." Sandy believed beginning teachers need "guidance," and in the absence of mentoring, "the results could have been just the opposite of how they turned out." Sandy Simms concluded, "we would not be where we are now if she had not been receptive."

Personal and Professional Impacts of Mentoring

Personal Growth

Sandy Simms discussed her own growth as a result of the mentoring experience. Sandy "evolved" through feelings of being "appreciated, self-satisfied, and learning her own weaknesses" as a result of mentoring. Sandy shared she "felt good about" the mentoring experience with Terri. Furthermore, Terri was always "attentive" and would make a point of "mentioning a technique she enjoyed" that had been implemented in her classroom. Sandy shared classrooms observations seemed "beneficial" to Terri because she would say, "I like the way you did this and I'll try it." Sandy stated Terri would "*always* try the technique," and "she

seemed okay with it." Sandy, reflecting on those times, shared "she seemed to really appreciate what I said. That makes me feel good that it is worth it."

Sandy related she was "passionate" and that mentoring was something to "help people stay in the teaching profession." Sandy admitted she would not purposely "just go through the motions," but she admitted, however, "the first one [mentoring experience], I just went through the motions but the others [mentees] have been very receptive of what I've said or come to me and said, 'I have this to do, how do I go about doing this?'" Sandy reported when she did not know the answer, she was "willing to find out." Sandy further shared that Terri and other mentees often shared "how their first teaching experience would not have been as successful without my help." Sandy revealed the reason for her overall "appreciation" to what the process of mentoring had done for her was because of her being "appreciated" and "affirmed" by the new teachers she worked with at Manning County Primary and Elementary School.

Another area of personal growth for Sandy was the "self satisfaction" with the "structure" of the mentoring program this year. Sandy continued, "I feel the method [mentoring structure] we have is good," because at monthly system meetings they "put ideas out there," which, in turn, "made me know that I've got to start working on this particular thing" with my mentee.

Sandy shared, even the mentee she described earlier as "non-receptive," went to her a few days ago to say, "do you remember such and such? You told me that." Sandy continued, "I thought she wasn't listening all the time," and now she realized "all that hard work—well, not work but just being upset thinking she wasn't listening, but she really was" made her glean in "self-satisfaction." Sandy further related her mentee this year had told one of the other teachers in the fifth grade "I had helped her already this year, that I had been a big help to her…I don't see it as extra hard work…but she feels as if I had helped her in certain areas."

Sandy explained, knowing she had "made a difference" with her mentees, she "liked it." Sandy further stated, "I've felt good about it. I get excited about it because I'm trying to help someone stay in the teaching profession…it's a good feeling."

The growth from the mentoring experience, Sandy related, "it's something to feel good about. It is worth it." Additionally, Sandy described the "self-satisfaction" from the mentoring experience like this:

> It's a good feeling to know that I can give them [mentees] advice on maybe things have happened to me that I could tell them or show them so that it won't happen to them. Or things I've done that went really well. I can say "try this" and then maybe it will help them help a child.

The "self-satisfaction" gained from helping her mentees, according to Sandy, was also a "learning experience" for her.

Something else learned, Sandy revealed, was her "weaknesses" related to mentoring. Sandy continued, "it [mentoring] helps me see where I needed to work in different areas that I may need to work on." One of those areas, shared Sandy, was "paperwork." Sandy continued, "If we didn't have paperwork…and it is tedious stuff…there are just a lot of little things that they [system coordinator and state] ask us to do…I just do it." However, Sandy admitted, "I'm not a paperwork person. I know I've got to do it and I do it…you have to make sure and document everything they say. [But] I'm not that type person." Additionally, Sandy explained she would do whatever was asked of her to do, but

> Don't have me to sit down and write every little thing that I say. Check off that I did this. That's just not me. It's a personal thing. To me, it's a lot of paperwork that I have to keep up with.

Sandy revealed her "weakness" as paperwork and it was obvious she "does not like paperwork."

On the other hand, Sandy indicated, as a result of the mentoring experience she learned "organizational skills" from her mentee, Terri. Sandy reported she was able to learn "new ways

of organizing" her parent conferences from Terri. Sandy continued saying, "Terri typed up a log to document her parent conferences, and she shared her form with me…Terri had documented every question and answer she ever had with parents, as well as, e-mail parents had sent her." Sandy further stated, "I was like 'no way.' But it's good. And she's right. If something comes back [from a conversation you had], yes, you would need that." Sandy admitted she had "grown" working with Terri. Furthermore, advised Sandy, " I just have a little piece of paper over here, but I know where it is when I get ready for it. That's [organization] one thing I'm getting from her [Terri]."

Professional Pairing

Sandy revealed her "concern" about the pairing of Terri and herself for purposes of mentoring. Sandy stated, "They need to pair us up so that you have someone in your field or grade level or at least close to your grade level." Sandy continued, "one year I had an activity teacher (i.e., music, art, PE, etc.). It's hard to mentor someone that's not in the classroom." Sandy, shared because Terri was a fifth grade teacher and she taught a Kindergarten-First grade class, "even that's different. If she asks me something, then I go to the fifth grade chairperson and ask her then I go back and tell. I'm on one end and they are on the other end." Sandy indicated it had been hard finding time during the day to visit Sandy. Also, Sandy pointed out, "very seldom do I see her before our meeting time, unless it's a rare occasion where Terri needed me to come to her room [or a situation that could not wait];" otherwise, "I don't ever just see her or see her class."

Sandy believed another important reason for better "professional pairing" was ease of providing mentoring ideas. For instance, Sandy shared she had given Terri an idea to help with transition in her classroom. Sandy admitted the idea was age-appropriate for Kindergarten and

First grade students; however, "I suggested that but I didn't know, you know, some fifth graders may not want to do that for fifth grade." Sandy continued, it worked with Terri's class fine, but it can "pose problems in the future because I can only suggest things that I am familiar with." Sandy, looking back at the situation, summarized if mentors and their protégés are appropriately paired, "we could collaborate…or plan a little better, and we're talking on the same level about the students and their work."

Mentors Perception about Changes in Attitudes

Positive Experience

Sandy shared her views about her mentoring experience as "overall positive," and she had also gained a "renewed appreciation" for mentoring. Sandy continued, "I really feel good about it, even with the paperwork, and I'm happy about the lady that I'm teamed up with." Sandy shared in her mentoring opportunities, the "positives outweigh the challenges." However, Sandy believed any "challenges" (i.e., paperwork, professional pairing, time, etc.) she faced this year, she "can work through those." Sandy summarized, "if we have to meet after school, we meet after school. I use my planning time to go to her or she comes in her planning time. We just have to work that out—'what's best for children.'"

When asked in the second interview if her attitude about teaching and mentoring had changed, Sandy responded:

> It has changed since the last time [from the period between the first and second interview]. Like I said, it wasn't a very good experience, and I didn't want to do it anymore. It has changed to now knowing that there are other people out there that want to teach like I do. They value the same kind of things. It just encouraged me to say, 'let's do this again. Let's help somebody else.' It was a good experience. I guess if you have a good experience, you want to continue. If not, well leave it alone. But this has been good.

Sandy expressed what she gained with mentoring Terri this year made her "feel really great—excited about the next thing we may work out together. It makes me feel really good." [smiling]

Furthermore, Sandy indicated, Terri wants to "be here and really help the children and that's my main line, too." Sandy summarized the relationship she and Terri shared,

> By us both being on the same page that way, it has really fallen in place. If she had not been where I am with the importance of being here, I don't think we would have had the relationship we have had this year.

Sandy expressed her belief that the confidence her principal had by selecting her as a mentor, made a difference in the mentoring experience: "Yes. I think it makes a difference because of whom they [administrators] have chosen." Sandy pointed out the qualities of an effective mentor.

> Mentors needed to be familiar with the way the school operates, is a veteran teacher at a school, does what is asked of them, like to keep the morale of the school high, is someone who is positive, loves what they are doing, and not just here because I get paid at the end, but someone who really cares about what they are doing.

Sandy further shared when there is a "good mentoring relationship," mentoring is a "good thing to have." Sandy summarized, "I think the new teachers that come in, if we're honest with them and let them know, they'll stay and they'll want to stay. They might not stay here [Manning County], but they'll want to continue teaching."

Sandy was asked to rate her "feelings," about how rewarding mentoring programs are on a scale of one to five with "five" being "very rewarding." Sandy rated her "feelings" about the mentoring program a "five." Sandy concluded, "It's rewarding, really rewarding to have the program."

Administrative Support

Sandy revealed the administrative staff at her school and at the central office had been supportive in providing "relief" for her, in the event she needed to visit Terri's classroom.

However, Sandy shared, “I’ve never had to use it because my parapro’s willing to help. It works for me, but not everybody has a parapro to do that, so that’s been good for me.”

However, Sandy indicated she did not believe in “running to the administrator” so she worked most things out on her own. “If I’ve been given a task,” explained Sandy, “I do it. Everything is going fine so I’m not going to bother her [principal] with that [mentoring issues]. If she doesn’t come to me then I’m not going to her. That’s just how I am.”

Sandy was asked to rate her “feelings” on how essential administrative support is to having a meaningful mentoring experience, on a scale of one to five with “five” being “very essential.” Sandy rated administrative support a “three” as essential to have a meaningful mentoring experience. Sandy revealed,

> I don’t feel that it’s their job to go back and check and say, ‘make sure you’re meeting and such, and such.’ If they’re giving it to us, I think they think that we’re responsible enough to handle what needs to be handled. So I don’t think the administrator needs to be totally involved in that.

Sandy concluded administrators have enough to “worry about” than to worry about a task they were “confident” mentors could do. Therefore, Sandy advised, “if everything’s going fine then there’s nothing to tell you [administrator].”

Relationships with Other Teaching Colleagues

Share Ideas

Sandy related her relationships with colleagues helped her “see where I needed to work in different areas that may need to work on.” Sandy continued, by being a mentor she had met “different people, different cultures,” at the middle and high school, and to hear about what they are doing “I can use over here, just put it on a lower level has helped me in the classroom.” Moreover, Sandy explained, “I gained knowledge there.”

Sandy Simms advised when the mentors meet at the system mentoring meetings she "enjoys" the "gainful knowledge and it is good for us to hear from them because we've had their students." Sandy further stated it is "beneficial" when you get the time to "discuss things." As a result, Sandy shared, "sometimes it's shocking to hear what they think about over here." On the other hand, Sandy pointed out, "everybody's probably going through the same kind of things," and if there was a "little bit" more "communication between schools," many of the issues could be easily resolved.

Case Summary

Sandy expressed Terri's willingness to "listen and try different ideas" was a "welcomed" component of the mentoring process for her. Furthermore, Sandy believed "encouragement" throughout the mentoring process was essential. According to Sandy, she had offered to sit with Terri to talk about appropriate strategies and techniques to work with "challenging" students in Terri's classroom. However, Sandy provided insight that Terri needed to "learn each of her students on her own." The mentoring experience with Terri, according to Sandy, made her believe the "efforts were worthwhile."

On the other hand, Sandy admitted she experienced "frustration" with her previous mentoring experience, but she decided to "give it a try again." Furthermore it really "bothered" her about how "non-receptive" the first mentee was especially when the mentee did something the "total opposite" of what she had suggested in efforts to help the mentee with her students. Sandy also reported "time" was a "huge factor" as with other mentors, and she was "insistent that her time in this particular mentoring experienced was abused."

Sandy related she was "passionate" that mentoring was something to "help people stay in the teaching profession." Moreover, Sandy believed she had "grown" from the mentoring

experience and gained in “self-satisfaction” from helping “receptive” mentees. Sandy reported the “self-satisfaction” she and Terri experienced was “two-way.”

Sandy shared her mentoring relationship with Terri was a “learning experience,” and her “weakness” was paperwork; however, she “learned” how to “organize” parent conferences from Terri. This “growth,” according to Sandy, was “rewarding.”

Sandy stated, overall, she had gained a “renewed appreciation” for mentoring, and she summarized, the “positives outweigh the challenges.”

Case 3

Tammy Taylor

Tammy Taylor (a pseudonym) had been employed as a teacher in Manning County all of her 17 years as an educator. She held a Master’s Degree in Early Childhood Education from Georgia Southwestern University and a Master’s Degree in Educational Leadership from Troy State University. Tammy taught numerous grades including a Learning Enhancement Class (LEC) for 3 years, fifth grade for 2 years, third grade for 12 years, and at the time of the study, back to fifth grade. Tammy had been actively mentoring for six years, but had mentored 10 to 12 mentees during that span of time.

Tammy Taylor was in charge of the Accelerated Reader Program at her school, and she held the position of grade level chair for several years. She also stated she had not used her degree in Educational Leadership, but “I’m in charge of a lot of programs that are going on. Really numerous things.” Tammy held the Teacher Support Specialist (TSS) Certification, and she was trained Manning County mentor. During this study, Tammy Taylor mentored a female teacher named Tabitha (a pseudonym) who was a second-year teacher who entered the profession through the Teacher Alternative Preparation Program (TAPP) (see Appendix G). Tabitha, however, was in her first year of teaching at Manning County Primary and Elementary

School. Although Tammy was "officially" assigned one mentee, Tabitha, there were two other first-year teachers in fifth grade, who were assigned their own mentors, but who would go to Tammy for advice.

From the course of the interviews with Mrs. Taylor, nine major findings emerged. These areas addressed the mentors' perspectives of her work with beginning teachers. Two findings portrayed the type assistance mentors provided to protégés; two findings addressed how mentors perceived their assistance to protégés; two findings related to how the mentoring experience affected Mrs. Taylor professionally and personally; two findings centered on the changes in the attitudes of this mentor as a result of the mentoring experience; and one finding related the affects on relationships with other colleagues as a result of the mentoring experience. While many of these findings were derived from individual interview questions, themes emerged throughout several of the responses to the research questions across the three interviews with Tammy Taylor.

Table 4.6 highlights the content areas that emerged from each overall research question during the interviews with Tammy Taylor. The discussion that follows examines each research question within the framework of the three interviews and from the transcriptions and fieldnotes collected during the interviews with Tammy Taylor.

Table 4.6

Content Areas: Tammy Taylor

Research Questions	Major Findings
What types of assistance did mentors provide to beginning teachers?	<u>Assistance Provided to Beginning Teachers</u> Discipline, Adjusting Curriculum to Meet Student Needs

Table 4.6 (continued)

Content Areas: Tammy Taylor

Research Question	Major Finding
How did mentors perceive their work with beginning teachers?	Perceptions about the Work of Mentoring Open and Receptive, Overwhelming
How did the mentoring experience impact the mentor personally and professionally?	Personal and Professional Impact of Mentoring Rewarding, Professional Pairing
In what ways do mentors perceive that their attitudes about mentoring have changed as a result of the mentoring experience?	Mentors Perceptions about Changes in Attitudes Administrative Support, College Experience
In what ways do mentors perceive that relationships with other teaching colleagues have changed as a result of the mentoring experience?	Relationships with Other Teaching Colleagues Building Relationships

Assistance Provided to Beginning Teachers

Discipline

Tammy Taylor shared she assisted Tabitha, her mentee, with the "procedures" of discipline to make sure Tabitha had a "good discipline plan" in place. If she did not, Tammy continued, she would have "help[ed] her [to] form one." Tammy explained, "if you don't have a good discipline plan, you can forget about teaching."

Furthermore, Tammy reported there were three new teachers in fifth grade so she assisted Tabitha, as well as the two other beginning teachers, with devising a "good discipline plan." Tammy continued,

> That's what I did with the three of them. I told them that this is what I did and you can use it and see how it works and if it doesn't, then you can change it to your class. You have to keep working with it until it fits. I think that's very important for them to do that.

Tammy believed if you do not have discipline in your classroom, "you cannot teach." She further related, "you can be the best teacher in the world, but if you don't have 'control' in that

classroom, you're not an effective teacher." "That's why," shared Tammy, "discipline is important."

Discipline, Tammy related, had caused many teachers to "leave the profession." However, if an effective plan had been in place, continued Tammy, a "relationship with the students" would have been built, and there would not be a "power struggle" all year. Furthermore, Tammy communicated, "I feel like teaching is a gift that you have," and teachers have to know that you "love that child, but the child has to do what you ask," too.

"We're getting more and more discipline problems in the classroom," stated Tammy. In the past, explained Tammy, "we used to have maybe one and sometimes none and now we have three or four in the classroom and we're just not equipped to handle some of these kids and their problems." Furthermore, Tammy pointed out, "our hands are tied. They're [legislators] taking too many things away from us of choices of what to do with these children." As a result, according to Tammy, first year teachers are saying, " I can do something else and make more money."

Adjusting Curriculum to Meet Student Needs

Tammy stated she assisted Tabitha with "learning and organizing the curriculum" so she would be "comfortable starting off" the school year. Tammy shared she knew as a beginning teacher she was "overwhelmed" and often wondered, "where do I start?" Furthermore, Tammy indicated she knew Tabitha's "biggest concern" was going into the classroom and "learning the curriculum;" therefore, Tammy shared, she took Tabitha and the other two beginning teachers in fifth grade into her room during pre-planning, and "I sat down with them for about three hours and went through the books and how to get things together and how to organize and the pace they need to be at."

Tammy continued, "we talked and talked and talked but they always ended the conversation with, 'I'm so scared about the first week of school. We have so much material, where do we even start?'" As a result, Tammy indicated, she "touched base" with her mentee, Tabitha, every morning to ask how things are going. Tammy further stated she would "guide" Tabitha through the reading and math text because "the book doesn't really tell you how to teach it." Furthermore, Tammy shared what was important was to make sure Tabitha "covered each of the components while teaching the lesson."

Being "knowledgeable" of the curriculum, according to Tammy, was as "important" as an effective discipline plan, and that is why "I thought those two were very, very important that I make sure that they [three beginning fifth grade teachers] knew the first week of school." Tammy also stated she advised Tabitha to "observe her teach reading [and math] and see if she understands it a little bit better."

Perceptions about the Work of Mentoring

Open and Receptive

Tammy indicated keeping an "open mind" as a mentor and having a mentee who was "receptive" were essential to having a successful mentoring experience. Tammy shared, "you have to have a very open mind for her [mentee] to come in and say, 'yeah, that's a neat idea.'" Moreover, Tammy continued, a mentor should not say, "nope, nope, this is how you do it—dit, dit, dit." And there again, shared Sandy, "just to be beside her side and let her feel comfortable with you and be your friend instead of thinking that I'm ahead of her," was what she believed would help the mentee the most.

Tammy Taylor shared, Tabitha came in with "a whole lot of ideas and things that she would like to try," and the mentor should not "just think that it's her or his way or no way."

Tammy continued, a mentor should just say, "try them" without a closed mind and say, "no, that's not going to work." On the other hand, "let her [mentee] see by her mistakes, you know, you learn better than anything by mistakes," shared Tammy. Furthermore, mentors need to "guide," and "from experience, this has happened, but you go ahead and try it but just be careful." That, concluded Tammy, "was what I meant by an open mind."

Having a mentee that is not "open" and "receptive," reported Tammy, tends to make you "not really help the person when they are like that." Furthermore, Tammy indicated that she would share the basics "but you really don't want to because you feel like, well she's just going to not listen to me, so why waste my time." On the other hand, Tammy related it really does help and it makes me "feel fantastic" when they are saying, "yeah, tell me all that you can tell me, and, I will listen and I will do." Tammy concluded, "I think being open is the most important thing that I can think of for a mentee."

Tammy was asked to rate her "feelings" about the importance of a receptive mentee on a scale of one to five with "five" being "very important." Tammy rated the importance of a receptive mentee a "five." Furthermore, Tammy summarized:

> If you two can't work together, then she's going to think of you as a nuisance and you're just wasting her time and your time. So, it's very important and if you get a protégé that you can't work with, then you probably need to talk to the principal and get reassigned because if you can't work together then you can't be very effective at all.

Tammy explained mentors have to "relate and talk" to the mentee in "an effort to encourage success." Basically, Tammy continued, because the mentee "won't come in knowing the curriculum and knowing strategies to help them with discipline," it is imperative, shared Tammy, to have "open communication" so the mentees can "learn while they're teaching."

Overwhelming

Tammy shared she was "frustrated" with the amount of time it "took her away from her classroom" to mentor a TAPP teacher. Tammy described by and large that "a classroom teacher does not have time to do [mentor] a TAPP teacher." Tammy explained, "I have to do six observations with her. Each time we had to videotape the pre-conference, videotape her teaching, and then we had to videotape the post-conference." After that, Tammy continued, "I had to write a couple of pages on the whole thing. Then she had to do this big notebook for her second year in the program." This was Tammy's second year with Tabitha, a TAPP teacher, and Tammy stated, "I just think that's too much for a beginning teacher to do. [Additionally], It's too much for a classroom teacher to mentor."

Tammy further described the notebook Tabitha had to complete this year:

> It has a lot of just busy junk to put in it. It's just busy stuff. Its just junk and I hate busy work. Give me something that means something but don't give me stuff just to fill up a notebook.

Tammy viewed the process of Tabitha completing the notebook as "awful," and she continued, "it was like every time I turned around I was busy with her doing something to put in her notebook." Tammy also shared Tabitha came in with a Journalism Degree "with no clue of what any of the jargon is in education—none…actually, the first two weeks of school, she was in TAPP—so she missed the first two weeks of school." As a result, continued Tammy, "she came in running as fast as she could go. She had never been taught in any education classes."

Tammy described Tabitha's reaction to her first year as "if I can [only] survive the year," and Tammy "felt the same when she had to [help] do that notebook and all these observations." Tammy explained the hardship of mentoring a TAPP teacher like this:

> It took too much time. I don't like time away from my classroom. I'm hardly ever out and I like being with my kids all the time. So that bothered me a lot. I had to get a sub to

> come in there every time. We did have common planning and I couldn't go observe during my planning time so that was one time that I didn't work out that way. So, I don't want to ever do a TAPP person again. If I have to—If I'm asked, then I probably will. I probably won't say 'no.'

Tammy expressed strong feelings about mentoring TAPP teachers, "if I was out of the classroom and maybe just a lead teacher…that would be fine." Tammy concluded, mentoring with "traditionally-certified teachers was not that much;" on the other hand, "TAPP *is* too much" [emphasis made]…it's just too much for her, and it was too much for me."

Personal and Professional Impacts of Mentoring

Rewarding

Tammy revealed the mentoring experience was "rewarding" because "as she grew her protégé grew" creating a "stronger relationship—rewarding to both of us." For example, Tammy shared she was nominated for the "honking award" by the three fifth grade beginning teachers for providing "assistance" to them at the beginning of the year. The "honking award" Tammy was started by Tammy's principal, and "it's about geese and how they flock together and fly." "If you see somebody that's doing something out of the ordinary, the teacher writes it up and the principal presents you the 'honking' award," summarized Tammy.

Tammy was "very surprised" when her name was called at the faculty meeting, and she shared it was "rewarding" because "you do little things, and you don't think they [protégés] really recognize or appreciate it." Tammy concluded, "they say 'thank you' but those little things like that make you realize that they really did appreciate what I did for them." Tammy shared she, too, had "grown" from the mentoring experience with Tabitha and the remaining two fifth grade mentees.

Tammy experienced "growth" through teaching and working with children, and this "helped to give my protégé more experience and building upon my experience, I can share it

with her." Tammy continued, "as I grow and learn more and more and more each year," and "I discover things that I need to do to improve so do my mentees." Tammy described, in one word, her overall mentoring experience as "enjoyable." Tammy explained, "I would say that it's an enjoyable thing I do because I love helping people."

Professional Pairing

Tammy believed the "pairing" of mentors and mentees was a "critical" part of the mentoring process. Tammy expressed she was "bothered" about Tabitha not sharing the same "planning time" as herself. Tammy shared they were "working through it, but a mentor and mentee really need common planning and lunch time." Tammy continued, "we see each other for a few minutes before school and a few minutes after school," yet, injected "we really don't have 30 or 40 minutes to sit down and talk."

There are "so many things to consider" when pairing mentors and mentees, shared Tammy. Tammy further believed, if there was a "mismatch," there were many "different things" that would be "difficult" to accomplish. Tammy, "you really need to pair the person up as close to your grade level as possible if a mentor from the same grade level is not feasible."

Tammy shared if she were an administrator and realized there was a "mismatch" among "one of my mentoring pairs," she would probably "switch it [the pair] out" in order to "set the playing ground" for a more successful mentoring experience. Tammy was adamant of the need for a "common planning time and common lunch time," so that a mentor and mentee could make "efficient" use of their time.

Mentoring in "your grade level," according to Tammy, "helps to ensure the conversations are focused on the same levels." This was important because "you understand children

better…and have a common place that you're both going," shared Tammy. A "good match," was "key" to a successful mentoring experience according to Tammy.

Mentors Perception about Changes in Attitude

Administrative Support

Tammy believed "good" administrative support was essential to successful mentoring relationships. Tammy shared administrators needed to "work with you" to ensure "mentors can work and observe their mentees." Tammy continued, the central office should "pay for a sub if we want to go in and spend the day with our protégé." The administrators "do a lot to try to keep the new teachers," and "they're [administrators] very supportive here with the mentoring."

Tammy believed the system monthly meetings were "helpful" because "you get to see all the new faces [mentees] and hear their challenges." Tammy continued, "it's beneficial to hear it all;" however, she admitted there were times when "I wish we could just go and meet as our little group with the other elementary teachers because sometimes, when they're [mentors/mentees] talking about things that don't really mean anything to us," it makes it "difficult to follow the conversation."

One area, Tammy expressed, she wished were "done differently" was new teacher orientation. As background, Tammy related that new teachers employed by Manning County were required to participate in a two-day orientation prior to the return of the staff. Tammy reported that, many of the meetings the new teachers had to attend were presented again during pre-planning in which the new teachers "had to sit back in and hear it again." Tammy "wondered" why the new teachers had to "sit here again" when that was an "opportune time" for them to "work in their rooms."

It was more important, Tammy shared, for the principal to "give us a couple of hours one day to sit down and do the items for the TAPP notebook." Tammy pointed out that with all the "extra stuff" that is required for a TAPP teacher for certification, "there's not enough time during the day to get it all done." Furthermore, Tammy related, "she [Tabitha] teaches after school and I'm doing this" [requirements for Manning County's mentoring process]; therefore, "we're just too busy to do it after school." Tammy concluded "it's too much for a beginning teacher to have to do" and also "it's too much for a classroom teacher to have to mentor a beginning TAPP teacher."

Tammy was asked to rate her "feelings" on how essential administrative support was to have a successful mentoring experience on a scale of one to five with "five" being "very essential." Tammy rated her *feelings* on administrative support as essential to a successful mentoring relationship, a "five," and she explained, "if they're not supportive then its hard for you to do the things you need to do for that mentee or protégé so it's very important for the administrator to be supportive."

College Experience

A "positive" change in attitude about the "work" colleges do with preservice teachers occurred for Tammy. "Colleges are preparing these students," stated Tammy. Tammy related that when she first started mentoring beginning teachers, even before the TSS Certification and Manning County's formalized mentoring program, "they [beginning teachers] would not come out really prepared as well as I thought the college should have prepared them." "Now," Tammy continued, "these colleges are preparing these teachers to teach." Tammy provided the following example regarding college preparation of preservice teachers,

> They are getting a lot of experience now. They're doing three or four field experiences now and then student teaching. They are preparing them now so most of the people we get are prepared. I just have to guide them a little bit.

Tammy concluded, the "biggest thing about the what the colleges are now doing, I'll tell you, is what's keeping a lot of people [in education]."

The structure of the teacher education program at colleges, according to Tammy, "seemed different." Tammy explained, "I think they're putting them in the classroom more to get that experience. I know when I graduated, all I did was September experience and a brief student teaching stint." But now, Tammy continued,

> They're in the classroom a lot. I mean, they're in there four or five times a year. I feel like they're getting that. I feel like their schedule is allowing them to go into the schools and to do different things in the classroom with the teacher besides just the September experience and the student teaching. I feel like that in itself is helping more than anything, just being there.

Tammy summarized, "being in the classroom is the best experience that you can have."

Relationships with Other Teaching Colleagues

Build Relationships

Tammy shared her experience as a mentor allowed her to have "good friends" in her mentees. To build that "bond" with a teacher is important because the "bond sticks with you, even after your mentoring experience was complete." Tammy shared, "I still see those teachers, and we talk and it's neat to see, year after year, how much they continue to grow and keep working hard." As a result, Tammy shared she too "gained" from the "bond" developed with her mentees.

You do "build relationships" when mentoring; however, Tammy admitted, "some teachers don't, they're just like 'let me do my job and get out of here." Tammy explained, when

you "build a relationship with your protégé, it's hard not to keep the relationship going instead of just cutting it off."

According to Tammy,

> You just become friends because you talk to each other every day. She knows that she can come to you and ask any question without being criticized or feeling funny…I know you don't go and ask the principal things; and, if she didn't have a bond with a teacher that she could ask questions that she wouldn't won't the principal to know she didn't know, [it would be difficult for her].

Tammy took pride in "helping" her mentees, and she shared, "I'm a person that really likes to help everybody…and a lot of people come to me."

Tammy was asked to rate her "feelings" about the necessity of "building a strong bond" from mentoring, on a scale of one to five with "five" being a need for a "very strong bond." Tammy rated the necessity of a strong bond a "four." Tammy explained she would have probably developed a "bond" in the absence of a formal mentoring relationship with Tabitha anyway because " I'm always mentoring someone," but "not as strong."

Tammy stated she believed it was "very, very, important," a "five" on a scale of one to five, for mentors and mentees to "grow" in a mentoring relationship. Tammy continued that her relationships with other teaching colleagues had changed by just watching her go through the actions.

Case Summary

Tammy Taylor shared she assisted her mentee with the procedures of developing a "good discipline plan." Tammy further stated she assisted Tabitha with "learning and organizing the curriculum" so she would be "comfortable"starting off the school year. It was "imperative," shared Tammy, to have "open communication" so the mentee can "learn while they're [mentor] teaching."

Tammy believed the "pairing" of mentors and mentees was a "critical" part of the mentoring process. There were so many things to "consider" when pairing, shared Tammy, but "correct" pairing would set the ground for a "successful" mentoring experience. As an extension, Tammy believed "good" administrative support was essential to successful mentoring relationships.

A "positive" change in attitude about the "work" colleges do with preservice teachers occurred for Tammy. Tammy further explained she believed, "colleges are [better] preparing these students. In summary, Tammy shared, "being in classrooms is the best experience that you [a beginning teacher] can have.

Case 4

Nina Rice

Nina Rice (a pseudonym) has been employed as a teacher in Manning County all of her 24 years as an educator. Her highest degree earned was a Master's Degree in Early Childhood Education from Mercer University. Her teaching experience included teaching a combined K-1 class for 12 years and 3 years as a third grade and Kindergarten teacher. At the time of the study, Nina was teaching a combined K-1 class. Nina had mentored 15 of her 24 years as an educator, formally mentoring a total of 15 mentees.

She had taught several classes for the school in the past, including In Tech computer training and guided reading. She also has held the grade level chair position for the past four years. Nina was awarded Teacher of the Year in 1990 and received recognition for Teaching with Technology in 1991. Nina's mentor training included Teacher Support Specialist (TSS) Certification and Manning County's local mentor training. During this study, Nina was a

"buddy" mentor to a female teacher named Linda (a pseudonym) who was in her second year of teaching at Manning County Primary and Elementary School.

From the course of the interviews with Mrs. Rice, 12 major findings emerged. These areas addressed the mentors' perspectives of her work with beginning teachers. Four findings portrayed the type assistance mentors provided to protégés; two findings addressed how mentors perceived their assistance to protégés; three findings related to how the mentoring experience affected Mrs. Rice professionally and personally; two findings centered on the changes in the attitudes of this mentor as a result of the mentoring experience; and one finding related the affects on relationships with other colleagues as a result of the mentoring experience. While many of these were derived from individual interview questions, themes emerged throughout several of the responses to research questions across the three interviews with Nina Rice.

Table 4.7 highlights the content areas that emerged from each overall research question during the interviews with Nina Rice. The discussion that follows examines each research question within the framework of the three interviews and from the transcriptions and fieldnotes collected during the interviews with Nina Rice.

Table 4.7

Content Areas: Nina Rice

Research Questions	Major Findings
What types of assistance did mentors provide to beginning teachers?	Assistance Provided to Beginning Teachers Support, Action Plan and Goals, Discipline and Classroom Management, Offered Suggestions
How did mentors perceive their work with beginning teachers?	Perceptions about the Work of Mentoring Mentoring Meetings, Frustrated and Discouraged

Table 4.7 (continued)

Content Areas: Nina Rice

Research Question	Major Findings
How did the mentoring experience impact the mentor personally and professionally?	Personal and Professional Impact of Mentoring Self-Satisfaction, Experienced Growth, Made a Difference
In what ways do mentors perceive that their attitudes about mentoring have changed as a result of the mentoring experience?	Mentors Perceptions about Changes in Attitudes Overall Positive Experience, Administrative Support
In what ways do mentors perceive that relationships with other teaching colleagues have changed as a result of the mentoring experience?	Relationships with Other Teaching Colleagues More Professional Friends and Colleagues

Assistance Provided to Beginning Teachers

Support

Support that was "lacking" this year for Linda, Nina Rice's mentee, was "intensive daily assistance" from active mentoring. In the Manning County Mentoring Guide, active mentoring required a mentor and a beginning teacher to meet daily, weekly, and monthly to discuss beginning teacher concerns. Monthly mentoring logs were kept, and the mentor and mentee were paid a stipend. Conversely, "buddying," according to Manning County's Mentoring Guide, was designed for second year teachers and experienced, new-to-system teachers who typically did not require extensive mentoring. Nina explained, due to cuts in Manning County's Staff Development budget, Linda, a second-year teacher, was assigned a "buddy" this year. "Buddying," Nina explained, "did not require mentoring paperwork; thus, the mentor was not paid." Nina indicated, the type of "assistance" Linda "*deserved*" this year was incompatible to the "support" she received.

Another area of assistance that was insufficient, according to Nina, was "guidance" she needed in defining her position as a "buddy" to Linda. Nina further stated, "this year, I have struggled with my role as a 'buddy' to Linda." Nina shared, she had a difficult time with this task because she believed Linda "needed more." Although this was Linda's second year teaching and Nina's second year mentoring her, Nina shared "Linda still needed more intense daily support again this year." Typically, in special circumstances like this, when a mentor indicated a mentee needed "another year of help" Manning County would allow a second year of intensive daily support. In light of Georgia Department of Education's severe budget cuts in staff development funds to school systems statewide in the 2003-2004 school year, Nina shared, "priority [for active mentoring] was given to first year teachers." Nina continued,

> I'm concerned about mentoring right now because I see that we're cutting back and cutting back, and I'm concerned that we're going to cut back in the wrong direction. Because I think that giving beginning teachers support…if we don't support them when they begin…they're going to get frustrated if they don't have some other avenues of how to get through these difficult times.

Relief, according to recent report from the Georgia's Department of Education, from so many budget cuts to school systems was far from being over. The Georgia revenue report suggested that even greater cuts to staff development were projected for the 2004-2005 school year. In many systems, Nina believed priority of funds will be given to Staff Development mandated by the state (i.e., InTech training for recertification, No Child Left Behind (NCLB) training initiatives) thus, "mentoring programs will be the first to go." As a result, Nina summarized, the impact of those cuts would further exacerbate the problems of "high attrition rates among beginning teachers."

Nina stated, [frowning] "I've already heard. That's why I'm not going to be a mentor next year. It's going to be called a 'buddy.' It's financial." Nina suggested Linda really needed

a mentor this year and that is why she agreed to serve as a "buddy." The most important thing was "Linda could still have *some* support because s*ome* support was better than none. There are some things that she really struggled with last year," stated Nina. The administrative staff knew at the end of the school term last year that although "Linda had made progress, there were still areas that needed to be addressed again this school term." Nina revealed she did not agree with the decision to place Linda with only a "buddy." Furthermore, Nina's sentiments were she *had* to do the "same amount of intense mentoring for Linda, out of necessity, yet was not given the same amount of time or money as an active mentor."

Nina stated, "I've been given less guidance from leadership, like from my principal on my role and how much I should do for her…[as a result] I feel like my buddy has made a decision probably not to teach next year because she's real discouraged." As background, Linda was a music teacher, and she was involved with many different teachers. In that position, Nina believed Linda needed "extra support." Nina continued, and "I haven't been able to give her as much support as I usually would." Last year Nina shared she was able to go in Linda's classroom and "show her areas where she needed to change and help her understand why change was necessary." "Well this year we don't have that," Nina stated. [shrugs] As a "buddy," Nina shared, she was not given release time to go into Linda's room "to observe and provide the support," as both Nina and the administrative staff knew Linda needed.

Nina shared the decision made by Linda to "probably quit teaching this year," only after two years was attributed partly on the "lack of daily support" she was given this year. Nina shared her frustration:

> I'm very frustrated this year in some ways because I don't know how much help I'm supposed to be giving her. As a teacher, I want to give her everything that she needs. Last year she was open to show it to me and tell it to me, but now it's so informal that I mainly see her at the beginning of the day when we can sit down and talk but it's just for

> a limited time…I don't have the support like if I needed coverage, she needed coverage, and we wanted to go see something. With the mentoring program, we had that coverage. We can go and observe someone else.

Nina believed Linda needed more than "informal meetings." Nina explained, "to have provided the support and guidance that Linda truly needed, formal mentoring this year was a necessity." Nina stated, "I *see* her every day…[however], we're not getting to the subject every day." In Linda's case, this type of mentoring was "just not enough!" Although Nina's administrators did not intimate that she could not provide "extra mentoring assistance," the "opportunities" to go into the classroom were just not available to Nina.

Nina reflected, even though Manning County was in the second grading period, the "buddying" experience still was "not a positive one" for Linda. Nina revealed, "I feel like she still needs to be mentored. I still feel if she had been mentored continually that she might not be going toward getting out of teaching." Nina furthered expressed, "in some ways, I feel like we failed her because we haven't given her the support as a beginning teacher that we should have." Nina reflected, had the mentoring process continued the same from last year to this year, "I question if she would make the same decision or if she would not…or if she might end up teaching next year if we had continued it."

Nina also attributed Linda's decision to leave teaching to her own "confusion" in her role and work as a "buddy." "I'm so confused this year of how much I am supposed to give her and explaining some of those things that she's going through," Nina explained. Nina then asked a rhetorical question, "if a mentor does not have good direction, good guidance, and/or a good understanding of the role they play as the mentor, then how can the mentor provide it for the protégé?" Nina shared she could not help but think whether or not she "fought hard enough for more support for Linda."

Still lingering in the third interview was Nina's concern about her position of "support" for Linda. Linda was now working monthly with the principal "in some of the discipline areas in which Linda was having problems," she revealed. "That's what frustrates me is she's probably getting it once a month whereas a mentor would be more than once a month. So she's not getting near what she would have gotten if she had been considered a 'mentee,'" voiced Nina.

Nina was asked to rate, on a scale of one to five with "five" being "very essential," her "feelings" on whether a formalized mentoring program was essential to the success of beginning teachers. Nina gave the necessity of a formalized mentoring program a rating of "five." She explained:

> I think it is very essential. I know that there have been people that have been 'in the system' before. I think of one person who was a parapro and became a teacher. She didn't need as much help but I think it would be mainly a five for most people that come in. I think they need that support. I think that there are things that people "assume" that you know and then you find out those little things. I think that by having a mentor, it makes it easier on that first year teacher.

Nina was further asked to rate the need for daily or weekly support versus monthly support, on a scale of one to five, with "five" meaning "a very high need." Ms. Rice gave weekly support a "five," and shared, "I think it's very important. I think weekly helps. Even if it's just informal little talks, I can tell a difference about her [Linda] attitude being at school [from last year to this year]."

Nina wondered if her position as a "buddy" was "useful" and how it had "affected" both Linda and herself. As a result, Nina concluded there were "no positive effects" between them regarding support this year.

Action Plan and Goals

Nina advised "action plans and goals" were one of the required elements of the mentoring program in Manning County. Last year, they developed the action plan which was "to be

continued for this year," advised Nina. However, Nina shared two concerns: Linda did not "follow the goals" to implement cooperative learning groups in her classroom and there were "no" opportunities in place for Nina to provide the "weekly support" to Linda when she needed help with implementing the cooperative learning group strategy. This was "frustrating" to Nina.

As a part of the mentoring process in Manning County, and according to the Mentoring Guide, the mentor and mentee would establish three goals they wanted to work on and establish a least one activity under each goal that they would do to accomplish the goal. Last year, Nina explained, "we [Linda and I] accomplished everything that we had set forth…but she still needed help in management. So our main goals this year were management and discipline." However, during the current study, Nina indicated, she had questioned if she and her mentee were supposed to still be "working on the goals established the prior year." Nina continued, "I am going to talk to the principal, but I haven't talked to her yet to find out if she wants us to still try to reach those goals and work with her in that way."

Nina shared, as she tried to find her way as a "buddy" this year, she believed her "lack of support" to Linda was due to Nina's *own* confusion of her responsibilities. "You are not in a [true] mentoring situation as a buddy."

> You just stand back and you just help her when she wants help. You know not to go in and say, 'we need to do this and we need to look at this and let's meet this goal and let's see how we can work towards this and what would you like to do to meet this or how would you like to handle it?'

Although Linda had some problems last year, Nina believed Linda had made "a lot of progress," and Linda would eventually be a "good teacher." Linda was "headed in the right direction and was growing professionally as a teacher," according to Rice.

Nina stated, in retrospect, if she had been given the "opportunity to actively mentor" Linda again this year, she would have supported her by:

> Sitting down with that action plan more this year and see where we are and address it more and just try to continue to give her [Linda] the support that she needs. I feel like I have tried to give her support but not giving the actual—going to other classes and seeing other strategies to work for this year or talk to her.

The action plan was the "strategy that was used by the mentor to help ensure that the mentee was successful." Furthermore, each action plan was different because the "goals were tailored to meet the needs of the mentee." Based on the goals, "support mechanisms" were provided to the mentee to ensure success, indicated Nina. Nina summarized, success was "predicated on the type and duration of the assistance provided."

Nina revealed one of the things she had to do to assist Linda, last year, was show Linda how to create a "more active learning environment" with cooperative learning groups. Linda was not sure "how effective" cooperative learning groups would be because "she had no experience with that," Nina explained. Because of Linda's "fear of the unknown," Nina reported, "Linda was not open, at first." After Linda realized the "effectiveness" of cooperative groups, through practice in Linda's room, Nina and Linda set goals of "what needed to be done."

Nina pointed out the steps that Linda took to become familiar with cooperative groups. Linda read research-based articles about cooperative learning groups to get a "better understanding of the purpose and effectiveness of the method." Linda observed Nina's classroom where a lesson was taught with cooperative learning group techniques, then Linda took Nina's class, who was already "familiar with the method," and Linda used cooperative learning groups to teach a music lesson with Nina's class. Nina further stated, "Linda [discovered on her own] how to get at active learning and also to perform the performance tasks that she wanted the kids to do to get better outcomes." Nina shared:

> I'm disappointed and sad…I mean, it's not a good feeling to know that she hasn't accomplished those things that we would have liked for her to do. She put those goals for

> herself and she set them up. So, I would have liked to see her reach those…and she still might. [shrugs]

Nina's disappointment was two-fold. Nina explained she thought since Linda had "made progress" last year in her classroom techniques, Linda would have been "motivated on her own" this year to achieve the same success, regardless of the circumstances. Nina recognized, she had an "obligation" as Linda's "buddy" to ensure that Linda had "whatever support she needed to accomplish the action plan goals."

Discipline and Classroom Management

Nina shared Linda had "struggled with discipline and classroom management," as many beginning teachers had. Linda's main problem, Nina continued, was that her "philosophy" on discipline was "different than the principal's philosophy" and, as a result, Linda chose to "listen to advice about discipline from her mother," who was a high school teacher in the system, rather than to Nina, as her "buddy" or to the direction the principal tried to give her.

Nina admitted she was in an "awkward position," having to explain that the principal was going to give her [Linda] "trouble if she did make a difference in the way she handled discipline." Nina explained, "that was the hardest situation…to watch the way you say it and be very tactful and, but yet, continue to help her. It turned out positive but it was a struggle to get there." Nina further stated, "Linda could not see that she was being too strict on discipline" because she has a mother who was a high school teacher who also gave her advice. Naturally, advised Rice, "she [Linda] listened to her mother and the principal." Nina, as a mentor indicated it was hard for her to "change thoughts she had developed from her mother, whether right or wrong." Nina continued, "I think at the end, we were successful after going to workshops, and putting down what we were going to do…she saw other things without me saying, 'This is wrong. This is not the way to do this.'"

Linda's "philosophy was different from the principal's philosophy," and Linda believed "kids ought to automatically sit down and be quiet because she [Linda] was the adult." Nina shared Linda's belief that if kids continued to be disobedient then "corporal punishment should be administered." However, the principal believed "there were other ways to control the behavior of students than corporal punishment.

According to Nina, the principal had given "some support" to Linda this year, in the area of discipline. "I think that was her [principal] biggest concern," reported Nina. But Nina indicated she wanted to provide "more than just a monthly session." Nina wanted to help "mold and develop" Linda through more frequent meetings with her because "the weekly sessions with Linda last year were productive."

Offered Suggestions

Offering suggestions was one "useful piece" of mentoring relationship; however, Nina shared, although suggestions were offered, it was up to Linda to "find her way" in teaching. Nina believed to have a receptive mentee, also, "made all the difference." Nina clarified, "receptive did not mean doing everything I say," but it does mean to at least be "amenable and willing to try new ideas."

Nina shared she preferred to give Linda "more than one suggestion or idea" for the topic under discussion, and "it was then Linda's choice of what method she preferred to use." Nina continued, "after that, I think if we see something, then as a mentor, you need to help her address it in some way." Nina pointed out she had to allow "Linda to discover things on her own." For instance, Nina revealed, part of the problem with Linda's discipline system was that she "did not have a plan in place at the beginning of the year." By developing a plan to start at the beginning of the year "gave her more to start the year off." According to Nina, "it [the plan], too, was part

of the problem." Nina continued, "I couldn't tell her that she was getting way too complicated…sometimes you just have to let them realize that…and I think eventually she would have come to those conclusions by herself."

Linda had been "receptive" to her suggestions, and Nina stated,

> That's the transition I saw. It was like at first, she had higher expectations to the point that the students were like high school students. She has made a lot of progress from then until now on her viewpoint of how the kids should act…I think, overall, she was to the point where 'I'm right and I'm not going to listen.' It was very hard to convince her without letting her see things and experience them.

Nina discovered that trying to "force your opinions" on a protégé would lead to a "never-ending battle." When Linda eventually realized the "significance" of Nina's efforts, she then "sought advice." At that point, Nina revealed, "Linda grew as a teacher."

Perceptions about the Work of Mentoring

Mentoring Meetings

Nina related that the monthly mentoring meetings required by the school system was the one part of the process that Nina and Linda did not participate in this year. As a second year teacher, Nina continued, Linda was assigned a "buddy" to help her informally during this year. The structure of the mentoring program in Manning County, according to Nina, varied over the years from an "informal process" with meetings with principals at their school to a "formalized program" where all mentors from the system met to discuss issues related to all schools.

Nina remembered when the mentoring program initially started, "when we had another principal…she would have it with just our school, and we all sat down in a very informal meeting. Now they [meetings] are more formal." Nina continued, "the principal would have an agenda outlining things that needed to be accomplished in the meeting," but it was also "more open to mentors if they had needs. Then, those things [needs] that came up were talked about."

Having more than one teacher there, shared Nina, "mentors and protégés would have more than one way to solve the problem." However, Nina revealed, a problem that existed with mentoring meetings that included all school system mentors was "due to the mixed grade levels and because needs at each building were different, there were some mentoring areas that were reached, but many needs were not met." Furthermore, "it's hard now because I don't feel like those bottom needs of the mentor come up and you don't get as much," Nina related. "It puts a little bit more on the mentor," stated Nina. Another problem was that when the beginning teachers' needs were not met in the mentoring meetings, a mentor would have to address those needs in individual sessions, and moreover, "you now only get the aspects of what I think," Nina shared.

Another concern, communicated Nina, regarding the choice of Manning County's mentoring meeting structure was the "formal nature" of the process. Nina continued, all mentors in the system met together once a month to discuss "similar topics." However, with the current format of the mentoring program, Nina stated mentees:

> Wouldn't be as apt to bring up many problems with so many people there. When it was informal, if they [mentors] had something they really needed help with, they've got an ease to bring it up and they realized that it was not a threatening situation…It's not as likely for somebody to bring up some areas.

Nina understood "context is everything" in a mentoring program. Therefore, the composition of the meetings and the topics discussed could determine whether or not a mentee had a "positive induction experience." For example, many beginning teachers become easily "intimidated when situations created an atmosphere of discomfort," advised Nina. As a result, Nina believed that it was "beneficial to meet as an entire group for some topics" but revise the mentoring process so "mentors and their protégés meet every other month with their home school."

When the mentors and their protégés would meet as a home school, "the principal would lead the meeting," reported Nina. "The principal would come up with items for the agenda," and Nina shared, the mentor would also be provided the "opportunity to share" other items for the agenda. Nina explained further:

> The year we did that, I think that worked very, very well…by knowing the real needs of our school and really things that are going to come up in our school…was more supportive than having a central wide meeting," stated Nina. [smiling]

Nina believed a principal with "fewer teachers gave them [mentees] that support." Nina shared, "I felt supported as much as my protégé." Nina explained these types of meetings gave the mentor and mentee more reason to "get together and talk about things." In summary, the mentee could also "ask questions of the principal with ease, when given different circumstances, open talk might not have occurred," Nina shared.

Frustrated and Discouraged

Nina expressed "strong frustration and discouragement" because Linda had "distanced" herself this year. As a result, Nina explained, this limited her "in the way she mentored Linda this year." According to Nina, other concerns that existed for her during the course of the study were time restraints.

Nina discussed that as teacher she wanted to give Linda "everything that she needed." With the more informal "buddy" process for Linda this year, Nina pointed out, Linda was "more reluctant" to share things with Nina as she had done the previous year. "It's been harder this year," stated Nina, because last year Linda was "open" but now the process is so informal that they would mainly see each other for a "limited time at the beginning of the day." Additionally, it really was not enough time for Nina to "really look into things and to really talk about things."

As recorded in the researcher's fieldnotes, Nina's *feelings* were visible concerning Linda's lack of "self-motivation" this year, and she reported:

> [I am] discouraged that I'm not helping a peer but I feel like I question if she's supposed to be here or not. You know, maybe it is the will but then I question if I could have helped her. I never know those answers. I think I could have made a difference. I think that if she had felt more support that it would have helped her through some of those rough times.

Nina rhetorically asked, "would my role as an active mentor this year have really made a difference to Linda?" Even though the mentoring process with Linda this year was "overshadowed" with doubt, Nina still echoed the sentiments she would have wanted to give Linda the "support that she deserved."

Being a mentor, Nina knew she could have gone in and shown Linda "easy ways to prevent some of the problems she was having." Nina remembered back when she was a beginning teacher, and reflected out loud, "it [mentoring] was looked at that you should already be qualified before you come into the door and if you asked for help, then you're saying that you're not ready to be a teacher and ready to take over." Nina believed "she was ready to begin teaching" but revealed she "still had needs herself in the first years of teaching." Nina further shared, there was always someone who could have helped "acclimate her to the teaching profession," but when there was a veteran teacher who did attempt to help her, the veteran teacher "always made me feel that her way was the only way. I don't want them [protégés] to do it my way. If they're meant to be a teacher, they're going to find their way and they are going to make it successfully."

The "magnitude of Nina's conviction" to give Linda the "support that she needed," in hopes Linda would rethink her decision to leave teaching, was evident throughout the three interviews. Nina stated, "it was her job to encourage Linda" because "even teachers need that

encouragement by occasionally putting a flower in the box or a kind note and smiley face." For example, Nina shared she "provided assistance" to a mentee she was not even mentoring to get math manipulatives for her classroom. The mentee did not realize what classroom materials she lacked so Nina "went the extra mile" to ensure she had what she needed. "In the long run, that helped her. She didn't realize that was why and that was okay," stated Nina.

Personal and Professional Impacts of Mentoring

Self-Satisfaction

Nina indicated she experienced "self-satisfaction" from mentoring because she remembered her "own frustration" of not being mentored as a beginning teacher. Self-satisfaction, according to Nina, was *personal* for her because she *wanted* to ensure "every beginning teacher in her reach was successful."

Nina discussed that she mentored beginning teachers "even before the mentoring program was started in Manning County." Additionally, "that's what made me interested in doing it [mentoring] to begin with." Nina revealed she was never mentored as a beginning teacher and, as a result, she "made up her mind if she discovered a beginning teacher who needed help, she would lend a helping hand, regardless of any monetary reward or verbal praise." Nina continued, "I feel it's my duty to help her [Linda] prepare herself in order to not be scared to death to go into the classroom." Nina experienced "self-satisfaction" in just knowing she had helped "a beginning teacher along the way." One instance, Nina related, occurred when a beginning teacher realized her willingness to help:

> She would call me every night on the phone. She would tell me some of those things that she was going through and her problems and I started mentoring her. Not as something that we're doing with the school or structured or anything like that. It was voluntary and just trying to get her through the year. I realized that if someone didn't help her, that she had so many little needs, but she was very capable of being a good teacher and I realized that she was not getting the support that she needed.

As Nina explained in an earlier interview, in the absence of formalized mentoring programs early in her teaching career, Nina mentored beginning teachers because "she realized there was a need." During Nina's early mentoring career, mentoring was not provided for financial gain but for "self-satisfaction" with the thought that a "fellow educator was supported."

Nina stated, personally, "it was hard to watch a beginning teacher struggle." Relative to emotional needs or professional needs, Nina reported she was "eager" to assist in "whatever areas of need that person has. I am willing to go the extra mile to help." Hence, Nina revealed her "discouragement" with the "buddying" relationship with Linda this year. "I feel like we failed her because we haven't given her the support as a beginning teacher that we should have." What was missing, Nina summarized, was the "daily and weekly support" for Linda.

According to Nina, Linda's predicament of "diminished support" was *personal* for her because she had been so "faithful over the years to be a support for all beginning teachers who needed her." Nina summarized, if no one commits to make a "conscientious effort" in providing assistance to beginning teachers, then "the teaching profession would be sure to lose them."

Experienced Growth

Growth, explained Nina, included a "realization" a protégé had to "find her own way" into teaching. Furthermore, Nina reported when "new ideas are gleaned" from other colleagues, the mentor and mentee both experienced growth. Over the years of mentoring, "I have grown as person," shared Nina. Nina realized that mentoring is a process where the mentor helped protégés "find their way." Nina continued, on the other hand, mentoring was not a process where the mentor "imposed her philosophy or viewpoints" on the protégé but one of "leading protégés to find their own way and style of teaching." Nina indicated her "ultimate goal" was to

instill in teachers to remember their cause to be a good teacher and to meet the needs of students."

From the growth she experienced over the years, Nina reflected how it made her "more open to suggestions" from colleagues and beginning teachers, as well. There were no ill feelings involved when her "personal weaknesses were shown and ideas of more effective teaching techniques were given," admitted Nina. Nina further stated that in the beginning years of teaching, "maybe I would have been bothered…but now at this point in my career, no." [smiled]

Nina also believed she had "grown" professionally, too. Nina stated, "I think as a mentor I see things as the protégé, I see things that I can bring back into the classroom and by seeing other teachers, that helps me grow, too." Nina shared she had used "effective techniques" from her peers including beginning teachers. She explained,

> Oh, yeah, there have been several things that I have gleaned…new methods that they're bringing from college. Oh, I like the way you did that. I've said that a lot. There have been a lot of times that I've seen that and bring it back to my classroom. And I usually tell that person that I did.

As Nina reflected on the situation of using the teaching techniques received from Linda, she admitted by using "Linda's contribution made an impact on Nina." Nina related Linda had expressed to her the "earnestness in listening to her was priceless." Furthermore, the "usefulness of examining some of the research-based practices" used in colleges to teach instructional practices was yet another reciprocal appendage from mentoring. Nina admitted, "everyone (i.e., mentor, protégé, and administration) involved should gain from mentoring." Moreover, "I'll even tell them, I'm going to try that in my classroom right up until I quit," stated Nina.

Made a Difference

Nina discussed the experiences which had "made a difference to her" were the times when a mentee would come back to tell her how much she "appreciated the mentoring

experience." Nina explained, "it meant a great deal to know the mentoring experience was a 'memorable event' and that I made a difference in a beginning teacher's life." Nina stated, "It made a difference to her, I know, because she kept coming back to me and telling me 'I couldn't have gotten through my first year.'" According to Nina, "I was always there to depend on and get support."

Nina revealed she was confident that the "support she provided to Linda last year made a difference." Nina shared she struggled with whether she could have "continued to make that difference." Nina was convinced a "beginning teacher needed more than one year of mentoring" to evolve as a professional. "After three years of support then they can just go, and they know what they're doing, and they feel comfortable," Nina shared.

Nina believed to "make a difference during the induction phase, intervention during the first three years of teaching could preclude some problems later on." This belief could be exemplified, shared Nina, by the reality that Linda had "made a digression in her classroom management procedures this year," which was also a problem she experienced last year. Nina further shared Linda's role as a music teacher "afforded her the opportunity to teach every child and make contact with every teacher in the school," on a rotation basis. Nina concluded, this was even more reason to make a "continued effort with beginning teacher induction" on behalf of Linda.

Mentors Perceptions about Changes in Attitudes

Overall Positive Experience

Nina shared, although there have been "frustrating experiences" this year, the mentoring experiences she has had over the 15 year period have "overall, been very, very good." Nina continued, "a lot of the teachers she mentored still come back to me and say, 'I've got this, what

do I do?'" and Nina would say, "well, let me see, let's sit down and look at it, what is it?" Whether it was a concern about individual students that mentees were not sure of how to help or just a professional area of growth, Nina shared "I remained willing to help." Nina realized, "so it's been rewarding for me."

Nina described her feelings about mentoring as "teacher support and friend." The majority of times, Nina pointed out, she had mentored "has been more rewarding than it has been challenging. I found that those teachers that have been supported, most of the time, they are successful." One example, Nina discussed, was when she remembered the year that she assisted a fourth grade beginning, teacher, when she [Nina] was teaching kindergarten. Nina related she "thought the mentee had a lot of support from her colleagues, but it turned out that she did not." Nina continued, once she "discovered the problem," she began mentoring the teacher. According to Nina, the teacher was "thankful for the little 'tidbits' of advice" that she provided. Nina concluded the teacher was "having trouble getting the students to respond" to her from a discipline standpoint. Nina told her, "kids would work for water…if you give them extra water breaks, and it would help them stay on task."

As a result of the mentoring experience, Nina revealed the teacher went on to become the department head of the Science Department at a local college. Furthermore, the mentee was so "inspired that she now works exclusively training teachers teaching science." That teacher's case was a "success story," and Nina continued, "I just think that made [all] the difference to her and now she mentors a lot of teachers. I know that there will be more state cutbacks on money, I just hope the priorities for mentoring will continue."

Administrative Support

"Strong administrative support and the lack thereof," was shown throughout Nina's mentoring experience with Linda. The researcher wondered, though, if Nina had "honestly shared her concern" for Linda with their principal. Although Nina was asked several times throughout her interviews about whether the principal was aware of the "complexity of Linda's mentoring situation," a straightforward answer was never given. Nina only reported the support given by the administration to Linda last year.

When Nina shared some of the problems that Linda was experiencing last year with the principal, "they've given us release time. They allowed us to go on conferences this past year…and Linda was allowed to go to a conference on discipline [this past summer]." Nina revealed she was "convinced" that had helped. Nina stated, "she [principal] was always open. She [principal] was always there to listen. She [principal] was supportive…to guide you to make decisions on how to mentor in some directions. The central office, in the past, they've been very supportive, too."

Nina rated on a scale of one to five, with "five" being "very essential" her *feelings* on how essential strong administrative support was to having a meaningful mentoring experience. Nina rated administrative support a "four." Nina indicated, "well, I'm really close on that…between a four and five. I think the principal has to be supportive, and she has to know what's going on, and know the needs also."

According to Nina, in the years where the mentors and their protégés were supported strongly from administration,

> It made a big difference in our mentoring program. I feel like that year we had a strong program and that, not only did we help our mentees like I said, *I* felt the support and she gave me some ideas of things we needed to work on.

Nina believed strong support from the administrative staff was a "key factor" for Linda last year. Furthermore, Nina summarized, "the effects of the lack of that support was shown this year with Linda's threat to leave the teaching profession."

This year, however, Nina pointed out that even *she* was "slighted in the area of administrative support." Nina continued, knowing that, "Linda truly needed another year of active mentoring;" however, the principal allowed "financial cutbacks to determine the amount of support for Linda." Nina further believed her principal saw her ability as a successful veteran mentor, would "overcome any obstacles" that would arise. Nina disagreed and shared, "relief through hands-on mentoring discussions was just not there."

As a part of Linda's action plan this year, she and Linda had "planned to visit other classrooms more." Nina rehearsed in her mind the questions she would have asked Linda, "What was to be accomplished?" "Did you see how she handled that?" From there, Nina related she would extend the observations by developing a "discussion piece" around what had been observed and the answers to these questions.

Nina shared to put aside all of their efforts and hard work, "developing the relationship" because of an administrative mistake "bothered" her. Nina revealed Linda had the "potential to be a very good music teacher."

Relationships with Other Teaching Colleagues

More Professional Friends and Colleagues

The structure of the monthly mentoring meetings allowed an "increase in sharing ideas with professional colleagues" within the Manning County school system for mentors, Nina believed. Furthermore, Nina believed, although teachers may have known each other by the

nature of living in a small county, the meetings provided the opportunity to develop "personal and professional relationships" with each other.

Nina explained she felt "gratitude" for the opportunity provided to mentors to "discuss problems" they may have experienced with their protégés with other mentors at the monthly mentoring meetings. By having multiple grade levels there, "we would have more than one way to solve problems," shared Nina. Furthermore, related Nina, when she solicited help from fellow grade level colleagues, they were also willing to help and, "it made me feel more comfortable in working with my colleagues and feeling a part of the school."

Nina stated mentoring "opened the door" for her to have "more professional friends and colleagues" and, also, "I learn from them…the new innovative ways and I can take things back to my classroom, too." Nina further stated that one thing that Linda did well last year as a music teacher was to " innovatively" use the word, music. According to Nina, Linda would allow the students to "earn letters in the word music" each time they exhibited good behavior or completed an assigned task within the allotted time. Nina continued, once the word music was spelled out completely, the students would get a "special reward." Although Linda was struggling with "classroom management issues," Nina indicated, "that was a good strategy for her to use."

"I look at that and I see that strategy is a good strategy for behavior," shared Nina. Linda also used a strategy called "heartbeats." The students would "repeat beats by clapping music beats" patterned after what Linda was teaching. "I also could take that [to my classroom]," Nina said. As a result, Nina revealed, "Linda and I developed a closer instructional relationship." Nina shared, "not only did I have ideas to offer but Linda did as well." Nina summarized:

> [Last year] our talks and things like that it got to be that we had a good relationship. Now, it's hard to have that, to have that confidence to come to me and talk to me about things that are going on with things in her classroom.

Nina admitted the "diminished bond" that she and Linda had experienced this year "saddened" her. "When you're not doing it [meeting] every week, then you don't continue that rapport," Nina explained.

Nina believed she would not have "built those relationships or bonds in the absence mentoring." At least, Nina continued, "not as strong as they were, I don't think so." Nina was then asked, in one word or group of words, to describe her overall "feelings" of the mentoring experience. Nina replied, "teacher support and friend," and with these concepts in place, it made the mentoring experience a "successful journey."

Case Summary

Nina revealed she took a "personal examination" of her perspectives regarding her *own* personal growth and development. Nina realized she "struggled" this year with her role as a "buddy" to her mentee, Linda. Although this was Linda's second year of teaching and Nina's second year mentoring her, Nina shared, Linda still needed more "intense daily support" again this year. Nina was asked to rate her "feelings" on having a formalized mentoring program, on a scale of one to five with "five" being "very essential" to the success of mentoring. Nina rated the need for a formalized mentoring program a "five." Last year, Nina explained she believed that she and Linda had "accomplished everything they set forth;" however, Linda still needed help in "classroom management."

This year, Nina admitted, Linda's support was "lost" in her own "confusion" of her role as a "buddy." Furthermore, the help Linda needed in classroom management was "clouded" by the difference in "Linda's discipline philosophy and the principal's discipline philosophy," according to Nina. However, Nina related she believed and recognized there was a process where beginning teachers needed time to "find themselves and their way into education." Yet,

Nina shared she was "discouraged" because she still wanted to give Linda "everything that she needed." Being a mentor was her "job" in which she could share with Linda, the "easy ways" to prevent some of the problems she was having.

Nina Rice pointed out she was "never mentored as a beginning teacher" so therefore she made up her mind that if she discovered a beginning teacher who needed "help," she would lend a "helping hand," regardless of any monetary reward or verbal praise. Nina further stated she "gained self-satisfaction" in just knowing she had helped a beginning teacher along the way.

Case 5

Rosie Evans

Rosie Evans (a pseudonym) had been employed as teacher in Manning County for all nine years of her teaching experience. She held a Bachelor's Degree in Early Childhood Education from Albany State College. She did her student teaching in second grade, but all other teaching years were in third grade. This was Rosie's first year as a mentor.

Rosie was grade level chair for the past two years. She stated her duties included budgeting supplies for teachers and "if somebody needed something, then I would be the one that goes to [the principal] to ask her where it was." Her mentoring training included the Manning County local training. During this study, Rosie mentored a female teacher named Connie (a pseudonym) who was a second year teacher, but in her first year of teaching at Manning County Primary and Elementary School.

From the course of the interviews with Mrs. Evans, 11 major findings emerged. These areas addressed the mentors' perspectives of her work with beginning teachers. Two findings portrayed the type assistance mentors provided to protégés; two findings addressed how mentors perceived their assistance to protégés; one finding related to how the mentoring experience

affected Mrs. Evans professionally and personally; one finding centered on the changes in the attitudes of this mentor as a result of the mentoring experience; and five findings related the affects to relationships with other colleagues as a result of the mentoring experience.

Table 4.8 highlights the content areas that emerged from each overall research question during the interviews with Rosie Evans. The discussion that follows examines each research question within the framework of the three interviews and from the transcriptions and fieldnotes collected during the interviews with Rosie Evans.

Table 4.8

Content Areas: Rosie Evans

Research Questions	Major Findings
What types of assistance did mentors provide to beginning teachers?	Assistance Provided to Beginning Teachers Adjusting Curriculum to Meet Students Needs, School Culture
How did mentors perceive their work with beginning teachers?	Perceptions about the Work of Mentoring Rewarding, Welcome Part of Job
How did the mentoring experience impact the mentor personally and professionally?	Personal and Professional Impact of Mentoring Reflection of Growth
In what ways do mentors perceive that their attitudes about mentoring have changed as a result of the mentoring experience?	Mentors Perceptions about Changes in Attitudes Positive Experience
In what ways do mentors perceive that relationships with other teaching colleagues have changed as a result of the mentoring experience?	Relationships with Other Teaching Colleagues Developed Stronger Bond

Assistance Provided to Beginning Teachers

Adjusting Curriculum to Meet Student Needs

Rosie Evans advised she has had to provide "assistance and support" to Connie, her mentee, mainly in the area of Student Support Team (SST) procedures. Rosie believed it to be

her job to be a "support" person in the case the mentee needs help. Rosie explained, "it is my job to help them [mentee] with strategies" to solve problems. Rosie pointed out, "Connie had been having some 'trouble' with a new student who has special education needs, and she doesn't know where to go from there." Rosie explained, "we've been trying to figure out solutions and strategies to help her with that until the official records get here."

Rosie realized her role as a mentor was to ensure Connie was "doing what she needed to do" and "had the things she needed" in order to teach her students. Rosie shared, Connie was "pulling her hair out," because "the little girl was having so much trouble." As a result, Rosie indicated, "we went back and got first grade, second grade workbooks—you know, just below grade level material, just to help the little girl out."

"That was my main support with her," related Rosie. Furthermore, Rosie shared she understood Connie was "nervous about it, and she didn't know what to do." Rosie continued:

> I think by just helping her gather the material, talk with the counselor about the SST process and just going ahead and bumping it on up to help the little girl, I think, just by being there with her and helping her through that was good.

Rosie shared she experienced "self-satisfaction" from knowing she helped calm Connie's "fears." Rosie revealed, the "process of assisting" Connie was easy because of Connie's "receptive" nature.

According to Rosie, Connie was "very receptive," and anything Rosie suggested, Connie would say, "well, I'll try that." Rosie shared that Connie's willingness to "try new ideas" almost backfired "when she tried to teach the rest of the class one thing, while trying to help the little girl, one-on-one, and classroom management issues surfaced." "We really don't have a parapro to help out" so this situation was like "pulling her in two places at one time." Rosie indicated Connie had to "help her class with the major things, and then go back and assist the little girl with something different." Rosie shared, she believed that to be Connie's only problem.

School Culture

Rosie indicated that since this was Connie's second year of teaching, but her first year at Manning County Primary and Elementary School, "she hasn't had to get much help with anything." As a result, Rosie revealed much of her "work" with Connie had been teaching about the "school culture." Rosie related one reason for Connie's "discomfort" in assisting her student through the SST process was because

> At her old school, SST wasn't used like it is here in our school. So I've been going over that with her trying to tell her the procedures, how to go about getting a child in SST, and doing the things that are needed for SST…if it's not done right then, you'll get your paperwork back and the counselor will have to come in and show you the right way to do it. It has to be done correctly so she doesn't have to redo it.

Because of Connie's receptive nature, providing assistance to her on "how we do things around here" proved not to be a "burden" to Rosie. Rosie believed by remaining open to "learning the gist of the school" at her own pace, "made a difference" in the mentoring relationship.

Rosie pointed out she had assisted Connie "learn" Manning County Primary and Elementary School's "format" of how to complete lesson plans, report cards, and what was expected for Parent Teacher Conference Organization (PTCO). However, Rosie admitted, "it's like she already knows so she'll just go ahead and do it," but Connie was "willing" to allow Rosie "guide" her in the right direction.

Perceptions about the Work of Mentoring

Rewarding

Rosie Evans shared her mentoring experience with Connie had been "rewarding" because she believed she and Connie had been "accepting" of each other, she had kept an "open mind," and she had been "willing to work" with others. Rosie continued that the mentoring experience "actually, it's been pretty rewarding," because "she knows a lot of things right now," and "we

help each other." The "mentoring experience" between Rosie and Connie had developed into a "friendship." Furthermore, "she [Connie] might have an idea that I don't have, or I might know something that she's not really familiar with…and we talk about it."

Rosie related she took "pride" in making sure "Connie feels like she's accepted [and] feels like she is doing well." Additionally, Rosie explained she and Connie kept the lines of communication "open" so their "willingness to work together" would remain. Furthermore, Rosie injected, "never once did I think I'm superior over my mentee, and we both are comfortable enough with one another to share ideas and opinions." To further clarify, Rosie shared, "third grade as a whole is a close group," and Connie is "not shy or anything so it's like she can just say whatever's on her mind. If she has an idea, she can tell the group." For example, Rosie shared

> We had a faculty meeting. She's in the reading group and nobody else would get up and say what their group had to report. So she decided, 'well, I'll just go ahead and do it since nobody else did. So she has that capability of talking out and we've talked within our group, then she could get up in front of the whole faculty to expound on what they had to say in their group. I think she feels welcome.

Having the inclination of "acceptance" from the third grade teachers, Connie "fit right into" the culture of Manning County Primary and Elementary School.

Welcome Part of Job

Rosie revealed she was never mentored as a beginning teacher. Mentoring would have made Rosie's induction into education a better experience although the "stress" and "paperwork" involved in mentoring were a "burden" to many mentors. Rosie believed "it's just another task that I have to do for my job." Rosie continued, "most of the time, I feel pretty good about it," and she explained:

> I feel like I've had the experience and when she needs help on something, I've already had that experience and I've been through whatever she's asking about so, I feel pretty

> good about helping her because I feel like I have the upper hand on it. I'm able to help her in finding out about whatever she needs or to help her reach whatever goal she's trying to reach.

Rosie related the process of mentoring Connie "did not cause any pressure or anything. I don't really have a problem with it. I'm still doing my job, and it's just like helping her to do whatever she needs to do."

Rosie summarized her mentoring experience with Connie as a "welcome" part of her job. Rosie continued,

> Welcome because I didn't have a mentor and I didn't know some of the things that I'm telling her and helping her with and I just had to grab and go or just ask anybody and maybe they were right and maybe they weren't but I think it's a welcome. I would do it again.

According to Rosie, she believed it was her "responsibility" to "do a good job…I know I have to do a good job anyway or I have to hear it from other people anyway, so, no, I don't consider it a burden."

Similar to the other mentors in this study, Rosie Evans believed mentoring "paperwork" was "excessive;" however, Rosie stated, she did not allow the "paperwork" to become "stressful" on her ability to work with Connie. "I just have to think [and remember]…as long as I keep up with my paperwork and keep up with the month-to-month things listed [in the mentoring guide]…it hasn't been too stressful yet."

Rosie expressed a concern that the weekly meetings most often were often scheduled during "planning" time. Although she and Connie shared the same planning time, "time" to meet presented a problem for Connie and Rosie. Many times during planning, "other school concerns" were addressed with other colleagues in grade level. Rosie explained Connie is a "distance apart" from her classroom. Although Rosie and Connie were both third grade teachers, "their classrooms are not by each other."

> I would say, put the mentor and the mentee "near each other" so if something important or an emergency or something came up, I know other teachers would help her but I think we should have been closer together, too.

Appropriate "pairing" of mentors and mentees, according to Rosie, would make the "opportunity to meet" for mentoring meetings easier.

Personal and Professional Impacts of Mentoring

Reflection of Growth

Rosie believed it was important for a mentor to be "always open to new things." Rosie indicated she had been in third grade nine years, and "I know I haven't done the same thing all nine years, so I'm open and willing to change, so if I feel like I can try it or it's a good idea, I'll go ahead and use it." Rosie expressed she had "grown" with Connie throughout the mentoring experience.

Additionally, Rosie reported, "I enjoy working with her. She is adjusting now, and *we* are learning new things. I'm happy about it [mentoring]. "I like doing it, and I like working with her."

Being allowed the opportunity to "work" with Connie, Rosie believed her principal "thinks highly of me to even ask me to mentor somebody, and I feel pretty good about that." Rosie revealed "when I'm helping her and she's succeeding that makes me feel like I've succeeded in doing the task." Rosie summarized her "growth" with Connie like this:

> It just feels like I'm teaching not another child but another grown-up the same things that I'm doing and because we have this 'friendship' now, I'm teaching her and she's teaching me, too, because I get ideas from her, too. It's just like teaching still.

Rosie shared she realized that "others" had noticed, "I'm doing a good job," and as a result, she continued to "do what exactly needed to be done to help my mentor." Additionally, Rosie

related, the “confidence” her principal as well as her mentee had in her “encouraged” her to “help out and do what was needed.”

Mentors Perception about Changes in Attitudes

Positive Experience

Rosie believed “helping” beginning teachers was a “positive experience” for her. Rosie shared, “I’m just glad I can help somebody else to do their teaching job and to do whatever it takes for them to be successful.” Rosie indicated she “understood” how the presence of a mentor for beginning teachers to “depend on” and “get support” could make a “positive learning experience.” Rosie revealed she remembered her “trial and error” induction into teaching as a result of the “lack of support” from a mentor.

Rosie shared she had not “really changed her attitude” toward the success of the mentoring experience from the “positive” attitude she already held about mentoring. Furthermore, Rosie expressed an “appreciation” for the mentoring meetings held with beginning teachers. Rosie continued, “the meetings that they plan system-wide…they are very relevant;” however, there did not seem to be enough “time in the day” to meet and to plan with mentees. Moreover, “we have our planning at 8:45 a.m.” and on most days, “we have to stay later than 3:30 p.m.,” explained Rosie.

Rosie Evans was asked to rate her “feelings” on the importance of mentoring on a scale of one to five, with “five” being “very important.” Rosie rated her “feelings” on the importance of mentoring a “five.” Rosie shared, “I think mentoring is very important just for the mere fact of helping out with the beginning of the school year and letting teachers know what is needed.” Rosie continued, “mentoring is very important so you can just have that one-on-one

communication and you don't have to worry about finding about that 'little bit of information'" needed to be successful in a school.

Rosie was also asked to rate her "feelings" on having administrative support for a successful mentoring experience on a scale of one to five with "five" being "very essential." Rosie rated her "feelings" on having administrative support as essential to a successful mentoring experience, a "three." Rosie explained, "even though we have the support of our administrator, we really haven't had a whole lot of dealings, and we really don't have to go to them for much of anything so it's 'essential' but 'not very essential.'" "Teachable—teachable moments," was how Rosie described her "overall" mentoring experience. Additionally, Rosie was "excited" about the mentoring experience with Connie. As a result of the success of the mentoring experience, Rosie shared, "I think she's going to remain (in teaching) because she 'likes it.'"

Relationships with Other Teaching Colleagues

Developed Stronger Bond

Rosie shared she and Connie were able to "relate" to each other and to form a "friendship bond," a type of "friendship growing" every day. Additionally,

> I feel like she feels like I know what I'm talking about or at least think I know what I'm talking about so she really doesn't have a problem and I'm glad that she's accepting and receiving everything that I have to say or do.

Rosie characterized her "interaction" with Connie and the remaining third grade teachers as a "close bunch," who "listened" to each other and "got along pretty well." Rosie shared she believed the reason Connie "felt comfortable and accepted" by third grade teachers and other faculty, was "maybe half and half—[because of] mentoring because she's comfortable with everything that's going around at the school, and the other half with everybody—colleagues

accepting her." Rosie concluded, "most of the people around here are very friendly and willing to accept others."

Rosie continued by stating the "interactions" between Connie and the third grade teachers "remained the same—positive" because "we talk all the time, and we share things. It's just like a good relationship." Rosie was asked to rate her "feelings" on the "bond" she developed with Connie as a result of the mentoring relationship, on a scale of one to five with "five" meaning a "very strong bond." Rosie rated her "feelings" on the "bond" she developed with Connie as a result of the mentoring relationship, a "four."

Rosie shared she believed she would have developed a "bond" with Connie, regardless of the mentoring relationship because

> We're the only two Blacks in the third grade out of 10. We just work well together anyway. We talk because we have lunch and recess together so I think even without the mentoring situation, we would have 'bonded' well.

Although there was a "natural attraction" between Connie and Rosie perhaps due to similarities in ethnic backgrounds, Rosie admitted, "mentoring made the bond even stronger."

Rosie believed the mentoring experience allowed her to "gain understanding about other people's perspective, working one-on-one with another grown-up." Furthermore, the "positive experiences" gained from "working well" together "just working with her and working with myself has helped all of us."

Case Summary

Rosie Evans reported she has had to provide "assistance and support" to Connie, her mentee, mainly in the area of Student Support Team (SST) procedures. Rosie believed it to be her job to "support" a mentee. Rosie shared she experienced "self-satisfaction" from knowing

she helped calm Connie's "fears." Rosie also reported that the "process of assisting" Connie was easy because of Connie's "receptive" nature.

Rosie revealed much of her "work" with Connie had been teaching about the "school culture" at Manning County Primary and Elementary School. Because of Connie's receptive nature, providing assistance to her on "how we do things around here" proved not to be a "burden" to Rosie. Furthermore, Rosie believed by remaining open to Connie to "learning the gist of the school" at her own pace, "made a difference" in the mentoring relationship. The mentoring "communication" was "helpful" to Connie, according to Rosie, yet Rosie expressed "comfort" in making the process "fit the best way for her."

The "mentoring experience" for Rosie and Connie had developed into a "friendship," and she summarized her mentoring experience with Connie as a "welcome" part of her job. Rosie also shared that mentoring "paperwork" required documenting weekly and monthly "discussions" with the mentee was a burden. Rosie expressed she had "grown" with Connie throughout the mentoring experience.

Rosie related, the "confidence" her principal as well as her mentee had in her "encouraged" her to "help out and do what was needed." Rosie shared "helping" beginning teachers was a "positive experience" for her. Rosie believed she had not "really changed her attitude" because she has had a "positive" attitude about mentoring. Additionally, Rosie was "excited" about the mentoring experience with Connie and as a result of the "success" of the mentoring experience, Rosie shared, "I think she's going to remain [in teaching] because she 'likes it.'

CHAPTER 5

CROSS CASE ANALYSIS

The purpose of this study was to explore the perspectives of mentors and their growth and development as a result of their work mentoring beginning teachers. Furthermore, the researcher was interested in discovering what mentors gain professionally and personally from mentoring beginning teachers.

The overall research questions that guided this study included:

1. What types of assistance did mentors provide to beginning teachers?
2. How did the mentors perceive their work with beginning teachers?
3. How did the mentoring experience impact the mentor personally and professionally?
4. In what ways do mentors perceive that their attitudes about mentoring have changed as a result of the mentoring experience?
5. In what ways do mentors perceive that relationships with other teaching colleagues have changed as a result of the mentoring experience?

Five case studies were developed from data collected over a six-month period with five mentors who served at the same school in one school system. All of the mentors had been employed at Manning County Primary and Elementary for at least nine years. The five mentors all taught a minimum of five years and had formal state or local mentoring training. All but 1 mentor had at least a minimum of 3 years mentoring experience, and their experience in education ranged from 9 years to 24 years. After analyzing the data for each individual case, the researcher began

analyzing data more holistically still using the constant comparative method comparing pieces of data to find similarities and differences in the data but this time across the cases (Glaser & Strauss, 1967).

This chapter provided a cross case analysis. According to Merriam (1988), cross case analysis involves collecting and analyzing data from several cases. "Moving from concrete description of observable data to a somewhat more abstract level involves using concepts to describe phenomena" (Merriam, p. 140). It was the researcher's intent to understand mentoring from the perspectives of the mentors in a more holistic manner and then to ground theory by developing overarching themes to understand more fully the meaning that mentoring had for the five participants.

Cross case analysis allowed the researcher to make inferences and to develop theory. Theorizing was defined as "the cognitive process of discovering or manipulating abstract categories and the relationships among those categories" (Goetz & LeCompte, 1984, p.167). Miles and Huberman (1984, p. 228) explained the process of theorizing as moving up "from the empirical trenches to a more conceptual overview of the landscape. We are no longer dealing with the observables, and are connecting the two with successive layers of inferential glue." This chapter presents a detailed analysis of data along with a discussion of mentoring within the context of Manning County Primary and Elementary school. In the next chapter, the themes emerging across the cases are presented.

School Context

Mentoring Programs

The Manning County School District had in place two configurations of mentoring. The configurations included active mentoring and a "buddy" form of mentoring. Active mentoring

was used for beginning teachers in their very first year of teaching. Mentors who provided active mentoring were Teacher Support Specialist (TSS) mentors who were expected to meet daily, weekly, and/or monthly with their protégés.

The TSS mentors submitted documentation of mentoring sessions, and they followed the guidelines set forth by the Georgia Mentor Teacher Program. Those mentors and protégés received personal learning unit (PLU) credit and a stipend from the Georgia Mentor Teacher Program. In instances where a mentor was not TSS certified but whom Manning County School System locally trained, a reduced stipend was paid from local staff development funds.

The second type of mentor was described as a "buddy." Buddy meetings were informal and performed on an "as needed" basis. Documentation was not required because of the experience level of the protégé. Mentors who were designated as "buddies" either worked with second year teachers who needed more assistance to extend their development from their first year of teaching, or they were assigned to work with new-to-system teachers to aid in their transition to Manning County Primary and Elementary School. As often as possible, a "buddy" was paired with the protégé from the previous year. Neither the "buddy" nor the protégé, were paid a stipend. The evolution of a "buddy" was, in part, due to limited stipend funds available from the Georgia Mentor Teacher Program and cuts in the local, state-funded staff development budget. Funding available for mentoring varied by year.

The Participants

The five mentors had 71 years of teaching experience and 28 years of mentoring experience. Table 5.1 provides information on the mentor pairings.

Table 5.1

Mentor Pairings

Mentor	Years Teaching	Years Mentoring	Protégé	Protégé Status
Alice Black	10	3	Keith	New-to-System
Sandy Simms	11	3	Terri	First Year Teacher
Tammy Taylor	17	6	Tabitha	Second Year TAPP
Nina Rice	24	15	Linda	Second Year Teacher
Rosie Evans	9	1	Connie	New-to-System

Alice Black

Alice Black, a 10-year veteran teacher with 3 years mentoring experience, served as a "buddy" mentor to Keith, who had been teaching 22 years in various school systems, but who was a new-to-system teacher at Manning County Primary and Elementary School. Keith was described, by Alice, as a "new-to-system" teacher who "did not need much help with everyday teaching and learning techniques." However, Alice shared she found Keith needed assistance on the way "we do things around here." For example, Alice explained Keith had teaching experience at the alternative school and high school, but he needed help in the transition from the high school to the elementary school.

Nina Rice

Similarly, Nina Rice, a 24-year veteran teacher with 15 years mentoring experience, was also a "buddy" this year to Linda. Linda, unlike Keith, was not a new-to-system teacher, but she was a second-year teacher who taught at Manning County Primary and Elementary School the previous year. Nina believed although "Linda had made progress, there were still areas that needed to be addressed again this year." This was the difference in the needs between Keith and Linda. Although both Keith and Linda had more than one year of teaching experience and were assigned "buddys" for that reason, Nina believed Linda needed more "intense daily assistance."

On the contrary, Alice shared Keith only needed more assistance in the area of learning "school culture."

Tammy Taylor

Tammy Taylor, a 17-year veteran teacher with 6 years mentoring experience, was an "active" mentor for Tabitha, who went through the Teacher Alternative Preparation Program (TAPP). This was Tabitha's second year teaching and Tammy's second year as her mentor. Tabitha, who held a degree in Journalism, was hired under "provisional certification" with the stipulation she complete all the requirements for teacher certification within two years. Tammy's mentoring situation was different because, Tabitha was "new to education" without any previous teacher education coursework; therefore, she required "assistance" with both "teaching and learning strategies" as well as learning the "school culture."

One of the requirements of the Teacher Alternative Preparation Program (TAPP) developed by the Georgia State Department of Education was the teacher must be paired with an "active" mentor for two years until teacher certification is granted. The requirements to mentor a TAPP teacher are more stringent than Manning County's local mentoring requirements largely due to the requirements the mentee must meet at the state level.

Tammy's mentoring situation was "unique" in that she was "officially" assigned one mentee, Tabitha; however, she had taken "under her wing" two other beginning teachers assigned to fifth grade this year. Tammy shared she realized that the other mentors were "overwhelmed" during pre-planning with "where do I start?" Tammy indicated, "I took all three of them even though I was not the other two's mentor…sat down with them about three hours and went through the books." Tammy shared mentoring was "an enjoyable thing I do because I love helping people."

Rosie Evans

Rosie Evans, a nine-year veteran teacher, was an "active" mentor for a second–year, new-to-system teacher named Connie. Rosie was the only mentor who was in her first year of mentoring. However, Rosie had "perspective" on the importance of mentoring for beginning teachers because she had not been mentored when she was a beginning teacher. Rosie explained mentoring was a "welcome part of my job." This case was similar in nature to Alice's case because both mentored new-to-system teachers who needed assistance with understanding the "school culture." Furthermore, this case had similar traits as Nina and Tammy's case in that their mentees were second-year teachers.

Sandy Simms

Sandy Simms was an 11-year veteran teacher with 3 years mentoring experience. Sandy was paired with Terri, a first-year teacher. Terri was the only first-year teacher in the study. Sandy had a "good feeling" about the progress Terri was making. The assistance provided to Terri was similar in nature to what Tammy provided to Tabitha in that both of these beginning teachers were "new" in education, and neither one had a "preconceived idea" of how things should be done. The only difference was that Terri had completed a teacher education program from an accredited university, unlike Tabitha who was an alternatively certified teacher. "School culture" was not a "challenge" for Terri.

School Culture

Nina Rice

One reason Nina believed that Linda had "struggled with discipline and classroom management" was because she had to learn Manning County Primary and Elementary Schools' "culture" regarding discipline. Linda's "philosophy" on discipline, according to Nina, was

"different from the principal's philosophy." Linda's main problem, shared Nina, was she chose not to "listen to advice about discipline" from the principal who believed that a five-step, discipline Code of Ethics policy must be followed prior to sending a student to the office. Once the student was in the office, the principal believed "there were other ways to control the behavior of students than corporal punishment." Nina pointed out, Linda chose to "listen to advice about discipline from her mother," who was a high school teacher in the system, rather than to "me as her buddy," or the principal. Nina related Linda's "philosophy" regarding discipline was "kids ought to automatically sit down and be quiet because she [Linda] was the adult." Furthermore, Nina shared that Linda's belief was if kids continued to be disobedient then "corporal punishment should be administered." Nina "struggled" as a mentor whether to uphold the principal's "values," Linda's mother's "beliefs and values" regarding discipline, or her own—all this added "confusion" about what type of "support" Nina should give to Linda.

Nina showed "feelings of discomfort" as she shared information during the interview, mainly because she was put in an "awkward position" by having to explain to Linda that the principal was going to give Linda "trouble if she did not make a difference in the way she handled discipline." Furthermore, Nina knew the "importance" of adhering to the "school culture" for Linda to have a successful year of teaching; yet, Nina believed she could not compete with the culture of Linda's "family unit" by giving advice contrary to Linda's mother, who was a high school teacher in the system.

Tammy Taylor

At the extreme end, Tammy indicated Tabitha came into teaching "with no clue of what any of the jargon is in education." This is important as Tammy had to not only teach Tabitha the "culture" of Manning County Primary and Elementary School, but she also had to teach Tabitha

the "culture" of education. Additionally, Tammy reported "my TAPP mentee was being thrown into classroom who's never had those education classes, hasn't had that field experience, nor had student teaching," and this was a 'bad mistake."

Tammy was a part of the "culture" of the school in another way. Tammy was viewed in the school as one of the "experts" in mentoring, not because of the number of years she had mentored, but because of her "mentoring way." Tammy shared she is "known" around school that she "makes you feel comfortable." As a result, Tammy reported, "a lot of people come to me for help…even other [veteran] teachers for help with technology." Furthermore, Tammy alluded to the fact she was prone to get the "hard" mentoring cases (i.e., TAPP teachers) to handle. Tammy concluded, "I feel honored my principal thinks highly of me to say, 'I like the way you're doing things.'"

Additionally, Tammy indicated she was surprised at a faculty meeting when she received the "honking award." She was nominated by her mentee, Tabitha, along with the other two fifth-grade beginning teachers, for her time in mentoring by "doing something out of the ordinary" for them. Tammy explained she was "surprised," and she "felt appreciated."

Rosie Evans

Rosie shared since this was Connie's second year in teaching, "she hasn't had much to get help with" other than learning the "format" of the school. Furthermore, Rosie spoke of how Connie held the "acceptance" from the other third grade teachers, so Connie "fit right into" the culture of Manning County Primary and Elementary School. An interesting finding was that Rosie believed that she and Connie would have had a "natural bond" in the absence of the mentoring relationship because "we're the only 2 blacks in the third grade out of 10…we just work well together anyway." This finding is significant because it revealed the underlying

"social culture" that people generally "relate" to those with similar backgrounds (i.e., race, social status).

The mentors played a part in "introducing" their mentees to the varying parts of the "culture" of Manning County Primary and Elementary School. Next, the research questions that guided this study are examined relative to the findings across cases.

Research Questions

Research Question 1: What types of assistance did the mentors provide to beginning teachers?

The assistance provided to beginning teachers included assistance with the curriculum, support and encouragement, and understanding the school culture. Mentors provided opportunities for beginning teachers to understand the curriculum. The mentors also offered support and encouragement to beginning teachers in diverse areas and in varying forms. Furthermore, a lack of understanding the school culture emerged, in several of the cases as "barriers" to the mentors as they worked with the beginning teachers.

From the five case studies, three major findings evolved that illustrated the perspectives of the mentors. Table 5.2 lists the findings and identifies the cases in which they emerged.

Table 5.2

Types of Assistance Provided to Beginning Teachers

Findings	Case 1	Case 2	Case 3	Case 4	Case 5
CUR Curriculum		X	X	X	X
SEN Support and Encouragement	X	X	X	X	
SCU School Culture	X			X	X

Curriculum

As illustrated in Table 5.2, the curriculum (CUR) was discussed in all but one case study (Case 1, Alice Black). In studies conducted by Brock and Grady (2001) and Veenman (1984) on perceived problems of beginning teachers, Curriculum (CUR) surfaced as one of the top 10 areas where beginning teachers needed assistance. Not surprisingly, four of the mentors believed it was a "part of their job" to ensure their mentees had "the things they needed" to assist in curriculum and instruction.

Sandy reported one of Terri's goals in her action plan for the year was "improving the children's reading grade by one level—one grade level." Sandy shared that she and Terri discovered the problem causing poor reading with her students was "a lot of them don't know a lot of sounds, like digraphs or phonemes."

Similarly, Tammy shared that Tabitha, as well as the two other beginning teachers in fifth grade, wondered about starting the year off successfully, and each asked me, "where do I start?" Although it was Tabitha's second year with Tammy, Tabitha's reaction to her first year was "if I can [only] survive the year." Furthermore, the previous year, Tabitha missed the first two weeks of school because of Teacher Alternative Preparation Program (TAPP) training. Tabitha had never been "prepared" to start a new school year. Tammy spent considerable time reviewing the reading and math textbooks to "assist" the mentees on "pacing and organization" so they could "maximize the learning" of their students. Tammy, especially wanted to "guide" Tabitha through the text because "the book doesn't really tell you how to teach it."

Furthermore, Tammy shared she was even more compelled to provide in-depth assistance to Tabitha because she had missed the first two weeks of school. Tammy explained, Tabitha "came in running as fast as she could go…she had never been taught in any education classes."

Teaching is reported to be the only career without a recognized apprenticeship (Villani, 2002). The significance of the findings between Sandy and Tammy's work was they both had to provide "assistance" to teachers who were "new to education." Terri, Sandy's mentee was a first-year teacher who had to learn how to put "to practice" what she learned in her teacher education classes. Tabitha who was Tammy's mentee was a second-year, alternatively-certified teacher. According to Tammy, being a novice to education "jargon," having "no experience with student teaching," and "never being taught any education classes," she had to teach Tabitha how to "function" as a teacher. In both cases, neither mentee had ever "started off" a school year with any experience in a classroom.

As a part of Linda's action plan for this year, Nina stated, Linda was to "implement cooperative learning groups" in an effort to "maximize the potential for learning" in her class. At first, Linda was not "open" to "cooperative learning groups" because of her "fear of the unknown," revealed Nina; however, after Linda saw the cooperative techniques in practice, she realized how "cooperative learning" enhanced "active learning" which resulted in "better outcomes" from the students.

Additionally, Rosie had to provide similar "assistance and support" to Connie. In an effort to "maximize the learning potential" for a student "struggling" academically in Connie's class, Rosie "assisted" her with the completion of Student Support Team (SST) paperwork. Furthermore, Rosie provided "guidance" to Connie with devising strategies and modifications to support the student. Linda shared, "it is my job to help them (mentee) with strategies" to solve problems. Both Nina and Sandy chose to use the mentor-protégé action plan to monitor the "instructional progress" of their mentees. Tammy and Rosie were not as specific as to how they monitored the progress of their mentees and their work in the area of curriculum.

Support and Encouragement

As illustrated by Table 5.2, Support and Encouragement (SEN) was discussed in all but one case study (Case 5, Rosie Evans). However, the "underlying" finding of Support and Encouragement (SEN) was referenced, more appropriately, in Case 5 under the premise of the School Culture (SCU). Findings from the interviews with mentors showed they all believed it "necessary" to support beginning teachers. Brock and Grady (2001) stated, "without support and guidance, beginning teachers often grasped the first strategies that worked and clung to them throughout their careers, while other beginners became disillusioned and feeling they had failed, they left the profession within the first two years" (p. 2).

Alice shared, although Keith had 22 years of teaching experience, he was "new to the system," and he really "didn't know what to do or [where] to go to get whatever he needed." Research by Odell (1986) reported that the needs of new, experienced teachers may not be identical, but these needs were remarkably similar to first-year, beginning teachers.

Alice also reported she allowed Keith "in his own time" to realize his "own style" to help him to "find himself" as a teacher. This type "support" allowed Keith to feel "more comfortable" with his students. Alice had to provide "support" with just "day-to-day maintenance-type" issues. For Alice, the "low maintenance" requirements of mentoring an experienced, new-to-system teacher made "all the difference."

Sandy believed "encouragement" throughout the mentoring process was essential. Moreover, she explained, "mentoring is, to me, giving advice and encouragement to help one stay in the teaching profession." Sandy indicated Terri, as a first-year teacher, needed to be "led" through the way things are done at this school."

Sandy explained she "provided support" to Terri for discipline issues in her classroom. Furthermore, Sandy suggested to Terri, "learn each of your students on your own," and not to listen to "gossip" about behaviors the student exhibited the previous year. Sandy shared she provided "examples of modifications" that Terri could use to "help" students. One technique was "one-on-one time" for students needing it.

An interesting similarity between Case 1 and Case 2 is that Alice and Tammy "supported" their mentees in much the same way. Although Keith needed "limited support" because of his 22 years in education, he still needed "assistance with transitioning" to a new school. On the other hand, Terri was a first-year teacher, but she, too, needed "support and assistance" with "learning the ropes" of not only the school but also to education.

Very similar to Case 2, Tammy provided "support" to Tabitha in the area of discipline. Discipline, Tammy related, had caused many teachers to "leave the profession." Tammy "encouraged" Tabitha to "build relationships" with students. Tammy, summarized when students realize you "love them" along with an "effective discipline plan" in place, it could "alleviate a power struggle" with students all year. The findings regarding "discipline" were consistent with the findings found in other research that the most frequent difficulty faced by beginning teachers remains classroom discipline (Brock & Grady, 2001; Veenman, 1984; Villani, 2002).

Nina Rice revealed she held "passion" about the need for "support" for her mentee. However, because of her work as a "buddy" this year, Nina pointed out she lacked "guidance" from administration about her own "role" in mentoring and how much "support" she was to provide to Linda. As a result, Nina often shared she believed Linda "needed more" support. The irony was, although Nina believed the support Linda "*deserved* " this year was incompatible to

the "support" she received, it was still unclear whether the school administrators were aware of Nina's "true" stance regarding the support she felt Linda needed.

Nina reported Linda had made the decision to "probably quit teaching this year," only after two years. Nina believed Linda's decision to leave teaching was because of Nina's inability or "lack of guidance as a mentor," which resulted in a "lack of support" for this beginning teacher. Nina summarized her "feelings" about her mentoring experience during the study as, "In some ways, I feel like we failed her because we haven't given her the support as a beginning teacher that we should have." Nina shared that budget cuts to the mentoring programs caused her not to be assigned for a second year of assistance.

The findings in Nina's case were alarming yet consistent with the research (Evertson & Smithey, 2000; Ingersoll, 2001b; Shen, 1997), reporting "high attrition" rates among beginning teachers in the absence of mentoring. The difference, however, was that in Nina's case this was a "probable situation" of attrition in the presence of mentoring.

School Culture

As illustrated by Table 5.2, School Culture (SCU) was discussed by three of the five participants. However, under the finding of Support and Encouragement (SEN)," School Culture (SCU) was an underlying subject in (Case 2, Sandy Simms) and (Case 3, Tammy Taylor), therefore, will not be discussed under this heading. In Brock and Grady's study (2001), one veteran high school teacher stated, "every school has a culture—the way things are done here. Everyday occurrences and expectations can vary widely from the veteran's experiences" (p. 13).

Alice shared her experiences with "buddying" Keith this year "were more than helping him 'acclimate' to the system," through the questions "about how we do things here and that type thing," and also with help "transitioning" him to the "elementary school culture and

climate." Alice shared Keith had to "retrain his brain" because "elementary kids did things differently." Keith had to "adjust" his values and norms from a high school perspective, to that at the elementary level, shared Alice.

In contrary, Nina's mentee, Linda, had a different problem as it related to school culture. Linda "struggled" with the principal's "philosophy" regarding discipline. According to Nina, Linda chose to "listen" to her mother, a high school teacher in the system, for "advice" on how to handle discipline, rather than to her or the principal. Lane (1992) believed culture "is meant to describe the principal's efforts to influence or shape the existing values and norms of the culture in a direction that best supports instructional effectiveness" (p. 92). Furthermore, the advice Linda's mother gave was "contrary to the school's norms" as there "is a different situation in handling elementary and high school students." Furthermore, Linda's philosophy on discipline was different than the principal's "values."

This mentoring situation was "awkward" for Nina. Nina also expressed "frustration" because of her inability to provide more opportunities for "support" to Linda in the area of "school culture." As a deeper reflection of findings, Linda and Nina both "struggled" with the principal's "philosophy" this year. Linda struggled with her "philosophy" regarding discipline and Nina struggled with her "philosophy" regarding mentoring "support" for Linda.

On the other hand, there were very few reported "struggles" for Rosie and Connie. Rosie shared that Connie "hasn't had to get much help with anything." Connie experienced "discomfort" with "assisting" a new student in her class through the Student Support Team (SST) process because "SST wasn't used like it is here in our school," she shared. Rosie believed by remaining open to Connie "learning the gist of the school" at her own pace, "made a difference" in the mentoring relationship. Rosie indicated "it's like she already knows so she'll

just go ahead and do it," but Connie was "willing" to allow Rosie to "guide" her in the "right direction," whenever necessary.

Rosie and Alice's case studies revealed similar findings regarding School Culture (SCU). Both Keith and Connie expressed that "providing suggestions without being overbearing" made a difference in the mentoring relationship. Both Rosie and Alice reported a "feeling" of "accomplishment," citing mentoring was "a worthwhile effort" and "no burden" as descriptors of the mentoring experience. However, the differences in the cases were Alice was a "buddy" to Keith while Nina was an "active" mentor. Prior to teaching at Manning County Primary and Elementary School, Keith had a teaching background at the high school level, while Connie had a teaching background at the elementary level.

Research Question 2: How did mentors perceive their work with beginning teachers?

There were two major findings concerning how mentors perceived their work. The mentors perceived their work with beginning teachers as rewarding. Although mentors shared they perceived their experiences while mentoring beginning teachers were rewarding, they also experienced frustration, at times, from their work as a mentor. The researcher attempted to uncover the perceptions of mentors about their frustrations and how they overcame those struggles.

From the five case studies, three major findings evolved that illustrated the perspectives of the five mentors. Table 5.3 lists the findings and identifies the cases in which they emerged.

Table 5.3

Perceptions about the Work of Mentoring

Findings	Case 1	Case 2	Case 3	Case 4	Case 5
REW Rewarding		X	X		X
FRU Frustration	X		X	X	

Rewarding

As illustrated by Table 5.3, Rewarding (REW) was discussed by three of the five participants. The finding was not discussed in (Case 1, Alice Black) and (Case 4, Nina Rice). From the interviews, the researcher discovered the mentoring experience was reported as being rewarding for both the mentors and their beginning teachers. There was evidence of reciprocity. For the purposes of this study, the term reciprocity was defined as the mutual opportunities gained from the mentoring experience that were beneficial to both the mentor and the beginning teacher. The term reciprocity personified the "thoughts and feelings" mentors exchanged with their protégés as a result of the mentoring experience. Reciprocity gave "new meaning" to the term rewarding (REW). Tetzlaff and Wagstaff's (1999) description of mentoring programs in the Conejo Valley Unified School District reported about the benefits that mentors gained from mentoring beginning teachers. Tetzlaff and Wagstaff's (1999) study reported reciprocity was "a deep satisfaction in helping teachers, staff development for mentors, and reinforcement or affirmation of their beliefs about the profession or teaching" (p. 290).

Sandy Simms stated she had a "good feeling" about the progress she and Terri had made with the action plan goals. Furthermore, Sandy viewed Terri's willingness to "listen and try different ideas" was a "welcomed component" of the mentoring process for her. Sandy believed the "advice" she provided throughout the mentoring process had "helped" Terri. Sandy further

explained, “I know it’s been a helpful experience with some people. I know I’ve helped them because they’ve come back to say, ‘you’ve helped me this, this, and this.” Sandy further stated, “it made me feel good” to know that Terri would try things that were suggested. Thus, the mentoring experience for Sandy was “worthwhile.” The process of mentoring Sandy was reciprocal in the “knowledge” that both she and Terri gained from each other. For example, Sandy reported she was able to learn “new ways of organizing” her parent conferences from Terri.

Similarly, Tammy Taylor revealed the mentoring experience was “rewarding” because “as she grew her protégé grew” thus creating a “stronger relationship–rewarding to both of us.” When Tammy received the “honking award” for the assistance she provided to Tabitha and other beginning teachers, she shared it was “rewarding” because “you do little things, and you don’t think they [protégés] really recognize or appreciate it.” Tammy also shared, “it makes me feel fantastic” when they [mentees] are saying, “yeah tell me all that you can tell me, and I will listen and I will do.” She further continued, “I keep an open mind to hear what my mentees have to say,” and in return, when they keep an “open mind” to “hear what I have to say” makes the mentoring experience “worthwhile.”

Rosie Evans shared her mentoring experience with Connie had been “rewarding” because she believed she and Connie had been “accepting” of each other. Rosie continued that the mentoring experience “actually, it’s been pretty rewarding,” because “she knows a lot of things right now” and “we help each other.” Additionally, Rosie related she took “pride” in making sure “the mentee feels like she is accepted [and] feels like she is doing well.” Rosie further shared when “I helped Connie with the new student she was nervous about” it “satisfied me” to

know I helped calm her "fears." Connie's willingness, shared Rosie, "to allow me to guide her" in the "way we do things around here," also made the mentoring experience a success.

Tammy, Sandy, and Rosie experienced "reciprocal" gains from their work with their protégés as a result of the mentoring experience. The reciprocity included "feelings" of acceptance, receptiveness, and knowledge gained. These findings were significant to the "perceptions" mentors had of their work with beginning teachers.

Frustration

As illustrated in Table 5.3, frustration (FRU) was discussed by three of the five participants. Frustration was not discussed in (Case 2, Sandy Simms) and (Case 5, Rosie Evans). Findings indicated the frustration held by mentors came, in part, from their "work" mentoring beginning teachers, although most concerns were expressed mainly about the mentoring "process." Research (Brock & Grady, 2001) has shown that beginning teachers experience frustration during their induction years, but it was the researcher's intent to discover the frustration mentors *themselves* experience as a result of mentoring beginning teachers.

Alice Black shared she "dreaded the paperwork and time" involved in mentoring beginning teachers because it "complicated the mentoring process." Alice's demeanor during the interviews substantiated how much she enjoyed the "act of mentoring," but Alice believed the added responsibilities of paperwork made it an "impractical" part of the process. Alice believed there was "not enough time" to get everything accomplished.

Furthermore, with the required weekly and monthly mentoring meetings, time was "even more limited." Alice reported it "frustrated" her when the meetings were not of benefit to Keith or her. Alice continued, while at meetings, "you're over there and you'd rather be doing this

over here, because it really needs to be done, but you're sitting in a meeting going over something you've known for years." The apparent waste of time frustrated Alice.

Tammy Taylor shared she was "frustrated" with the amount of time it "took her away from her classroom" to mentor a TAPP teacher. With the extra components required at the state level for mentoring TAPP teachers, Tammy shared it was "too much for a classroom teacher; maybe just a lead teacher…that would be fine." Tammy further expressed "frustration" in assisting Tammy with completing the notebook required of all TAPP teachers. Tammy stated, "it's just busy stuff. Give me something that means something but don't just give me stuff to fill up a notebook." Tammy and Alice both experienced "frustration" with the mentoring bureaucratic nature of the processes that "took time away" from spending more time with beginning teachers.

Nina Rice expressed "strong frustration and discouragement" because Linda had "distanced" herself this year. As recorded in the researcher's fieldnotes, Nina's *feelings* were visible concerning Linda's lack of "self-motivation" this year, and she replied:

> [I am] discouraged that I'm not helping a peer but I feel like I question if she's supposed to be here or not. You know, maybe it is the will but then I question if I could have helped her. I never knew those answers. I think I could have made a difference.

As a result, this "lack of self-motivation" "limited" Nina in the way she mentored Linda. Furthermore, the school administrators also "limited" Nina by the lack of opportunity to actively mentor Linda in the way "she needed to be mentored." With the more informal "buddy" process for Linda this year, Nina pointed out Linda was "more reluctant" to share things as she had done the previous year. Nina's frustration, resulted from her opportunity to "work" with Linda.

Research Question 3: How did the mentoring experience impact the mentor personally and professionally?

As a result of the mentoring experience, mentors shared they experienced growth. The growth, interchangeably, helped the mentor personally and professionally. Furthermore, the growth achieved by mentors was often "shared" with the beginning teachers. It was the researcher's intent to discover the "depth" of the growth experienced by mentor teachers.

From the five case studies, one major finding evolved that illustrated the perspectives of the five mentors who were involved in this study. Table 5.4 lists the findings and identifies the cases in which they emerged.

Table 5.4

Personal and Professional Impacts of Mentoring

Findings	Case 1	Case 2	Case 3	Case 4	Case 5
GRO Growth	X	X		X	X

Growth

As illustrated in Table 5.4, growth (GRO) was discussed by all but one participant (Case 3, Tammy Taylor). Mentors fulfill many roles as they work with beginning teachers, and the roles they assume often change to align with the work the mentor and beginning teacher are doing. It was the researcher's attempt to uncover the impact of "how much" and through what "means" professional and personal growth occurred for the mentors as a result of the mentoring process. Reciprocity was explored for its relevance to growth experienced by mentors as a result of mentoring beginning teachers.

Alice stated she experienced growth, professionally, from the "new ideas" she gained from the mentoring experiences with beginning teachers and other colleagues who worked with new teachers. Mentoring, Alice shared, was also a "learning process" for her. Furthermore, Alice stated, that she not only encouraged Keith and other mentees that she mentored to "try new

things," but she, too, "gleaned effective teaching practices" through the experiences she has had. Moreover, Alice shared that her ideas about teaching were "nurtured" as a result of the experiences from mentoring beginning teachers. From that statement, the researcher saw "growth" in Alice from the first interview to the third interview.

Alice's growth was "reciprocal" as a result of mutual "learning and sharing" ideas between her and Keith. Learning gained by beginning teachers from their mentors and learning gained by mentors from the beginning teachers with whom they work was also a significant finding supported by the construct of reciprocity.

Similarly, Sandy Simms discussed her own growth as a result of the mentoring experience. Sandy shared she had "evolved" through feelings of being "appreciated, self-satisfied, and learning her own weaknesses." Sandy further shared that Terri and other mentees would often share with her, "how their first teaching experience would not have been as successful without my help."

Thus, Sandy revealed the reason for her overall "appreciation" to what the process of mentoring had done for her, was due to being "appreciated" by the new teachers for her efforts to help them. The growth from the mentoring experience, Sandy related, "it's something to feel good about. It is worth it."

Sandy and Alice both experienced reciprocity through their work with their mentees. Sandy and Alice shared, the "self-satisfaction" they both gained because of their work mentoring beginning teachers was a "learning experience" for them. Learning and sharing ideas with colleagues had a positive effect from mentoring beginning teachers. For example, Sandy indicated she "appreciated" the opportunity to mentor because of its impact on her personally and professionally.

Nina Rice also explained, as a result of the mentoring experience, she, too, experienced growth from "new ideas gleaned" from other colleagues. From the growth she experienced over the years, Nina reflected how it made her "more open to suggestions" from colleagues and beginning teachers, as well. Nina also believed she had "grown professionally," too. Nina stated, "I think as a mentor I see things as the protégé, I see things that I can bring back into the classroom and by seeing other teachers, that helps me grow, too." Moreover, Nina was convinced, "sharing of effective teaching techniques" was one area that made a difference for both her and Linda.

Rosie Evans expressed she had "grown" *with* Connie throughout the mentoring experience. Moreover, Rosie revealed, "when I'm helping her and she's succeeding that makes me feel I've succeeded in doing the task." Rosie summarized her "growth" with Connie like this:

> It just feels like I'm teaching not another child but another grown-up the same things that I'm doing and because we have this 'friendship' now, I'm teaching her and she's teaching me, too, because I get ideas from her, too. It's just like teaching still.

Rosie, like Alice, Sandy, and Nina, experienced reciprocity in their growth as a result of their work and that each had grown from the sharing of teaching ideas. This finding seemed to support a relationship between "reciprocity" and the "sharing of ideas."

Research Question 4: In what ways do mentors perceive that their attitudes about mentoring have changed as a result of the mentoring experience?

Mentors shared their overall attitudes about mentoring beginning teachers "remained positive." However, their thoughts about administrative support were two-fold. First, mentors believed strong administrative support was "essential" in ensuring success in the mentoring "process." The process of mentoring included the "administrative things" (i.e., pairing mentors,

providing mentor-mentee release time) needed to ensure mentoring could occur. Second, the mentors believed administrative support was "not essential" for the actual "work" of mentoring to be a success. Mentors believed the "work" of mentoring was a job entrusted to them.

This finding was illustrated in Table 5.5 where mentors were asked in their interviews to rate their *feelings* on administrative support as being essential to a successful mentoring relationship on a scale of one to five, with "five" being "very essential." Three of the five mentors believed administrative support was not very essential to a successful mentoring relationship. However, an interesting finding was that two participants felt administrative support was "very essential" (Case 3, Tammy Taylor) and (Case 4, Nina Rice). Both Tammy and Nina had "struggled" with the "process" and "work" of mentoring their mentees.

Table 5.5

Ratings about Administrative Support

Rating	Case 1	Case 2	Case 3	Case 4	Case 5
One - No Support Needed					
Two -					
Three - Not Very Essential	X	X			X
Four - Essential				X	
Five - Very Essential			X		

As the research question sought to examine the changes in attitudes of mentors as a result of the mentoring experience, two major findings evolved that illustrated the perspectives of the five mentors. Relative to these changes, Table 5.6 lists the findings and identifies the cases in which they emerged.

Table 5.6

Mentors Perception about Changes in Attitudes

Findings	Case 1	Case 2	Case 3	Case 4	Case 5
PEX Positive Experience	X	X		X	X
ASU Administrative Support	X	X	X	X	X

Positive Experience

As illustrated in Table 5.6, positive experience (PEX) was discussed in all but one case study (Case 3, Tammy Taylor). Darling-Hammond (1999) in her report, *Solving the Dilemmas of Teacher Supply, Demands and Standards*, demonstrated that the beliefs about induction programs correlated directly with their intensity in that the more assistance the programs provided, the greater the success rate of retaining teachers—both beginning teachers and the teachers who mentored. Four out of the five mentors, overall, believed the presence of the mentoring program in Manning County was a positive experience for the beginning teachers and for them as the mentors.

Alice Black shared she experienced a "change in attitude" about the necessity of mentoring beginning teachers by the "growth I achieved *and* the support needed and provided" to mentees. As Alice developed her mentoring style, she pointed out, she and Keith began to experience a professional "comfort zone" with each other. Alice believed, "being there for somebody when they need help or being available when the mentee just wants to talk to somebody or has questions [to be] answered," was the most important aspect of mentoring. Furthermore, for Alice, the act of mentoring had been "positive every year" that she mentored. She furthered the sentiment by saying, overall, "I feel good."

Similarly, Sandy shared her views about her mentoring experience as "overall positive," and she had also gained a "renewed appreciation" for mentoring. Sandy continued by sharing, the "positives outweigh the challenges" in her mentoring experiences. Furthermore, Sandy indicated, Terri wants to "be here and really help the children and that's my main line, too." Sandy summarized:

> By us both being on the same page that way, it has really fallen in place. If she had not been where I am with the importance of being here, I don't think we would have had the relationship we have had this year.

Sandy shared when there is a "good mentoring relationship," mentoring is "a good thing to have." Sandy concluded, "It's rewarding, really rewarding to have the [mentoring] program."

Just as the mentoring experience had been positive for Alice and Sandy, Nina also believed the mentoring experiences she has had over the 15-year period have "overall, been very, very good." Nina further pointed out, "I found that those teachers that have been supported, most of the time, they are successful." Nina continued, however, "I know that there will be more state cutbacks on money, I just hope the priorities for mentoring will continue."

In light of not being mentored as a beginning teacher, Rosie believed "helping" beginning teachers was a "positive experience." Rosie shared she had not "really changed her attitude" toward the success of the mentoring experience from the "positive" attitude she already held about mentoring.

A finding across the case studies was that the mentors felt a "renewed appreciation" about mentoring. Prior research has shown that mentoring programs have made a difference in combating high attrition rates of beginning teachers (Cross, 2000; Henry, 1988). However, Colbert and Wolf (1992) found that 95% of the beginning teachers who experienced support during their initial years remained in teaching after 3 years. Mentoring has been the answer for

many school systems (Villani, 2002). Formalized mentoring programs were essential to the success of both mentors and beginning teachers (Tauer, 1998; Yost, 2002).

Administrative Support

As illustrated in Table 5.6, the need for administrative support (ASU) was discussed by the mentors in all but one case (Case 5, Rosie Evans). However, in Case 5 the subject of administrative support was "alluded to" but was never specified by Rosie. Three of the mentors believed administrative support was needed for ensuring the "process" of mentoring was successful. The "process" of mentoring was defined as having appropriate mentor-mentee pairing, providing release time for mentor-mentee visits to classrooms, and handling other "administrative duties" involved in providing a successful mentoring experience. However, those mentors believed the need for administrative support in the "work" of mentoring was not an absolute necessity. On the other hand, two of the three mentors believed it was essential to have administrative support, and they believed this support was necessary in *both* the "process" and "work" of mentoring beginning teachers.

Alice Black believed administrative support was needed for allowing more release time for mentor-mentee interaction or for time to catch up on paperwork. Alice further shared she did not need her administrators to "hold her hand" because she could "handle the process of mentoring Keith;" however, she shared she needed some help "in the facilitation of the mentoring process." Alice rated administrative support a "three" on a scale of one to five, as being essential to a successful mentoring experience. Alice believed administrative support was not needed for her "work" of mentoring. She continued, "you really don't have to have them [administrators] to make it a successful mentoring experience."

Similarly, Sandy Simms revealed the administrative staff at her school and at the central office had been supportive in providing "relief" for her when she needed to visit her mentee, Terri's classroom. However, Sandy indicated she did not believe in "running to the administrator" so she worked most things out on her own. "If I've been given a task," she explained, "I do it." In addition, Sandy revealed,

> I don't feel that it's their [administrators] job to go back and check and say, 'make sure you're meeting and such, and such.' If they're [administrators] giving it to us, I think they think we're responsible enough to handle what needs to be handled. So I don't think the administrator needs to be totally involved in that.

As a result, Tammy rated administrative support a "three" on a scale of one to five, as being essential to a successful mentoring experience. Sandy and Alice both rated administrative support a "three" as being essential to a successful mentoring experience. Furthermore, they reported administrative support was essential in the "process" or "facilitation" of mentoring by assuring appropriate mentor-mentee pairing occurred, providing release time for mentor-mentee visits to classrooms, and handling other "administrative duties" involved in providing a successful mentoring experience. However, neither believed it essential to have administrators involved in the actual "work" of mentoring.

On the other hand, Tammy Taylor believed "good" administrative support was essential in all areas of the mentoring experience. Tammy shared the administrators would "work with you" if "you need to go in and work with your mentee." Additionally, she stated, the administrators "do a lot to try to keep the new teachers," and "they're [administrators] very supportive here with the mentoring." Tammy rated administrative support a "five" on a scale of one to five, as being essential to a successful mentoring experience. Tammy believed, "if they're not supportive, then it's hard for you to do the things you need to do for that mentee or protégé

so it's very important for the administrator to be supportive." Without administrative support, Tammy shared, it was "overwhelming" to mentor a TAPP teacher.

Similarly Nina Rice shared "strong administrative support made the mentoring experience an ease." According to Nina, in the years where the mentors and their protégés were supported strongly from administration, "I felt like that year we had a strong program and that, not only did we help our mentees like I said, *I* felt the support and she gave me some ideas of things we needed to work on." Furthermore, Nina summarized, "the effects of the lack of support was shown this year with Linda's threat to leave the profession." Nina pointed out that even she was "slighted in the area of administrative support."

Nina rated administrative support a "four" on a scale of one to five, as being essential to a successful mentoring experience. Nina indicated, "well, I'm really close on that…between a four and five. I think the principal has to be supportive, and she has to know what's going on, and know the needs also." Nina and Tammy both valued strong administrative support in all areas of the mentoring experience.

Cuts in the Manning County's Staff Development budget caused a "lack of support" for Nina and Tammy in different ways. Nina shared, the principal allowed "financial cutbacks to determine the amount of support for Linda, who "needed more" than a "buddy" this year. Tammy was "overwhelmed" with the amount of time it took to mentor a TAPP teacher, and she shared, "it's too much for a classroom teacher to do…maybe just a lead teacher…that would be fine."

Conversely, a view expressed by Rosie Evans was "even though we have the support of our administrator, we really haven't had a whole lot of dealings, and we really don't have to go to them for much of anything so it's 'essential' but 'not very essential.'" Rosie rated

administrative support a "three" on a scale of one to five, as being essential to a successful mentoring experience. Alice and Sandy shared the same thoughts on administrative support as Rosie. They all believed administrative support was needed only in the facilitation of the mentoring "process" by handling the "administrative duties" (i.e. pairing mentors, providing release time, etc.) involved in providing a successful mentoring experience, and that the "work" of mentoring should be entrusted to them as mentors.

Research Question 5: In what ways do mentors perceive that relationships with other teaching colleagues have changed as a result of the mentoring experience?

Mentors expressed the mentoring experience enhanced relationships among teaching colleagues. Furthermore, stronger bonds and opportunities to share and to gain new ideas among colleagues occurred. As a result, mentors believed, overall, the structure of the mentoring program in Manning County was beneficial. Across four of the five case studies, one major finding, building relationships (Table 5.7) evolved .

Table 5.7

Relationships with Other Teaching Colleagues

Findings	Case 1	Case 2	Case 3	Case 4	Case 5
BRE Building Relationships	X		X	X	X

Building Relationships

As illustrated in Table 5.7, building relationships (BRE) was discussed in all but one case study (Case 2, Sandy Simms). However, in Case 2 the subject of building relationships was discussed as a minor finding under the topic of sharing ideas. Therefore, Sandy's thoughts on sharing ideas will be included as it relates to the other four cases. Building relationships emerged as a finding in which the mentors indicated was "critical" to the success of mentoring.

The relationships built during the mentoring experience were positive for both the mentors and their protégés.

Alice Black discussed she had formed "closer friendships" with her protégés because "when you mentor people, you spend more time with them where ordinarily you would just see then and speak and maybe talk a little bit." As a result, mentors and their protégés form a "special and unique" relationship, according to Alice. Alice further indicated teaching techniques were "exchanged and classroom ideas shared," making the relationships formed together with the mentees "positive" for both.

Tammy Taylor shared her experiences as a mentor allowed her to have "good friends" in her mentees. To build that "bond" with a teacher, Tammy believed, the "bond sticks with you, even after your mentoring experience was complete." As a result, Tammy shared she, too, "gained" from the "bond" developed between her mentees and those whom she had mentioned. Tammy and Alice both shared the same sentiments about lasting "friendships" they gained as a result of the mentoring experience.

Nina Rice stated mentoring "opened the door" for her to have "more professional friends and colleagues and, also, that I learn from them…the new innovative ways and I can take things back to my classroom, too." Furthermore, related Nina, when she solicited help from fellow grade level colleagues, "they were also willing to help," and "it made me feel more comfortable in working with my colleagues and feeling a part of the school." Nina continued, "not only did I have ideas to offer but my mentee did as well."

Rosie Evans shared she and Connie were able to "relate" to each other and to form a "friendship bond," a type of "friendship growing" every day. Although there was a "natural attraction" between Connie and Rosie perhaps due to similarities in ethnic backgrounds, Rosie

admitted, “mentoring made the bond even stronger.” Rosie also believed the mentoring experience allowed her to “gain understanding about other people’s perspective, working one-on-one with another grown-up.” Rosie and Tammy both spoke about the “bonds” developed between their mentees and lasting “bonds” outside of the mentoring relationship. Alice, Nina and Sandy related how “sharing ideas” with colleagues made a difference for them as well as their mentees. They believed the difference was directly related to the mentoring experience.

This chapter presented a cross case analysis of the perspectives of five mentors and their growth and development as a result of their work mentoring beginning teachers. After examining findings in research questions 1 and 2, the researcher found commonalities among the questions such that merging the findings from questions 1 and 2 was warranted. Question 1 and Question 2 are listed as follows:

1. What types of assistance did mentors provide to beginning teachers?
2. How did the mentors perceive their work with beginning teachers?

The researcher combined questions 1 and 2, and subsequent findings, developing the first theme from the mentors’ perceptions of the services they provided to beginning teachers.

Similarly, after examining the findings in research questions 3 and 4, the researcher found commonalities among the findings such that merging the findings from questions 3 and 4 was warranted as well. Question 3 and Question 4 are listed as follows:

3. How did the mentoring experience impact the mentor personally and professionally?
4. In what ways do mentors perceive that their attitudes about mentoring have changed as a result of the mentoring relationship?

The researcher combined questions 3 and 4, developing the second major theme from the mentors personal and professional impacts and changes in attitudes about mentoring.

Findings from research question five across the cases warranted the development of a theme.

Overall, the examination of data yielded three major areas in which the findings are framed and then analyzed. The major areas in which findings emerged included: 1) the mentors perceptions of the type of services they provided to beginning teachers, 2) how the mentoring experience impacted the mentor personally and professionally, and how these experiences changed their attitudes about mentoring, and 3) how mentors perceived relationships with other teaching colleagues had changed as a result of the mentoring experience.

Examining the data across cases allowed the development of higher propositions that will be enumerated as themes. Chapter Six presents the themes that emerged from the findings.

CHAPTER 6

SUMMARY, DISCUSSIONS, AND IMPLICATIONS

Introduction

The purpose of this study was to explore the perspectives of mentors and their growth and development as a result of their work mentoring beginning teachers. This study also sought to uncover how mentors view their professional and personal development as a result of mentoring beginning teachers. The results of this study provided insight on reciprocity in the mentoring relationship from the perspectives of the mentors. The following research questions provided the final framework for this study:

1. What types of assistance did mentors provide to beginning teachers?
2. How did the mentors perceive their work with beginning teachers?
3. How did the mentoring experience impact the mentor personally and professionally?
4. In what ways do mentors perceive their attitudes about mentoring have changed as a result of the mentoring experience?
5. In what ways do mentors perceive that relationships with other teaching colleagues have changed as a result of the mentoring experience?

This chapter presents an overview of the research design, a summary of the study, a comparison to previous studies, and the major findings. This chapter concludes by presenting the implications and recommendations for further research.

Research Design

A qualitative case study approach was used in which included three in-depth interviews with five mentors in one rural school district in the Middle Georgia area. From the interview process, the researcher sought to discover mentors' perspectives of their work with beginning teachers. Following the interviews, the researcher used the constant comparative method to identify evolving and universal themes that were reported in the findings.

Through a qualitative case study approach, the researcher wanted to examine what benefits the mentors gained from their work with beginning teachers. Furthermore, this study sought to gather information on what meanings *reciprocity* had for mentors personally and professionally. Blumer (1969) promoted that people learn from others as well as from their own experiences. Thus, for this study, the researcher understood that to attempt to understand the behavior of a person, one must understand the meaning given to the objects, people, events, and situations connected with that behavior.

Permission to conduct this research was secured from the district and school, and the interviews were conducted at one school with five participants. Each participant signed an informed consent form, and three face-to-face interviews were conducted with each participant. The participants were chosen through reputational sampling, and the interviews were semi-structured, open-ended, and conversational.

Following the interviews, audiotapes were transcribed and used as the primary data source for this study. In addition, artifacts were collected at the school and district level to gain a fuller understanding of mentoring from the local and state levels. To assist with validating data, the participants were given the opportunity to reflect on statements made in the previous interview, then were allowed the opportunity to clarify, justify, change, and/or restate details

from each interview. An analysis of the data allowed the researcher to unveil major findings and common themes as they related to elementary mentors and their perspectives of their growth and development as a result of their work mentoring beginning teachers.

Trustworthiness was established through the multiple procedures used to report and analyze the data. According to Denzin (1994), "Trustworthiness consists of our components: credibility, transferability, dependability, and confirmability" (p. 508). Attention to procedures, such as, methodological triangulation of data sources, respondent validation, member checking to bring to surface the researcher's biases, and an audit trail, ensured trustworthiness and reliability. The constant comparative method was the form of analysis used in this study. This method permitted the researcher to analyze and to organize data into broad categories, compare data across case analysis, reduce the data respective to common themes, and to report findings that emerged from the analysis.

Blumer's (1969) symbolic interactionism perspectives guided the theoretical framework for the research, and the researcher's analysis and interpretations during this study. Within the symbolic interactionism perspective, "the self develops thus enabling an individual to acquire a sense of himself or herself as an individual" (Cuff, Sharrock, & Frances, 1998, p.128). Furthermore, since the purpose of this study was to explore the perspectives of mentors and their growth and development, symbolic interactionism and its interpretive nature allowed the researcher to focus on the importance of *social meanings* people attach to experiences.

In this perspective-seeking study, the researcher shared findings about the mentor's functional relationship between how they see themselves, how they see others, and how they think others see them. Moreover, Blumer (1969) suggested people learn from others as well as from their own experiences. Given the highly personal and contextual nature of mentoring, these

meanings were based on interactions that were socially constructed through the interactions the mentors reported about mentoring beginning teachers.

Previous Studies

Although research supports that mentoring beginning teachers is effective in their transition to teaching, scant attention has been afforded in the study of the perspectives of mentors. Yost (2002), Jones (2001), and Tauer (1998) have conducted the most significant work regarding mentors and the perspectives on mentoring.

Yost (2002) shared, "participation in mentoring programs is valuable not only for the novice but also for the veteran mentor in that it positively affects teacher efficacy in both" (p. 195). The participants of Yost's (2002) study were four pre-service teacher mentors to seven graduate-level student teachers. The mentors were released full-time from their teaching duties for the school year, and the new teachers took over the full responsibilities of teaching in the mentors' classrooms. The mentors were expected to spend 50% of their time mentoring and 50% of their time working on district projects. One extended interview using guiding questions and three focused interviews using scripted questions were performed with each mentor.

Yost (2002) reported mentors commented that being chosen to serve as mentors "affirmed their competence as teachers," and the experience "forced mentors to stretch, and think, and grow" (p. 197). Furthermore, Yost shared, "the opportunity became the very definition of the program…it was a year of hard work and challenges, but it empowered them [mentors], helping them to grow in confidence" (p. 197). This study was noteworthy yet it failed to report the meanings mentors attached to their work of mentoring beginning teachers. To this end, the present study sought the perspectives of mentors while in the "act" of teaching and

mentoring to gain a fuller understanding of the reciprocity, growth, and development for the mentors.

Jones' (2001) study compared and evaluated the procedures and roles that mentors assumed and the extent to which those aspects of mentoring influenced the development of beginning teachers. The study included 25 mentors from Germany and 25 mentors from England. A qualitative approach was used to gain insight about the mentors' perceptions of their roles.

Jones (2001) reported differences in the perspectives of mentors because of their cultural backgrounds. For example, "while mentors in England placed emphasis on 'support' their German counterparts stress the importance of 'being' honest" (p. 81). Furthermore, Jones indicated, "the divergence in mentor perceptions illustrates the tension inherent in the mentor role, which manifests itself in the way in which mentors manage to balance the elements of 'honesty' and 'support.' Jones' findings did not, however, address the perspectives of mentors and their growth and development as a result of their work mentoring beginning teachers.

Tauer's (1998) qualitative study of 10 mentors and beginning teachers from a metropolitan area sought to understand the mentors' response to the "experience and how the experience influenced their professional lives" (p. 206). According to Tauer (1998), "only five participants declared their relationships 'successful'" (p. 206). Furthermore, "reflective experience in which the mentor teacher grows professionally finds little empirical support in the findings of this study" (p. 216). Therefore, it was the researcher's intent in the current study to uncover not only how mentors view their professional development, but their personal development, as well. The researcher also chose to gain perspectives of mentors in a less affluent, rural area.

Other limited research on the perspectives of mentors was studied by Ganser (1999, 1995b). In these studies, Ganser's primary focus was on what mentors perceived the obstacles in mentoring were, and the metaphors, similes, and other comparisons used to describe what the mentoring experience meant to them.

Summary of the Findings

Following the individual and cross case analysis of the data in Chapters 4 and Chapter 5, the common themes that emerged included:

- Theme 1: Mentors perceive their work as meaningful and positive.
- Theme 2: Mentors experience personal and professional growth from their work with beginning teachers.

A discussion of these themes provided the analysis and implications for further study.

Discussion

The purpose of this section is to discuss the major findings of the study in the larger context of the literature reported in Chapter 2. The reader is reminded that this was a case study, and the findings are situated in the contexts of the schools in which these five mentors worked. As a result, generalizability is not appropriate, and the reader is cautioned not to make broad assumptions to be applied across populations other than those studied—five mentors in one elementary school in middle Georgia. Each section contains a common theme, discussion, and its distinctive relationship to the literature.

Theme 1: *Mentors perceive their work as meaningful and positive*.

The mentors reported the mentoring experience as "rewarding" because of the "self-satisfaction" they gained from mentoring beginning teachers. Furthermore, mentors exhibited a "moral obligation" as educators to help beginning teachers "find their way," and as a result spoke

of her "calling" to teaching. Tetzlaff and Wagstaff (1999) reported as a result of mentoring, "the mentor teacher is rejuvenated and experiences an increase in self-esteem and purpose" (p. 290). Tammy shared the experience was "rewarding" because "you do little things, and you don't think they [protégé] really recognize or appreciate it." Tammy continued, however, when protégés come back say "thank you" those "little things like that" make a mentor realize "they really did appreciate what I did for them." Tauer (1998) shared the participants in her study "took pride in realizing the *worth* of their pedagogical and practice knowledge which was useful to others" (p. 215, emphasis added by the researcher). Similarly, Rosie shared her mentoring experience with Connie was "rewarding" because they had been "accepting" of each other. Connie accepted Rosie, a novice in mentoring, for her knowledge of Manning County's school culture and Rosie experienced "pride" in making sure her new-to-system protégé was "accepted" by her peers at the school. This reciprocal nature of Rosie and Connie's relationship made the mentoring experience "worthwhile." Rosie summarized her mentoring experience with Connie was a "welcome" part of her job.

As a result of the mentoring experience with her new-to-system teacher, Alice shared she had a "better understanding" of the benefits of mentoring. It was "beneficial" for both Alice and Keith to realize the importance of the type of "support system" needed by Keith. Sandy stated she was "reaffirmed" by the "confidence" that her principal had in her. Furthermore, it "made a difference" in the way she mentored her protégé. Ganser (1999) shared "mistakes can be costly but the rewards can be wonderful" (p. 43). Having a difficult mentoring experience in a previous year, Sandy shared mentoring Terri "felt really great," and she was "excited about the next thing we might work out together." In comparison, Nina agreed her experience, although difficult, was "more rewarding than challenging." Nina was "inspired" with her ability to "mold and

develop" protégés even when there were differences in philosophy. Nina showed a "conscientious effort" to ensure all of Linda's "goals" were met.

The participants in this study expressed "satisfaction" in helping their partners get through their first years of teaching. Sandy revealed that her overall "appreciation" to what the process of mentoring had done for her was because of being "appreciated" by her protégé and her role as a mentor was "affirmed" by the new teachers she mentored. Furthermore, Sandy shared she believed her "efforts were worthwhile" when her protégé was "receptive" to "putting her suggestions to action." Alice shared that her "ideas about teaching were nurtured" and because of the mentoring experience, she would have "lasting memories and experiences" to remember.

Rosie shared her "satisfaction" came when she was able to "calm the fears" of the protégés she mentored. She, too, believed because her principal "thought highly of her" to even ask her to mentor a beginning teacher made her "feel good." Similarly, Tammy was "satisfied" with the opportunity to "encourage the success" of her protégé and to cause a "memorable event" in the life of a beginning teacher. Nina revealed she experienced "self-satisfaction" knowing her protégés were "headed in the right direction and were growing professionally as teachers," regardless of the financial gain of receiving a stipend for her work as a mentor.

On a different level, the mentors in experienced a "moral obligation" to ensure that protégés received the "support" they needed. Ganser (1995a) shared "it is essential veteran teachers be enthusiastic about serving as mentors and willing to fulfill the requirements of the role" (p. 307). Rosie shared her mentoring experience this year was "enjoyable" as a first-time mentor, and she further stated it was her "responsibility" to "do a good job," and she was "willing to work with others." Despite budget cuts, Nina wanted to give Linda the "support that

she deserved." Ganser (1995a) explained, "in spite of obstacles to mentoring, such as limited resources or lack of administrative support, a strong mentor-protégé relationship by itself can benefit the mentor." Nina continued, "I feel it's my duty to help her [Linda] prepare herself in order to not be scared to death to go into the classroom." Similarly, Alice believed her mentoring experience with Keith transformed her views on mentoring from being "part of the job to taking pride in a duty."

Sandy stated although she had previous challenges in mentoring, she believed it was her "duty" to "try mentoring again with someone different." Sandy summarized, "any challenges…we just have to work that out" because it is "my job" to do "what's best for children." Podsen (2000) stated, "if we want novices to be successful, we must at least establish that conditions that will build success rather than create obstacles" (p. 63). Beginning teachers do not come into the profession knowing teaching strategies; therefore, Tammy believed it "imperative" to "relate and talk" to the protégé in "an effort to encourage success." Tammy's "hardship" existed in the amount of "time" mentoring a TAPP teacher "took away from her classroom." She often shared, "it's too much for a classroom teacher" to do, but "if I have to [mentor a TAPP teacher again]—if I'm asked, then I probably will. I probably won't say 'no.'" Denmark and Podsen (2000) summarized the most important characteristic of a successful mentor "is a commitment to provide personal time and attention to the beginner" (p. 30).

The "work" of mentoring, according to the mentors, was also viewed as a "calling." Tammy often would mentor beginning teachers who were not her own protégés who were not assigned to her when she saw a "need" because it was "critical" to the long-term success of beginning teachers. Tammy further believed she was "called" to prepare beginning teachers for

the start of a new year. Alice shared she had to be willing to "avail herself" to her protégé, Keith, so he could develop a "broad perspective" of his work.

Additionally, Sandy held a "passion" that mentoring was something to "help people stay in the teaching profession." An elementary teacher in Ganser's (1999) study described a mentor as "a directional compass for someone who could become lost in the woods" (p. 43). One way to encourage the idea of remaining on the "correct path" as an educator was seen by Nina's response when offering suggestions. Nina shared it was up to Linda to "find her way" in teaching. She could have easily gone in and shown Linda "easy ways to prevent some of the problems she was having," but she wanted to allow Linda a chance to "grow." The magnitude of Nina's conviction to give Linda the "support that she needed" was shown throughout the three interviews with hopes that Linda would remain in the teaching profession. Colbert and Wolfe (1992) found that 95% of the beginning teachers who experienced support during their initial years remained in teaching after 3 years.

Nina hoped this technique provided the opportunity for Linda to take "ownership" in her own teaching methods and styles so she, too, would find her "niche" as an educator. Ganser (1999) reported a "good mentor" knew when to keep "enough distance so as to promote individuality" in the protégé, but knew when to exert "guidance" to prevent failure. Rosie reported she believed the "stresses" of mentoring were never a "burden." She shared, "it's another task that I have to do for my job." Rosie continued, "it is my job to help them [protégé] with strategies" to solve problems. Rosie calmed Connie's "fears" about a new student who was "struggling" in her class by "trying to figure out solutions and strategies." In all cases, the mentors believed they had a "moral obligation," and they experienced a "calling" to mentoring.

Theme 2: *Mentors experienced personal and professional growth from their work with beginning teachers*.

For these mentors growth was reciprocal. Mentors experience growth through the work with their protégés, through the sharing of new ideas, and from bonds established through friendship with their protégés in the mentoring relationships. All the mentors in this study experienced a form of "reciprocity" through working with their protégés. Reciprocity, according to research in mentoring, has been reported as an unexpected outcome in mentoring relationships (Anderson & Shannon, 1988; Gehrke, 1988). Reciprocity, as defined in the Merriam-Webster Dictionary (2004), is a mutual exchange of privileges; a mutual or cooperative exchange of favors or privileges.

Furthermore, Tetzlaff and Wagstaff (1999) reported whether the mentoring process is formal or informal, benefits occur for the new teacher, the mentor teacher, the students, and the learning community. "Together they engage in a continuous inquiry about teaching" (p. 288). All five mentors admitted to a form of "reciprocal growing" as result of the mentoring relationship. Tammy shared her "growth as a teacher" helped "my protégé…building on my experience, I can share it with her." In mentoring, shared Tammy, "you have a common place that you're both going" and "as I grew, my protégé grew." Tammy stated, "I discovered things I needed to do to improve and so did my protégés."

Similarly, Sandy believed her mentoring experience with Terri would not have been as successful "if both of us were not on the same page." Sandy continued, "we are both dedicated" to providing "what's best for children." Furthermore, Sandy shared the mentoring meetings were beneficial because of the "knowledge she and Terri gained" from discussions in the

meetings. Sandy grew from an unsuccessful mentoring experience and also from a mentoring experience that was successful. As a result, she described her "new appreciation" for mentoring in that she now believed she "had what it took" to be a successful mentor. Alice described the "mutual benefit" she and Keith received from attending mentoring meetings as a "learning process." Alice continued, "ideas were shared" and they both were able to "use it [ideas] in their classroom."

Tetzlaff and Wagstaff (1999) shared "it is the safe environment of sharing and obtaining support from others that fosters success" (p. 293). Similarly, Nina shared when she was involved in informal mentoring meetings, "I felt supported as much as my protégé" from the "sharing of ideas," and "I can see things that I can bring back into the classroom." Nina furthered that by seeing other teachers "that helped me grow, too." Rosie expressed "neither she nor her protégé felt superior than the other," and that they both "are comfortable enough with one another to share ideas and opinions," and had a "mutual attraction" due to similarities in ethnic backgrounds.

Alice stated her "professional growth" was reciprocal to Keith's "growth" because of the "new ideas" they both gained through the mentoring experience. "Learning, rethinking, and trying new ideas" was "instrumental to my growth as a teacher and mentor," Alice summarized. Yost (2002) further stated, "any teacher who is interested in growing and renewing" needs to go through the mentoring experience. Furthermore, Yost continued "that mentoring changed the way that I viewed myself, the district, and my view of education in general" (p. 197).

Similar to Alice, Sandy experienced "personal growth" in her mentoring relationship with Terri. On one level, Sandy discovered her weakness of " procrastination with paperwork," and that she was able to glean "organizational skills" from Terri as a result of the mentoring

experience. However, on a deeper level, Sandy grew when she realized she "had what it took" to be a successful mentor after she "tried mentoring again with someone different." In comparison, Tauer (1998) revealed "the [mentoring] relationship helped to bring about personal growth—a greater understanding of self, leading to chances in one's thinking about self or one's behaviors" (p. 215). Reciprocity was shown in Sandy and Terri's relationship because Sandy "guided" Terri in the mentoring process while Terri was able to share with Sandy "her ideas" on how to "better organize" the paperwork required in the mentoring process.

Likewise, Tammy expressed her "growth" was reciprocal through her experiences of teaching and working children which in turn, "helped to give my protégé more experience and building upon my experience, I can share it with her." Yost (2002) further related, "looking at classroom learning through the eyes of another often resulted in new realizations about how teacher practice could directly affect learning" (p. 195). Relative to Tammy, Nina stated, "I found through mentoring, I've watched other teachers…and learned from them and was able to take it back to my classroom." Despite the informal mentoring process with Linda this year, Nina was convinced the reciprocal "sharing of effective teaching techniques" was one area that made a difference for both her and Linda. Furthermore, Tetzlaff and Wagstaff (1999) reported the "informal mentoring process is a natural way that increases the learning for both the new and veteran [teacher]" (p. 292).

Ganser (1999) shared several teachers referred to growth and development in their descriptions of mentoring included "watching a caterpillar turn into a butterfly, encouraging a blooming bud, or as an artist sculpting clay" (p. 43). Moreover, those sentiments are seen by Rosie's mentoring experience with Connie this year. Connie had come to Manning County with already one year of teaching experience; therefore, Rosie reported "growth," in part, was because

they *both* were "open and willing" to make any changes needed to support the "climate" of Manning County Primary and Elementary School. Connie continued, "she is adjusting now and *we* are learning new things." Reciprocity was gained in Rosie and Connie's mentoring relationship because they "depended on" and "supported" each other.

Additionally, on a higher level, as a result of the new ideas that were gained, the mentors in the current study expressed "self-efficacy" in their role as a mentor. Bandura (1977) defined "teacher efficacy" as "intellectual activity by which one forges one's beliefs about his or her ability to achieve a certain level of accomplishment" (p. 191). Furthermore, Yost (2002) shared "the development of an educator's sense of teaching efficacy pays huge dividends for schools and both novice and veteran teachers" (p. 198). Alice shared, "I had to be a positive person, and I feel that my principal was confident enough in me to allow me to take on the responsibility this year." Similarly, Sandy reported, "If I've been given a task, I do it…administrators have enough to 'worry about' than to worry about a task they were 'confident' mentors could do." According to Yost (2002) mentors commented that "simply being chosen to serve as mentors provided them with a new professional definition as it 'affirmed their competence as teachers' and 'empowered them, helping them to grow in confidence'" (p. 197).

Tammy agreed her confidence as a mentor was enhanced because, "I feel like I'm 'honored' even for the principal to think highly of me to say, 'I like the way you're doing things. I want you to mentor this teacher." Similarly, Rosie believed her principal "thinks highly of me to even ask me to mentor somebody…and I feel good about that."

Nina, on the hand, had a different view of her "self-efficacy" in her mentoring experience this year than the other four mentors, due to the complexity of the "lack of support" she and her protégé, Linda both received from administration this year. Nina shared she had been given

"less guidance" from leadership, "like from the principal on my role and how much I should do for her." As a result, Nina pointed out that *both* she and the system "failed" Linda this year. In 1995b, Ganser asserted that "the roles and responsibilities of mentors needed to be described and understood, not only by the beginning teacher and mentor, but also by school staff members and school administrators" (p. 90).

According to Ganser (1999), the figurative language used by teachers to describe their mentoring experience as mentors, "is useful in elucidating the complexities of mentoring and the mentoring relationship" (p. 43). Nina's figurative language used throughout the study included such phrases as "confusion," "failed support," "needed more," "more reluctant," and "assistance deserved" as extensions of her views about her own self-efficacy. However, by the third interview, Nina indicated over the 15 years she had mentored she experienced "self-efficacy." Nina continued, mentoring was *personal* for her because she *wanted* to ensure "every beginning teacher in her reach was successful."

Four mentors discussed the "bond" and "friendships" gained as a result of the mentoring experience. Alice shared that after she developed her mentoring style, she and Keith began to experience a professional "comfort zone" with each other. Furthermore, Alice shared she had "developed lasting friendships and bonds" with colleagues and protégés. Through the system mentoring meetings, Alice continued, "mentoring allowed me an opportunity to get to know colleagues "more as a people."

Similarly, Nina shared the structure of the mentoring meetings allowed her to "increase in sharing ideas with professional colleagues." Furthermore, she expressed "gratitude" for the opportunity to gain insight from fellow colleagues on "more than one way" to solve the problems of beginning teachers. Nina believed the strength of the "bonds" developed between Nina and

her colleagues would "not be as strong" in the absence of mentoring. As a result, the reciprocity gained between Nina, her protégés, and other colleagues was a "lifelong accomplishment" she would never forget, concluded Nina.

In comparison, Tammy shared, "you do build relationships" when mentoring, and the "bond" that is built "sticks with you, even after your mentoring experience is complete." Mutual growth was "gained" from the "bond" shared by both Tammy and Tabitha. In the same light, Rosie shared she and Connie were able to "relate" to each other and to form a "friendship bond." Additionally, Rosie characterized her "interaction" with Connie and the remaining third grade teachers as a "close bunch," who "listened" to each other and "got along pretty well." However, contrary to Nina's belief, Rosie believed she would have developed a "bond" with Connie, regardless of the mentoring relationship. Although there was a "natural attraction" between Connie and Rosie perhaps due to similarities in ethnic backgrounds, Rosie admitted, "mentoring made the bond stronger."

Reciprocity in collegial relationships was gained from the "friendships" and "bonds" established through mentoring. Lambert and Lambert (1985) reported, in part, mentors who "demonstrate strong collegial skills—including critique, support and reciprocity" ensure the growth and development of beginning teachers. Growth and development was reciprocal in that the mentors in this study grew professionally and personally as a result of the positive experiences, and through enhanced relationships with colleagues, including the protégés they mentored.

Implications

Implications for Mentors

From the perspectives of the mentors who participated in this study, they believed there was a need for mentors to continue working with beginning teachers. Mentors should strive to secure the knowledge base and critical skills associated with effective mentoring. Mentors further believed it "compelling" that only those teachers who have a "holistic view" of teaching and mentoring, teachers who can remain optimistic during the obstacles that occur during mentoring, and teachers who can maintain objective views when faced with differing opinions should consider mentoring.

Furthermore, the participants believed that mentors should not just "go through the motions," but want to "be here and really help the children" and one way to help children is to work with beginning teachers. Ultimately, mentors revealed, when you help beginning teachers become effective, you are helping provide children the opportunity to have successful learning experiences. Mentors admitted that the "complexity" of mentoring could be "personally taxing," "time consuming," and "stressful" at times; therefore, teachers who are interested in becoming mentors should be "up for the challenge."

Implications for Administrators who Supervise Mentors or Mentoring Programs

The mentors in this study expressed the need to for administrative support in the areas of "pairing mentors," "mentoring meetings," and "staff development budgets." Mentors suggested administrators should consider room assignments of mentors and their protégés to be as close in proximity as possible. Also, assigning grade levels within one or two grade levels of each other would ease the "ability to provide mentoring." It was also especially important to mentors to be paired with protégés that share the same viewpoints regarding education. One mentor shared, "if

she had not been where I am with the importance of being here, I don't think we would have had the relationship we had this year."

Mentoring meetings, shared a mentor, should be "useful" and "beneficial to all involved—the mentor and protégé. One suggestion provided was to be careful not to "duplicate" meetings the beginning teacher may have already attended (i.e., new teacher orientation meetings). Furthermore, administrators should structure meetings in a way to deter them from becoming a "gripe session." A major concern throughout the study was the "excessive paperwork" required in documenting mentoring sessions between mentors and their protégés. Mentors expressed a need for administrators to find a more efficient way to document the work accomplished.

Another mentor suggested that systems should provide two forms of mentoring meetings. This first would be formal meetings to include all the mentors in the system where the information shared would be essential to all present. In the alternating month, hold a less formal meeting to include only mentors in their home school. This process would allow a "less threatening" situation for beginning teachers to bring up concerns or problems that may not be applicable to other school settings.

As a result of the finding that mentors experienced a form of "mutual growth" with their protégés, administrators should find ways to continuing "nurturing" that growth. One example could be to allow mentors to have release time to perform staff development with other veteran teachers to share the importance of these mentoring experiences and what "it meant *to* and *for* them" to mentor beginning teachers. This effort could substantiate the "rejuvenation" and "self-efficacy" the mentor teachers gained while advocating the need for veteran teachers to "guide" and "take under their wing" beginning teachers.

In turn, the beginning teachers could discuss in separate meetings with other beginning teachers how their life "would be different" in the absence of mentoring. The beginning teachers could encourage the other novice teachers to remain "open-minded" and "receptive" to ideas and suggestions provided to them. Furthermore, the meeting could be a sounding board to share without being hesitant to "ask questions" or feel "afraid" when mistakes are made because mentors take "pride" in the job that they do and are "willing to help" a beginning teacher find success as an educator.

Staff development cuts in mentoring programs was discussed by the mentors in this study. It was suggested that administrators consider retaining funds for mentoring programs in the budget because of existing problems of "high attrition rates among beginning teachers." The impact of the "lack of support" envisioned for beginning teachers due to budgetary cuts remains to be seen.

Implications for Further Research

By design, this study was limited to five mentors in one elementary school. Given the scarcity research from the perspectives of mentors, perhaps this study can provide baseline data for further research on the perspectives of a larger number of mentors. From Yost's (2002) study regarding teacher efficacy to Tauer's (1998) study on mentor-protégé relationships, few, if any, research-based studies have been conducted in regard to mentors' perspectives of *their* growth and development as a result of mentoring. A quantitative study could possibly give credibility to the findings of this study. Further research from the perspectives of mentors might reveal a wider, more varied grouping of mentors and the reciprocity of growth and development for mentors as a result of the mentoring experience. Furthermore, research could be further explored in a larger, urban school district. In that type school system, the current study could be extended

to more than one elementary school in the district and mentors' perspectives could be compared across schools in the district.

Concluding Thoughts

The purpose of this study was to explore the perspectives of mentors and their growth and development as a result of their work mentoring beginning teachers. More directly, this study sought to uncover how mentors view their professional and personal development as a result of mentoring beginning teachers. Through a case study design, the researcher presented the perspectives of mentors to explain the extent of their growth and development as a result of their mentoring experience. From the mentors' perspectives data were collected and reported. Since mentor perspectives studies are limited relative to how mentoring impacted *them*, it is hoped the study will fill a gap in knowledge essential to mentoring research.

From findings in this study, baseline data suggested that mentors believed mentoring was an overall positive experience. Furthermore, mentors gained a mutual growth, a form of reciprocity, through mentoring beginning teachers. Lastly, mentors believed mentoring enhanced their relationships with colleagues as a result of the mentoring experience. It is the researcher's hope that mentoring programs continue as a form of "support" to beginning teachers and the teachers who mentor them.

"Judge each day not by your harvest but by the seeds you plant"

Author Unknown

REFERENCES

Allen, T. D., Russell, J. E. A., & Maetzke, S. B. (1997). Formal peer mentoring: Factors related to protégés satisfaction and willingness to mentor others. *Group & Organization Management, 22*(4), 488-507.

Anderson, E. M., & Shannon, A. L. (1988). Toward a conceptualization of mentoring. *Journal of Teacher Education, 39*(1), 38-42.

Ballantyne, R., & Hansford, B. (1995). Mentoring beginning teachers: A qualitative analysis of process and outcomes. *Education Review, 47*(3), 297-308.

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, *84*(1), 191-215.

Beyene, T., Anglin, M., Sanchez, W., & Ballou, M. (2002). Mentoring and relational mutuality: Protégés perspectives. *Journal of Humanistic Counseling, Education, and Development, 41*(1), 87-102.

Blair-Larsen, S. M., & Bercik, J. T. (1992). A collaborative model for teacher induction. *Education, 113*(1), 25-30.

Blank, M. A., & Sindelar, N. (1992). Mentoring as professional development: From theory to practice. *Clearing House*, *66*(1), 22-26.

Blumer, H. (1969). *Symbolic interactionism: Perspective and method.* Englewood Cliffs, NJ: Prentice Hall.

Bogdan, R., & Biklen, S. K. (1998*). Qualitative research for education: An introduction to theory & methods* (3rd ed.). Boston: Allyn & Bacon.

Bodgan, R. C., & Biklen, S. K. (1992). *Qualitative research for education*. Boston: Allyn & Bacon.

Breaux, A. (1990). First things first: How to set up an induction program. In M. Sherer (Ed.). *A better beginning: supporting and mentoring new teachers* (pp. 148-163). Alexandria, VA: Association for Supervision and Curriculum Development.

Brennan, S., Thames, W., & Roberts, R. (1999). Mentoring with a mission. *Educational Leadership, 56*(8), 49-52.

Brock, B., & Grady, M. (2001). *From first-year to first-rate: Principals guiding beginning teachers* (2nd ed.). Thousand Oaks, CA: Corwin Press.

Brock, B. L., & Grady, M. L. (1998). Teacher-principal relationships: First year teachers. *Clearinghouse, 71*(3), 179-184.

Chein, I. (1981). Appendix: An introduction to sampling. In L. H. Kidder (Ed.), *Selltiz, wrightman & cook's research methods in social relations* (4th ed., pp. 180-192). New York: Holt, Reinhart & Winston.

Chesley, L. S. (1995). Alternatively certified first-year teachers: A study of their problems. (Doctoral dissertation, The University of Oklahoma, 1995). *Dissertation Abstracts International*, *56*, 3921.

Chesley, L. S., Wood, F. H., & Zepeda, S. J. (1997). Meeting the needs of alternatively certified teachers. *Journal of Staff Development, 18*(1), 28-32.

Clay, J. D. (2002). Implementation of the Georgia mentor teacher program: Perceptions of principals and teacher support specialist mentors. (Doctoral dissertation, Georgia Southern University, 2002). *Dissertation Abstracts International*, *63*, 433.

Colbert, J. A., & Wolff, D. E. (1992). Surviving in urban schools: A collaborative model for a beginning teacher support system. *Journal of Teacher Education, 43*(3), 193-199.

Cooley, C. H. (1902). *Human nature and the social order*. New York: Charles Scribner's Sons.

Creswell, J. W. (2002). *Educational research: planning, inducting, & evaluating quantitative and qualitative research*. Upper Saddle River, NJ: Merrill.

Cross, S. (2000). Roots and wings: Mentoring. *Innovations in Education and Teaching International, 35*(3), 224-230.

Cuellar, E. G., & Huling-Austin, L. (Eds.). (1990). *Achieving an ethnically diverse teaching force*. Austin, TX: Education Agency.

Cuff, E. C., Shamrock, W. W., & Francis, D. W. (1998). *Perspectives in sociology*. London: Routledge.

Danielson, L. (2002). Developing and retaining quality classroom teachers through mentoring. *The Clearing House, 75*(4), 183-185.

Darling-Hammond, L. (1999). Solving dilemmas of teacher supply, demand, and standards: How we can ensure a competent, caring, and qualified teacher for every child. *National Commission on Teaching & America's Future*. Retrieved March 22, 2003, from http://www.tc.columbia.edu

Darling-Hammond, L. (1996). School reform at the crossroads: Confronting the central issue of teaching. *Educational Policy, 11*(2), 151-166.

Darling-Hammond, L. (1991). National goals and America 2000: Of carrots, sticks and false assumptions. *The Education Digest, 57*(2), 25-27.

Darling-Hammond, L. (1984). *Beyond the commission reports: The coming crisis in teaching*. Santa Monica, CA: RAND Corporation.

Debolt, G. P. (Ed.) (1992). *Teacher induction and mentoring: School-based collaboration programs*. Albany, NY: State University of New York Press.

Denmark, V.M., & Podsen, I. J. (2000). The mettle of a mentor: What it takes to make this relationship work for all. *Journal of Staff Development, 21*(4), 18-22.

Denzin, N. (1994). The art and politics of interpretation. In N. Denzin, & Y. Lincoln (Eds.), *Handbook of qualitative research* (pp. 506-511). Thousand Oaks, CA: Sage Publications.

Denzin, N. K. (1970). *The research act: A theoretical introduction to sociological methods*. Chicago: Aldine.

Denzin, N. K., & Lincoln, Y. S. (2000). *Handbook of qualitative research* (2nd Ed.). Thousand Oaks, CA: Sage Publications.

Dewey, J. (1930). *Human nature and conduct*. New York: Modern Library.

Dexter, G. G. (2000). Mentors and protégés: The impact of mentoring relationship on beginning teachers and mentor teachers. (Doctoral Dissertation, Johnson and Wales University, 2000). *Dissertation Abstracts International, 61*, 4657

Evertson, C. M., & Smithey, M. W. (2000). Mentoring effects on protégés' classroom practice: An experimental field study. *The Journal of Educational Research*, *93*(5), 294-304.

Feiman-Nemser, S. (1996). Teacher mentoring: A critical review. ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC (ERIC Document Reproduction Service No. ED 392 749)

Ford, D., & Parsons, J. (2000). Teachers as mentors. (ERIC Reproduction Document Service No. ED 447 073)

Franke, A., & Dahlgren, L. O. (1996). Conceptions of mentoring: An empirical study of conceptions of mentoring during the school-based teacher education. *Teaching & Teacher Education, 12*(6), 627-641.

Fuhrman, S. H., & Elmore, R. F. (1990). Understanding local control in the wake of state education reform. *Educational Evaluation and Policy Analysis, 12*(1), 82-96.

Galvez-Hjornevik, C. (1986). Mentoring among teachers: A review of the literature. *Journal of Teacher Education*, *37*(1), 6-11.

Ganser, T. (1999). Coach, safety net, compass, sculptor: How mentors describe mentoring. *Contemporary Education, 70*(2), 42-44.

Ganser, T. (1998, October). *Critical issues in mentoring programs for beginning teachers.* Symposium conducted at the annual meeting of the Mid-Western Educational Research Association, Chicago, IL (ERIC Reproduction Document Service No. ED 425 146)

Ganser, T. (1995a). Principles for mentor teacher selection. *The Clearing House, 68*(5), 307-309.

Ganser, T. (1995b). What are the concerns and questions of mentors of beginning teachers? *NASSP Bulletin, 79*(575), 83-91.

Gehrke, N. J. (1988). On preserving the essence of mentoring as one form of teacher leadership. *Journal of Teacher Education, 35*(3), 43-45.

Georgia Association of Educators. (2001). Too few of us: The national teacher shortage. *Update*, *33*(1), 12. Author.

Giebelhaus, C. R., & Bowman, C. L. (2002). Teaching mentors: Is it worth the effort? *Journal of Educational Research 95*(4), 246-249.

Glaser, B. G., & Strauss, A. L. (1967). *The discovery of grounded theory: Strategies for qualitative research*. Hawthorne, NY: Aldine de Gruyter.

Glickman, C., Gordon, S., & Ross-Gordon, J. (1998). *Supervision of instruction: A developmental approach* (4th ed.). Needham Heights, MA: Allyn & Bacon.

Goetz, J. P., & LeCompte, M. D. (1984). *Ethnography and qualitative design in educational research*. Orlando, FL: Academic Press.

Gordon, D. T., & Graham, P. A. (2003). *A nation reformed? American education 20 years after a Nation at Risk*. Cambridge, MA: Harvard Education Press.

Guba, E. G., & Lincoln, Y. S. (1981). *Effective evaluation*. San Francisco: Jossey-Bass.

Halford, J. M. (1998). Easing the way for new teachers. *Educational Leadership*, *55*(5), 33-36.

Hargreaves, A., & Fullan, M. (2000). Mentoring in the new millennium. *Theory Into Practice*, *39*(1), 50-56.

Hargreaves, A., & Fullan, M. (Ed.). (1992*). Understanding teacher development*. New York: Teachers College Press.

Heath-Camp, B., & Camp, W. G. (1992). Assistance needed and received by beginning vocational teachers. *Journal of Vocational Education Research*, *17*(1), 35-52.

Henry, M. A. (1988). *Project credit: Certification renewal experiences designed to improve teaching.* Terre Haute, IN: Indiana State University, Department of Secondary Education. (ERIC Document Reproduction Service No. ED 291 681)

Honigmann, J. J. (1982). Sampling in ethnographic fieldwork. In R. G. Burgess (Ed.), *Field research: A sourcebook and field manual* (pp.176-188). London: Allen & Unwin.

Huling-Austin, L. (1990). Teacher induction programs and internships. In W. Robert Houston (Ed.), *Handbook of research on teacher education: A project of the association of teacher educators* (pp. 535-548). New York: Macmillan Publishing Company.

Huling-Austin, L. L. (1989). Beginning teacher assistance programs: An overview. In L. Huling-Austin, S. J. Odell, P. Ishler, R. S. Kay, & R. A. Edelfelt (Eds.), *Assisting the beginning teacher* (pp. 3-18). Reston, VA: Association of Teacher Educators.

Huling-Austin, L., Putman, S., & Galvez-Hjornevik, C. (1985). *Final report: Model teacher induction project study findings*. Austin, TX: University of Texas, Research and Development Center for Teacher Education.

Ingersoll, R. M. (2002). The teacher shortage: A case of wrong diagnosis and wrong prescription. *NASSP Bulletin, 86*(631), 16-31.

Ingersoll, R. M. (2001a). A different approach to solving the teacher shortage problem. *Teaching Quality Briefs*, *3*(1), 1-8.

Ingersoll, R. M. (2001b). Teacher turnover and teacher shortages: An organizational analysis. *American Research Journal, 38*(3), 499-534.

Ingersoll, R. M. (1997). Teacher turnover and teacher quality: The recurring myth of teacher shortages. *Teachers College Record 97*(99), 41-44.

Jones, M. (2001). Mentors' perceptions of their roles in school-based teacher training in England and Germany. *Journal of Education for Teaching*, *27*(1), 75-94.

Kay, R. S. (1990). A definition for developing self-reliance. In T. M. Bey & C. T. Holmes (Ed.), *Mentoring: Developing successful new teachers* (pp. 25-37). Reston, VA: Association of Teacher Educators.

Kennedy, M. M. (1991). Some surprising findings on how teachers learn to teach. *Educational Leadership, 49*(3), 14-17.

Kestner, J. L. (1994). New teacher induction: findings of the research and implications for minority groups. *Journal of Teacher Education, 45*(1), 39-45.

Kirk, J., & Miller, M. L. (1986). *Reliability and validity in qualitative research*. Beverly Hills, CA: Sage Publications.

Kochan, F. K., & Trimble, S. B. (2000). From mentoring to co-mentoring: Establishing collaborative relationships. *Theory Into Practice, 39*(1), 20-28.

Kram, K. (1983). Phases of the mentor relationship. *Academy of Management Journal, 26*(4), 608-625.

Lambert, D., & Lambert, L. (1985). Mentor teachers as change facilitators. *Thrust*, *14*(5), 28-32.

Lane, B. A. (1992). Cultural leaders in effective schools: The builders and brokers of excellence. *NASSP Bulletin*, *76*(541), 85-96.

Levinson, D. J., Darrow, C. N., Klein, E. B., Levinson, M. H., & McKee, B. (1978). *The seasons of a man's life*. New York: Alfred A. Knopp.

Lincoln, Y., & Guba, E. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage Publications.

Little, J. W. (1990). The mentor phenomenon and the social organization of teaching. In C. Cazden (Ed.), *Review of research in education* (pp. 297-351). Washington, DC: American Educational Research Association.

Lortie, D. C. (1975). *School teacher: A sociological study*. Chicago: The University of Chicago Press.

Lucas, A. (1999). Developing competent practitioners. *Educational Leadership, 56*(8), 45-48.

Marshall, C., & Rossman, G. B. (1989). *Designing qualitative research*. Newbury Park, CA: Sage Publications.

Mead, G. H. (1934). *Mind, self, and society*. Chicago: University of Chicago Press.

Merriam, S. B. (1988). *Case study research in education: A qualitative approach*. San Francisco: CA: Jossey-Bass.

Merriam, S. (1983). Mentors and protégés: A critical review of the literature. *Adult Education Quarterly, 33*(3), 161-173.

Merriam-Webster Online Dictionary. (2004). Retrieved March 9, 2004, from http://www.merriam-webster.com

McDonnell, L., & Fuhrman, S. H. (1985). The political context of education reform. In V. D. Mueller, & M. P. McKeown (Eds.), *The fiscal, legal, and political aspects of state reform of elementary and secondary education* (pp. 43-64). Cambridge, MA: Ballinger.

Miles, M. B., & Huberman, A. M. (1984). *Qualitative data analysis: A sourcebook of new methods*. Newbury Park, CA: Sage Publications.

Moir, E., & Gless, J. (2001). Quality induction: An investment in teachers. *Teacher Education Quarterly, 28*(1), 109-114.

National Center for Educational Statistics (NCES). (1996). *An overview of the Schools and Staffing Survey (SASS).* Washington, DC: Government Printing Office. Author.

National Commission on Excellence in Education. (1983). *A nation at risk: The imperative for educational reform*. Washington, DC: U.S. Department of Education. Author.

National Commission on Teaching and America's Future (NCTAF). (1996). *What matters most: Teaching for America's future*. New York: Teachers College, Columbia University. Author.

No Child Left Behind Act of 2001. Retrieved January 29, 2003, from http://www.nochildleftbehind.gov/next/overview/index.html

Odell, S. J. (1990a). A collaborative approach to teacher induction that works. *The Journal of Staff Development, 11*(4), 12-16.

Odell, S. J. (1990b). *Mentor teacher programs*. Washington, DC: National Education Association.

Odell, S. J. (1987). Teacher induction: Rationale and issues. In D. Brooks (Ed.), *Teacher induction: A new beginning* (pp. 69-80). Reston, VA: Association of Teacher Educators.

Odell, S. J. (1986). Induction support of new teachers: A functional approach. *Journal of Teacher Education, 37*(1), 37-41.

Park, R. (1915). *Principles of human behavior*. Chicago: Zalaz.

Podsen, I. J. (2000). *Coaching and mentoring first-year student teachers*. Larchmont, NJ: Eye On Education.

Ponticell, J. A., & Zepeda, S. J. (1996). Making sense of teaching and learning: A case study of mentor and beginning teacher problem solving. In D.J. McIntyre & D. M. Byrd (Eds.), *Preparing tomorrow's teachers: The field experience* (pp. 115-130). Thousand Oaks, CA: Corwin Press.

Raney, P., & Robbins, P. (1998). Professional growth and support through peer coaching. *Educational Leadership, 36*(3), 35-38.

Reinhartz, J. (1989). The teacher induction process: Preserving the old and welcoming the new: An introduction. In J. Reinhartz (Ed.), *Teacher Induction* (pp. 4-12). Washington, DC: National Education Association.

Ryan, K. (1970). *Don't smile until christmas*. Chicago: University of Chicago Press.

Ryan, K., Newman, K. K., Mager, G., Applegate, J., Lasley, T., Flora, V. R., & Johnston, J. (1980). *Biting the apple: Accounts of first year teachers*. New York: Longman.

Schlechty, R., & Vance, V. (1983). Recruitment, selection and retention: The shape of the teaching force. *Elementary School Journal, 83*(4), 469-487.

Schlechty, R., & Vance, V. (1981). Do academically able teachers leave education? The North Carolina case. *Phi Delta Kappan, 63*(1), 106-112.

Shen, J. (1997). How to reduce teacher attrition in public schools: Policy implications from a national study. *Educational Horizons, 76*(1), 33-39.

Snow, D. (2001). Extending and broadening Blumer's conceptualization of symbolic interactionism. *Symbolic Interaction, 24*(3), 367-377.

Stainback, S., & Stainback, W. (1988). *Understanding & conducting qualitative research*. Reston, VA: The Council for Exceptional Children.

Stroot, S. A., Fowlkes, J., Langholz, J., Paxton, S., Stedman, P., Steffes, L., & Valtman, A. (1999). Impact of a collaborative peer assistance and review model on entry-year teachers in a large urban school setting. *Journal of Teacher Education*, *50*(1), 27-41.

Sullivan, C. G. (1992). *How to mentor in the midst of change*. Alexandria, VA: Association for Supervision and Curriculum Development.

Sweeny, B. W. (2001). *Leading the teacher induction and mentoring program*. Arlington Heights, IL: SkyLight Professional Development.

Tauer, S. M. (1998). The mentor-protégé relationship and its impact on the experienced teacher. *Teaching and Teacher Education, 14*(2), 205-218.

Taylor, S. J., & Bogdan, R. (1998). *Introduction to qualitative research methods: A guidebook and resource* (3rd ed.). New York: John Wiley & Sons.

Tetzlaff, J. A., & Wagstaff, I. (1999). Mentoring new teachers. *Teaching and Change, 6*(3), 284-294.

Thomas, W. I. (1931). *The unadjusted girl*. Boston: Little.

Veenman, S. (1984). Perceived problems of beginning teachers. *Review of Educational Research, 54*(2), 147-178.

Villani, S. (2002). *Mentoring programs for new teachers*. Thousand Oaks, CA: Corwin Press.

Wey, H. W. (1951). Difficulties of beginning teachers. *School Review, 59*(1), 32-37.

Whitaker, S. D. (2000). Mentoring beginning special education teachers and the relationship to attrition. *Exceptional Children, 66*(4), 546-565.

Wilkinson, G. A. (1997). Beginning teachers intensify gaps in their induction programs. *Journal of Staff Development, 18*(2), 48-51.

Wilson, S. (1979). Explorations of the usefulness of case study evaluations. *Evaluation Quarterly*, *3*(1), 446-459.

Wolcott, H. (1980). How to look like an anthropologist without really being one. *Practicing Anthropology*, *3*(2), 56-59.

Yin, R. K. (1984). *Case study research: Design and methods*. Beverly Hills, CA: Sage Publications.

Yost, R. (2002). *I think I can*: Mentoring as a means of enhancing teacher efficacy. *Clearing House, 75*(4), 195-197.

Zepeda, S. J. (2003). *Instructional supervision: Applying tools and concepts*. Larchmont, NY: Eye on Education.

Zepeda, S. J. (1993). *A case study of the problem-solving dialogue between a mentor and first-year teacher*. Unpublished doctoral dissertation, Loyola University, Chicago.

Zepeda, S. J., & Ponticell, J. A. (1997). First-year teachers at risk: A study of induction at three high schools. *High School Journal*, *81*(1), 8-21.

APPENDIX A

PARTICIPANT CONSENT FORM

I agree to participate in the research titled, "The Perspectives of Mentors Related to Professional and Personal Development and their Work with Beginning Teachers", which is being conducted by Judith Ann Geter from the Program of Educational Leadership at the University of Georgia, and whose phone number is (800) 777-9311, under the direction of Dr. Sally J. Zepeda, Associate Professor in the Department of Educational Administration and Policy at the University of Georgia, whose phone number is (706) 542-0408. I understand that this participation is entirely voluntary; I can withdraw my consent at any time without penalty and have the results of the participation, to the extent that it can be identified as mine, returned to me, removed from the research records, or destroyed.

The researcher's purpose is to explore the perspectives of mentors and their growth and development as a result of their work mentoring beginning teachers as one way of examining the reciprocity in the mentoring relationship.

I understand that there are no direct benefits associated with my participation in this study.

I understand that my part in this study will include participation in three interviews lasting approximately 60-90 minutes, and will be conducted 4-6 weeks apart. Questions will relate to my role as a mentor to beginning teachers. I understand that the interview will be audio taped.

No discomforts or stresses are foreseen. No risks are foreseen.

Any information the researcher obtains about me as a participant in this study, including my identity, will be held confidential. My identity will be coded with a pseudonym of my choosing, and all data will be kept in a secured, limited access location. My identity will not be revealed in any publication of the results of this research. The audiotapes of my interviews will be destroyed immediately following the defense of the dissertation. The results of this participation will be confidential, and will not be released in any individually identifiable form without my prior consent unless otherwise required by law.

The researcher will answer any further questions about the research, now or during the course of the project, and can be reached by telephone at **(800) 777-9311**.

I understand the procedures described above. My questions have been answered to my satisfaction, and I agree to participate in this study. I have been given a copy of this form.

Please sign both copies of this form. Keep one and return the other to the investigator (researcher).

_____ _____
Signature of Researcher Date
(800) 777-9311

_____
Participant's Name (please print)

_____ _____
Signature of Participant Date

Additional questions or problems regarding your rights as a research participant should be addressed to Chris A. Joseph, Ph.D. Human Subjects Office, University of Georgia, 606A Boyd Graduate Studies Research Center, Athens, Georgia 30602-7411; Telephone (706) 542-3199; E-mail Address IRB@uga.edu

APPENDIX B

INTERVIEW GUIDE

Interview #1

Mentor's Name

School

Today's date

Grade Taught

Other teaching experience --- where and at what level

Number of years mentoring

Number of years mentoring at this school

Type mentor training – TSS or local

Sex of your Mentee

How many years has your mentee taught?

Leadership positions held other than becoming a mentor

What is your highest degree and from where?

What is your definition of a mentor?

Tell me about your mentoring experience

How do you feel when you mentor?

How have mentoring affected you PERSONALLY?

How has mentoring affected you PROFESSIONALLY?

Would you mentor again next year?

What are your feelings on administrative support?

Interview #2

How has your mentoring experience been going since our last interview on 8/27/03?

What are some of the things you have had to do with or for your mentor?

Were you mentored as a beginning teacher?

How receptive has your mentee been to your suggestions? How does that make you feel?

How does mentoring make you feel *now* that you're in the 3rd month of school?

Based on our last interview, you stated your mentoring experience this year would be very informal. So how has this experience been?

In the last interview you stated that you were concerned about mentoring and cut backs in school systems and state departments for new teachers. Can you expound more on that?

How do you think these cutbacks would affect mentors themselves?

In what ways do you perceive that your attitude about teaching and mentoring have changed as a result of the mentoring experience?

In ways do you perceive your relationships with other teaching colleagues have changed as a result of the mentoring experience?

If you were an administrator planning a mentoring experience for teachers, what things would you allow administratively for support?

What else you would like to share about administrative support to you?

In the last interview you referred to the fact that a mentor "has to have an open mind", can you tell me why an open mind is "definitely something that you have to have?

You stated in the last interview that you "feel honored for the principal to think highly of me to choose me as a mentor." Can you expound on that?

Interview #3

Tell me about changes to your mentoring experience since our last interview on 11/6/03?

How does mentoring make you feel (personally) *now* that the first half of school is almost over in about 3 weeks?

What, if anything, would you change about the way the mentoring process is administered in Manning County?

Describe the characteristics of a successful mentor.

Describe the characteristics of a successful mentee.

In one word, describe your feelings about your mentoring experience.

How strong do you feel administrative support is essential to having a meaningful mentoring experience on a scale of 1 to 5, with 5 being very essential?

Although you have had challenges with mentoring, how would you rate your feelings about your OVERALL mentoring experience, on a scale of 1 to 5, with 5 being very rewarding.

In what ways do you perceive that your attitude about teaching and mentoring have changed as a result of the mentoring experience?

In ways do you perceive your relationships with other teaching colleagues have changed as a result of the mentoring experience?

APPENDIX C

GEORGIA MENTOR TEACHER PROGRAM

The Teacher Support Specialist (TSS) Course is an endorsement course and falls under the requirements and guidelines of all other RESA endorsement programs. The purpose of the Teacher Support Specialist Program is to prepare experienced teachers to provide support and guidance to student teachers, beginning teachers, and to their colleagues in peer coaching relationships. The TSS Program is designed to provide training not only to prepare highly qualified teachers as mentors but also to provide information about cooperative, collaborative structures that can be established to support beginning teachers.

Course Components

The program consists of two fifty-hour courses:

TSS Course - 5 PLUs and focuses on the enhancement of skills used in observing instruction and providing supportive feedback to the novice. Instruction content includes the role and responsibilities of the TSS in identifying and responding to the needs of beginning teachers, supervising the field experiences of pre-service teachers, and in promoting professional growth of colleagues.

TSS Internship - 5 PLUs - taken subsequent to completion of the TSS course, consists of activities related to the application of the knowledge and skills acquired during the first course. Activities will include mentoring and coaching another teacher and/or supervising a student teacher, attending seminars, and maintaining a reflective journal of other appropriate documentation. The Internship is supervised by a building administrator or veteran TSS teacher already on staff at the intern's school.

Admission Criteria for Endorsement Candidates

1. Each candidate will have a valid clear, renewable Georgia teaching certificate,
2. Each candidate will have the recommendation of the principal or other appropriate supervisors in the employing school system, and
3. Each candidate will provide documentation of personal and professional behaviors that would indicate the likelihood of being successful in the work of a mentor teacher.

Goals of the Program

- To assist beginning teachers in defining and developing effective instructional practices and classroom management techniques
- To assist beginning teachers with effective performance of their duties and responsibilities
- To increase teacher retention in the profession
- To recognize and strengthen the skills of veteran teachers who are rejuvenated by sharing their experience and expertise with beginning teachers

Taken From: http://www.negaresa.org

APPENDIX D

MANNING COUNTY MENTOR GUIDE OF MONTHLY MEETINGS

AUGUST

	Activities and Ideas
Early contact is essential Create an atmosphere of acceptance.	*Meet, welcome your protégé* ___Welcome protégé in a telephone call prior to school ___Take protégé on tour of building ___Introduce protégé to other staff ___Professional Organizations' ___Textbooks, manuals ___What is important for first day? ___ Other _____
	Work on developing the relationship ___Have coffee or lunch away from building ___Attend social gatherings or meeting in some social setting ___Mini sessions ___Other _____
	Communication with the principal ___Send an informal note about making contact with protégé and about initial plans ___Other

Mentor Signature _____ Date_____

Protégé Signature _____ Date_____

SEPTEMBER

	Activities and Ideas
Mentors should be very accessible during the first day and first week. A minimum of one scheduled meeting between the mentor and protégé should be held monthly. The purpose of this meeting is to focus on specific ideas and concerns; possible topics have been suggested for each month. A minimum of one scheduled meeting between the mentor and protégé should be held monthly. The purpose of this meeting is to focus on specific ideas and concerns; possible topics have been suggested for each month.	*Informal Meetings* ___Drop in to touch base ___Share a funny or interesting event that happened during the day ___Write an occasional note acknowledging or supporting activities and successes ___Meet informally ___Other _____
	Monthly Conference ___Keeping grade books ___Maintaining student discipline ___Managing classroom instruction ___Obtaining supplies ___Identifying school policies, procedures ___Discussing homework, make up work policies ___Maximizing academic learning time ___Preparing for parent conferences, contact ___Attendance register ___Permanent records ___Community makeup ___Reading cards ___Math cards ___Mini-Sessions; #s covered__,__,__,__,__,__,__,__,__,__,__ ___Action Plan – Yearly Goals ___Other _____
	Socializing of protégé into school ___Discuss school norms, social traditions ___Introduce to other staff ___Show where to find supplies, materialism, etc. ___Review standard operating procedures ___Other_____
Tell principal about your initial contact and planning with your protégé. See pink pages for action plan examples and forms you can use. Protégé performance is confidential. Your relationship is key to success. The focus should be on developing a professional, collegial relationship	___Communicate with your principal
	Plan mentor activities with protégé ___Cooperatively develop a flexible Mentor-Protégé Action plan –3 goals for year.
	___Work on relation ship with protégé ___Continue frequent communication and contact
	___Protégé observation of the mentor/substitute release time ___Identify a lesson focus in the pre-conference; i.e., wait time ___Schedule demonstration lesson to be observed and followed by a conference ___Initial demonstration is in the mentor's classroom ___Observe other teachers ___Other COUNTY ACTIVITIES ___Encourage and support activities

Mentor Signature _____ Date_____

Protégé Signature _____ Date_____

OCTOBER

	Activities and Ideas
Your third, pre schedule formal monthly conference.	___Monthly conference
	___Review parent conferencing, contacts ___Report cards ___Classroom management ___Discipline ___Managing instructional tasks, time management ___Audio-visual department ___Student motivation and feedback ___Review Mentor-Protégé Action Plan ___Testing awareness(materials available) ___Mini-Sessions; #s covered__,__,__,__,__ ___Other_____
The first formal observation should be very non-threatening: Remember to identify a lesson focus during the pre-conference.	___*Observation of protégé (substitute release time) ___Observation with pre- and post-conference time ___Identify focus
	___*Protégé observation of the mentor/other teachers (substitute release time)
	___Informal discussions ___Continue to share events and happenings of the day
	___Share resources for professional development opportunities ___RESA ___Other:
	___Communicate with principal
	COUNTY ACTIVITIES ___Consider using principals, central office staff, RESA, and staff from other supporting agencies in planning mentor-protégé activities.

Mentor Signature _____ Date_____

Protégé Signature _____ Date_____

NOVEMBER

	Activities and Ideas
Check your district and building calendars to anticipate upcoming activities you should discuss or plan for.	___Monthly conference ___Parent conferences, communications ___Providing feedback to students ___Curriculum resources, materials/testing ___Review Mentor-Protégé Action Plan ___SST procedures ___Mini-Sessions; #s covered___,___,___ ___Other_____
Schedule opportunities for your protégé to observe other teachers. You can make suggestions and help with arrangements. Maximum benefit is achieved when you observe with the protégé and provide a conference.	___*Continue observation and feedback*(Substitute release time) ___Protégé observe mentor/other ___Mentor observe protégé ___Conference
	___Continue discussions about professional development opportunities.
	___Communicate with principal
	COUNTY ACTIVITIES ___December meeting Mentors ___Other:

Mentor Signature _____ Date_____

Protégé Signature _____ Date_____

DECEMBER

	Activities and Ideas
Due to holidays, you may not want to do observations this month. Talk it over with your protégé.	___Monthly conference ___School traditions, district policies regarding holiday events and activities ___Other_____
	___Informal communications ___Short, written notes of reinforcement and support
	___*Optional observation/conference(substitute release time) ___Protégé observe mentor/other ___Mentor observe protégé ___Conference
	___Communicate with principal

Mentor Signature _____ Date_____

Protégé Signature _____ Date_____

Comments:

JANUARY

	Activities and Ideas
	___Monthly conference ___School, classroom procedures for ending and beginning the semester ___Report cards and grading ___Curriculum resources ___Promoting positive relationships among students and teachers ___Review Mentor-Protégé Action Plan ___Other
Reflection helps promote learning and growth**.**	___Review first semesters experiences ___Discuss highlights ___Evaluate growth experiences ___Other_____
Be creative! Involve protégé's students in celebration.	___Celebrate completion of first semester ___Plan visible recognition ___Other_____
Informal communications are still very important; look for new opportunities.	___Continue informal communications
Continue communication with the principal. Remember, this is not an evaluation of proteges! Principal can meet with mentors	***COUNTY ACTIVITIES*** ___Review experiences and evaluation current success of program with mentors; identify any modifications

Mentor Signature _____ Date_____

Protégé Signature _____ Date_____

Comments:

FEBRUARY

	Activities and Ideas
A plan is very helpful, but it should be reviewed and modified regularly as needs change.	___Monthly conference ___Plan activities for second semester ___Review and discuss district office staff roles, departments, and support services ___Share literature, research readings, professional journals ___Review Mentor-Protégé Action Plan ___Use of community resources, e.g., guest speakers, field trips ___Discuss at-risk students ___Other_____
	___Continue informal communications
	___Ongoing communications with building principal
	___*Observations and Feedback(Substitute release time) ___Protégé observe mentor/other ___Mentor observe protégé ___Conference
Make sure the inservice meetings is made known to the protégé.	___Mentor/Protégé Quarterly Inservice (if applicable)

_____
Mentor Signature Date

_____
Protégé Signature Date

Comments:

MARCH

	Activities and Ideas
Proteges will continue to benefit from observations of other teachers. Be specific in identifying needs and giving feedback.	___Monthly conference ___Protégé's concerns needs ___Review Mentor-Protégé Action Plan
	___*Observations and Feedback(substitute release time. ___Protégé observe mentor/other ___Mentor observe protégé ___Conference
	___Relationship with protégé
	___Informal communications, contact
	___Discuss type of observations needed
	___Communicate with principal
	___March mentor meeting

_____

Mentor Signature DATE

_____

Protégé Signature DATE

Comments:

APRIL

	Activities and Ideas
Focus on building your protégé's autonomy and self-confidence.	___Monthly conference ___Career planning and development ___Testing and evaluation services; identify students with special needs ___Review Mentor-Protégé Action Plan ___Begin discussing bringing the year to a close ___Interpret test results ___Other_____
	___Informal contact
	___Continue activities on action plan
	___Communicate with principal
	___*Observations with feedback(substitute release time) ___Protégé observe mentor/other ___Mentor observe protégé ___Conference

_____

Mentor Signature Date

_____

Protégé Signature Date

Comments:

MAY

	Activities and Ideas
	___Monthly conference ___Procedures for ending/beginning the year ___Finalize Action Plan and send copy ___Other_____
Begin to move the mentor-protégé relationship away from previously established schedules and patterns.	___Revise mentor-protégé activities
	___Continue informal contact
Continue to focus on protégé autonomy, self-confidence, and self-direction.	___Build and reinforce peer relationship

_____

Mentor Signature Date

_____

Protégé Signature Date

Comments:

JUNE

	Activities and Ideas
This is a time to reflect on the year just ending, and to think of its impact on the year to come. The benefits of the program should remain visible to the staff.	___Monthly conference ___ Concerns of protégé ___Review of year's events ___Other_____
	___Continue recognition of the protégé and of the mentor program
	DISTRICT/BUILDING ACTIVITIES
This is a great time for a meeting of all mentors.	___Evaluate program; identify goals for next year
Review, reflect, celebrate!	___Celebration of completing first year of teaching -Awards or certificates signed by superintendent and/or principal -Recognition banquet for mentors and proteges
	____June mentor meeting

_____

Mentor Signature Date

_____

Protégé Signature Date

Comments:

APPENDIX E

PLU FORMS

Memo

Manning County Schools
Department of Personnel &
Staff Development
Develkionebt Department

To: Principals & Mentors
From: Robert Mannin (pseudonym)
Date: August 11, 2003
Re: LCSD 04-029 New teacher induction schedule

PLU credits will be given along with a small stipend (amount to be determined) to mentors and protégés. All new teachers (0-3 years) are required to attend.

Class #	Date	Time	Topic
1	July 25	9:00 –11:30 a.m. 11:30 – 1:00 p.m.	Ethics & Safety training Effective Teaching Practices w/ Principals
2	July 28	8:00 - 11:30 a.m. 1:00 – 3:30 p.m.	GTEP Update & Computer Operation Orientation LCSD 04-029, New Teacher Induction 3 years or less, media center more than 3 years, released for principal orientation
3	August 18	3:15 p.m.	Questions & Answers. What do you need to help you be more effective? Group discussion of what has happened since day one. Ms. Little (a pseudonym), School Social Worker: What can I do for you?
4	September 19	8:00 a.m.	SST with Mr. Eddie (a pseudonym)
5	October 20	3:15 p.m.	Testing with Mrs. Nelson (a pseudonym)
6	November 17	3:15 p.m.	School wide issues – What to expect from now until Christmas
7	December 15	3:15 p.m.	SST follow-up with Mr. Eddie (a pseudonym)
8	January 5	2:30 p.m.	Review Test Taking Skills
9	February 23	8:00 a.m.	What to expect after testing? How to plan for the rest of the year.
10	March 15	3:15 p.m.	SST follow-up 2. Questions? Mr. Eddie (a pseudonym)
11	April 19	3:15 p.m.	End of the year procedures
12	May	As scheduled and logged by individual mentors and protégés.	

MENTOR CONTACT DOCUMENTATION

15 contact hours per quarter with protégé for a total of 45 hours must be documented.

DATE	CONFERENCE TOPIC AND ACTIVITY	TIME AND LENGTH	THINGS TO IMPROVE	RESOURCES NEEDED
Total number of hours logged				

I do solemnly swear that this statement is true and I have incurred the described logged hours in the dispensing of my duties as a mentor, teacher support specialist, or TAPP specialist.

Signed _____ Date_____

APPENDIX F

MENTOR-PROTÉGÉ ACTION PLAN

Goals/Priorities for the year:

Mentor: _____
Protégé: _____
School: _____
Date[s]: _____

Objectives	Activities	Evidence of Completion

APPENDIX G

TEACHER ALTERNATIVE PREPARATION PROGRAM (TAPP)

Program Framework and Requirements

A. Teacher-candidate Screening, Selection, and Placement

1. Procedures for determining teacher-candidate eligibility

Georgia TAPP teacher-candidates must meet the following minimum criteria for admission:

- A bachelor's degree in an appropriate field, with a minimum grade point average of 2.5 in all college-level work completed
- A passing score on PRAXIS I (or SAT, ACT, or GRE scores high enough to exempt this requirement)
- A satisfactory criminal background check
- An offer of a full-time teaching position by a participating school system

2. Procedures for screening and placing teacher-candidates for employment

B. Orientation and Individual Counseling

1. Instruction on the Essentials of Effective Teaching
2. Individual assessment of teacher-candidates' content background
3. Development of individualized plan of study for each teacher-candidate, including scheduling of any required course work
4. Assignment of a 3-person support team, including a school-based mentor
5. Completion of required PSC candidate information form
6. Assistance with Intern Certification applications

C. First Year of Internship/Induction

1. A minimum of 6 seminars for the first year of internship based on Danielson's Framework for Teaching and teacher-candidates' identified problems and interests
2. Content course work (if required)

3. Completion of course work required to meet Georgia Special Requirements, including the identification and education of children and youth with special needs, the teaching of reading (and writing, middle grades, only) and the integration of technology in the classroom

4. Taking PRAXIS II by the end of the first semester of teaching (If teacher-candidate passes, no further action is necessary. If teacher-candidate fails, test results may be used to modify individualized plan of study.)

5. Collection of evidence for achievement portfolio

6. Assessment by teacher-candidate's support team, using Danielson's Framework for Teaching.

7. Recommendation by candidate's principal for continuation or denial of Intern Certificate for the second year

D. Second Year of Internship/Induction

1. A minimum of 4 seminars for the second year of internship/induction based on Danielson's Framework for Teaching and teacher-candidates' identified problems and interests

2. Continued mentoring and assessment by teacher-candidate's support team

3. Completion of any remaining required course work

4. Completion of the achievement portfolio, and evaluation by the teacher-candidates' support team using Danielson's Framework for Teaching

5. Successful completion of PRAXIS II

Taken From: http://www.gapsc.com/GaTapp/description/description_home.asp