THE NATURE OF TEACHER MENTORING

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CHAPTER I

INTRODUCTION

Despite the literally thousands of efforts to improve schools since World War II, few have had significant or enduring effects on instruction and student learning (Ball & Cohen, 1999). A recent review of federally funded research suggests that researchers, educators, and reformers now understand that "when curriculum, instructional materials, and assessments are all focused on the same goals -- that is, when the policy systems that frame education are coherent -- the prospects for educational improvements are enhanced" (Hirsch, Koppich & Knapp, 1998, p. 2).

Recent studies also show that policymakers and researchers have changed their views about school improvement and the role of teachers in the process (Finley, 2000). This research maintains that educational reform initiatives challenge classroom teachers to make sense of new policies, ideas, programs, and their own work. In addition, it suggests that teachers develop a stance toward their practice that is focused on learning and learners, one that promotes instructional coherence and improved student learning.

The opportunity for teacher understanding can be greatly facilitated through utilization of mentoring (NEA Foundation for the Improvement of Education, 1999). With the ever-increasing demands on all educators to understand evolving educational programs and teaching methods, the advantage of having a well-informed and experienced peer in whom to confide can be invaluable. The immediate solution to many teaching difficulties can be realized simply by conversing about the question with a resource person.

In addition to the confusion and frustration brought on by intermittent educational reform efforts, teachers are being asked to master new skills and responsibilities and to change their practices. To meet these new expectations, teachers need to deepen their content knowledge and learn new methods of teaching.

They will need time to work with colleagues, to critically examine the new standards being proposed, and to revise curriculum. They will need opportunities to develop, master, and reflect on new approaches to working with students. How will teachers attend to these demands for change in ways that yield positive results?

The NEA Foundation for the Improvement of Education [NFIE] (1999) metaphorically compares this issue to someone "aspiring to be a mountaineer. The person has a new pair of boots, a tent, a backpack, and endless enthusiasm, but he or she has never so much as climbed above the tree line" (p. 2). Ganser (1998) suggests:

> There are two ways to get into it. . . . You could take a practice run with somebody who has lots of experience and the ability to share it. The other way is to be taken to the base of Everest, dropped off, and told to get to the top or quit. If you don't make it, your enthusiasm disappears, and you seek ways to avoid similar challenges in the future. (p. 7)

According to NEA Foundation for the Improvement of Education (1999), "too often teachers find themselves alone at the bottom of the world's tallest mountain" (p. 2). Teacher mentoring could be one approach to help teachers meet increasingly complex challenges in their classrooms and in education reform efforts. A mentor could help teachers make sense of the realities that they face in teaching, learn their significance, and use what they learned to improve their teaching practice. Mentoring could also help to ensure that new and experienced teachers have access to the accumulated instructional knowledge and expertise of their colleagues in ways that could contribute to student success (NFIE, 1999). The question is, however, what does mentoring mean to teachers?

The Research Problem

Promoting Teacher Understanding

When teachers can devote the time and effort to make sense of new conceptions underlying reform initiatives and programs, they could likely increase their understanding of contemporary educational ideas and issues (Southwest Educational

Development Laboratory, 2000). This puts them in a better position to examine, critique, and improve their own practice. Although understanding new educational programs or curriculum demands could help teachers create new knowledge of teaching and learning, they still need to be able to take the next step and consider these ideas in light of their daily context. Bidwell and Yasumoto (1999) discuss teachers' understanding. They say:

> The knowledge of subject matter, learning, learners, and pedagogy is essential territory of teachers' work if they are to work as reformers imagined, but such knowledge does not offer clear guidance, for teaching of the sort that reformers advocate requires that teachers respond to students' efforts to make sense of material. To do so, teachers additionally need to learn how to investigate what students are doing and thinking, and how instruction has been understood . . . The best way to improve both teaching and teacher learning would be to create the capacity for much better learning about teaching as a part of teaching. (p. 11)

How could mentoring create the capacity for teacher understanding?

Social Focus: Collegial Interaction

According to Bidwell and Yasumoto (1999), interaction with colleagues can have significant effects on teachers' pedagogical beliefs and practices. Mentoring is such a collegial focus and a type of social focus as well. Bidwell and Yasumoto (1999) base their definition of mentoring on the key construct in Feld's (1981) theory of the formation of collegial ties, based on Homan's (1961) concept of activities. Feld defined a social focus as any entity around or within which individuals had a common set of activities. Because of common activities, collegial foci should also display positive sentiments and dense collegial ties, thereby providing efficient communication channels for diagnosing and solving problems. Because the common activities are work centered, collegial foci display high levels of agreement about occupational norms and their local adaptations. This normative agreement, reinforced by frequent professional discussion, should provide a clear guide to diagnosis and solution and afford standards for judging the effectiveness of attempted solutions.

There is a plethora of research literature on mentoring preservice teachers or student teachers, but there is very little research literature on mentoring inservice teachers. Some of this research defines the mentoring process, gives criteria for choosing appropriate mentors for the student or beginning teacher, and discusses the results of the mentoring process with these teachers-to-be (Southwest Educational Development Laboratory, 2001; Darling-Hammond, 2000; Ganser, 1998; Green, 1997; Manke & Klingel, 1998). Other researchers discuss the benefits of mentoring as collegial relationships among inservice teachers (Bidwell & Yosumoto, 1999; Cochran-Smith & Lytle, 1999; Feiman-Nemser, 1996; Southwest Educational Development Laboratory, 2000). Yet none of these sources discuss or explain *teachers' understanding* of mentoring. In light of the many new ideas, theories, and agendas that are part of contemporary efforts to improve teaching, the problem for this study is a deeper understanding of teacher mentoring. The research question is: What does mentoring mean to teachers?

Purpose of the Study

The purpose of this study is to gain an understanding about mentoring that could benefit teachers in general. Perhaps mentoring could be viewed as a viable vehicle for improving teacher practice. Perhaps this understanding about mentoring could be applied to teacher training programs, to teacher professional development programs, and to the researcher's own teaching practice.

Expanding the Teacher's Role

Hargreaves (1994) describes paradoxes that created challenges for teachers working in an increasingly complex world. Situating the work of teaching in the wider social context, Hargreaves argues that teachers are being asked to do more, but with less time and support to learn how to meet the new demands. Hargreaves explains,

> First . . . the teacher's role expands to take on new problems and mandates - though little of the old role is cast aside to make room for these changes. Second, innovations multiply as change accelerates, creating senses of overload among teachers and principals or head teachers responsible for implementing them. More and more changes are imposed and the timelines for their implementation are truncated. Third, with the collapse of moral certainties, old missions and purposes begin to crumble, but there are few obvious substitutes to take their place. Fourth, the methods and strategies teachers use, along with the knowledge base which justifies them, are constantly criticized - even among educators themselves - as scientific certainties lost their credibility. If the knowledge base of teaching has no scientific foundation, educators ask, "on what can our justifications for practice be based?" (p.4)

Seeking Coherence in Teacher Practice

Teachers are required to make instructional decisions in a more fluid context that include new policies, new ideas about learning, instruction, and assessment, and many programs that claim to reflect these new ideas. The multiplicity and diversity of messages about improving classroom practice seem to confound the decision-making process for teachers. Teachers interpret these messages in very different ways depending on their experiences, beliefs, students, and school culture. In this respect then, the way a particular program is implemented will vary greatly from teacher to teacher (Jennings, 1996; Grant, Peterson, & Shojgreen-Downer, 1996; Peterson, McCarthy, & Elmore, 1996).

Developing a Focused Stance on Teaching

Some educators have cautioned that improvement will only be achieved when there is greater clarity and coherence in the minds of the majority of teachers (Fullan, 1996), and that "coherence in policy is not the same thing as coherence in practice" (Cohen, 1995, p. 16). From this perspective, educational practice will change only when teachers have the support they need to make sense of new ideas and directives, bring them together in a meaningful way, and construct a coherent practice. Perhaps mentoring, with its collegial focus, could be the support teachers need to help them construct their own coherent practice.

Perspectives on Mentoring

Since the 1980s, when mentoring came on the educational scene as a part of a broad movement aimed at improving education, policymakers and educational leaders have pinned high hopes on mentoring as a vehicle for reforming teaching and teacher education. The mentoring idea has extended from a means to support and assist preservice and beginning teachers (Southwest Educational Development Laboratory, 2001; Feiman, Nemser,1996; Holmes Group, 1990; Little, 1990) to a form of professional development for inservice teachers, administrators, and other staff members in schools (Gallagher, 1997; Novick, 1996; Sparks & Hirsh, 1997; Sullivan, 1999).

Changes in Professional Development

The current professional development trend includes mentor training as an important element in an educator's professional development. The researcher's own experience indicates that some universities organize professional development institutes that provide mentor training for teachers and administrators. These mentors return to their school sites armed with their own professional knowledge plus mentoring skills that make them valuable resources for their peers and the teaching staff. The mentoring skills taught at these professional development institutes promote the knowledge that mentoring is a valuable vehicle toward educating teachers. Typical mentoring skills include the art of communicating through conversation and the ability to ask probing and pertinent questions that elicited logical responses and foster reflection on the issues by the participants. Mentors' conversations with their peers also promote teachers' understanding of their personal ideas and philosophies about their teaching methods and what they can do to change them for the better.

Mentoring is a reciprocal teaching process. The importance of mentoring in a school setting is enforced by a knowledgeable, understanding, and supportive

administration. Such conditions build the perception that mentoring is valuable and available in the school. Where some teachers may be reluctant to disclose their short comings to their department head or curriculum director, these conditions suggest to the teachers that they can turn to a peer mentor and talk about their concerns. The immediacy of understanding ideas is important and can be facilitated by the teacher mentoring process. The readiness at which a mentor can provide answers and clarification of issues important to a peer is inherent in teacher mentoring.

Mentoring as Professional Development

If the purpose of mentoring is to serve as a viable process, educators must focus on what mentoring means to teachers, how a person can become a mentor and be a mentor, as well as the process of mentoring. Likewise, if schools are expected to be exciting places for students to grow and learn, teachers, like students, need opportunities to become actively involved in their own understanding of mentoring processes. Effective professional development, then, is grounded in the questions and concerns of those who work closely with students and are "intricately interwoven with the daily life of the classroom" (Little, 1993, p. 137). In this approach to professional development, teachers are viewed, not as technicians, but as intellectuals (Giroux, 1988), teacher leaders, peer coaches, and teacher researchers (Lieberman, 1995). Teachers engage in reflective study of teaching practices, experimentation, collaborative problem-solving, and peer coaching in a supportive community (Novick, 1996).

Mentoring is defined not in terms of formal rules but in terms of the character of the relationship and the function it serves. Mentoring can be as informal as a relationship that features intense personal experiences composed of attraction, action, and effect (Darling-Hammond, 2000). It can also be as formal as relationships in a planned mentoring program whose components consist of purpose and goal

identification, identification and matching of mentor with protege, monitoring of the mentoring process, and evaluation of results and recommendations (Sullivan, 1992).

Qualities of effective mentors can be categorized into four areas: (a) attitude and character; (b) professional competence and experience; (c) communication skills; and (d) interpersonal skills (NEA Foundation for the Improvement of Education [NFIE], 1999). In other words, a good mentor is committed to the role of mentoring. She is accepting of the beginning or experienced teacher. She is skilled at providing instructional support. She is effective in different interpersonal contexts. She is a model of a continuous learner and communicates hope and optimism (Rowley, 1999).

> According to NFIE,
> "there is . . . no single mentoring program design that meets the needs of every district in every situation. Urban schools often encounter different challenges from rural schools. Likewise, districts with large numbers of new hires or those experiencing recruitment difficulties may wish to structure their mentor programs differently from districts where large-scale turnover is less of an issue (p. 5).

Whatever the issue, mentoring is seen as an essential part of staff development and a part of envisioning schools as professional learning communities (Ganser, 1998). Successful mentoring benefits all stakeholders (NFIE, 1999), and it is not an enterprise for those who prefer to work alone, either as individuals or as organizations. It requires partners.

Guidelines for developing effective mentoring programs should include criteria for creating the climate, context, and structure for effective mentoring and criteria for selecting, training, and supporting mentors (NFIE, 1999). Policies should address time for mentoring, the confidentiality of mentoring, and teacher placement as well as criteria for selecting mentors, matching mentors with proteges, mentoring incentives, and mentor training and support. Mentoring programs should also provide policies that address the content of the mentoring experience and for measuring the effectiveness of the mentoring. The premise here is that the payoff of mentoring will

allow all teachers at all stages of professional development to maintain their growth as professionals by learning from and with each other. In the long run, mentoring can advance the teaching profession (Ganser, 1998).

The downsides to the idea of mentoring programs are in the areas of time, commitment, and teacher involvement. If administrators do not support the practice that teachers have a role in the setting of mentoring program guide lines, or are not committed to the idea of enhancing the capacity to understand mentoring, or do not allow time for teacher mentoring, then mentoring programs will fail as will the improvement of teacher quality (Cook, 1997; Darling-Hammond, 1995; Gallagher, 1997; Sullivan, 1999; and Wald & Castleberry, 2000).

Significance of the Study

F. Harry Daniel (1985) said: "Life is change, rhythm and development. To live is to adapt. Each new situation demands a giving beyond ourselves and our habits, which is far from easy" (p. 7). So is the way of life for teachers in the education climate. It appears teachers have less guidance to learn - or rethink and relearn - how to make the best decisions about what and how students learn. Many teachers, it seems, make instructional decisions based on their immediate needs to comply, survive, conform, or meet a time constraint (Hargreaves, 1994). It may be easier for them to rely on external sources of authority, such as curricular documents, assessments, textbooks, and teachers' guides, to provide the guiding vision for their instruction than to rethink and reform their practice. Reliance on these materials, which are designed for use across a large number of classrooms by a diverse group of teachers with some typical student, could promote teaching that was routine and unthinking. Yet, as Coldron and Smith (1995) contend, "teaching which is routine and unthinking sells pupils and teachers short, learning to teach and sustaining professional development require reflection which was closely linked to action" (p. 1).

In a similar vein, Elmore (1996) argues that changing the structures of schooling will have little impact on how and what students learn unless there are also changes in the "core" of educational practice (i.e., how teachers understand knowledge and learning and how they operationalize their understandings). Therefore, what Cohen (1995) calls "coherence in practice" depends more on how teachers understand, interpret, and internalize these messages for their own practice.

During the course of this study, several teachers will e asked about their experiences as a mentee within mentoring situations. One focus will be on how teachers understood mentoring. Another focus will explore how teachers acquire knowledge and understanding within a collegial atmosphere or mentoring process to define and develop their teaching practices.

Assumptions and Limitations

Assumptions of the Study

I have completed an extensive literature review and compiled the following assumptions that guided the work on this problem: (1) teachers are learners and professionals who construct their own knowledge of teaching and learning; (2) dialogue, inquiry, and reflection are professional activities that can promote teacher learning; (3) teachers should be partners in generating knowledge on teaching; and (4) teachers can develop a stance toward instructional decision making that is clearly focused on students and learning. The Southwest Educational Development Laboratory (2000) proposes that teachers who are able to bring the components of the system - curriculum, instruction, assessment, external mandates, and community context - together intentionally with a focus on student learning will create what Cohen (1995) calls "coherent practice." Such coherence could lead to improved educational experiences for learners as teachers make their instructional decisions by using both information collected in the classroom about what and how their students

are learning and information from external sources about what is important for students to learn.

Some current research theories focus on the social construction of meaning in social interactions (DeMarrais & LeCompte, 1994). These kinds of interpretive researchers believe that the best way to understand human behavior is to examine real-world situations using qualitative or descriptive rather than experimental methods of inquiry. Their methods include long-term participant observation in classrooms, analyses of curricula, descriptions of methods and strategies used by educators, and extensive open-ended interviewing of those involved in schooling processes. The three kinds of interpretive studies are phenomenology, symbolic interactionism, and ethnomethodology (DeMarrais & LeCompte, 1994).

Phenomenology researchers' key concern is meaning (DeMarrais & LeCompte, 1994). They study the social meaning of knowledge and what possessing various kinds of knowledge signifies. What we know, or reality, is not as something given, but as constructed within the social interactions of individuals. People act upon their own definitions of reality as if they were fixed and true, not as if they were constructed and negotiable. Phenomenological researchers investigate these meanings that people construct in their personal interactions, and they view the participants in their studies as engaged in the process of constructing culture through daily interactions.

Meaning through personal interactions is also the key element in teacher mentoring. Dialogues between teacher peers are descriptive methods for bringing understanding or clarity of educational issues to the dialogue participants. As in phenomenology, mentoring uses open-ended interviewing (dialogues) of those involved in the schooling processes to socially construct meaning through social interactions.

Phonomenologists and mentors view schools as places where meaning is constructed through the social interaction of people within the setting (Bernstein, 1994). Many times meanings constructed by teachers about their students, for instance, result from misguided knowledge about the social meaning of various kinds of knowledge, what its possession means, and how it is distributed. This can result in teachers' differential treatment of students. Because this is a difficult issue in teaching, teacher mentoring can facilitate a teacher's understanding of how such differential treatment an impede students' academic progress. In turn, teacher mentoring can also provide logical means for the teacher to evaluate and improve classroom interactions and thus help students achieve in school.

Limitations of the Study

Over the last decade the increase of mentoring has not included an increase in research on the planning and implementation of mentoring programs in public schools. The variety in the way mentoring has been implemented in a school could be another limitation. All subjects may not have been involved in the same program; therefore, the quality of mentoring and the definition of mentoring may differ.

Another limitation to the study is that only a small portion of public school teachers within the state in which this study is being conducted will be represented in the data collection section of Chapter 3 of the study and therefore will offer a limited view of teachers in general.

Concluding Thoughts: Meanings of Terms

In summary, the need for teacher mentoring in schools is obvious, but the development of a proficient mentor can be the results of an individual achieving the necessary background to serve that role. The need for mentors on all levels of present school systems demands a more widespread and organized approach. This may be realized only if teaching programs in universities emphasize the relative areas

of study and promoted the necessary mentor training. Projection of the importance of the mentoring philosophy to school and district administrations is also imperative.

Another important area of consideration is the gap between the evolving theories of education and the every-day practician in the classroom. Quick assimilation of complex changes by all teachers is unreasonable. Administrations must believe in the changing educational directives and find ways which teachers within their schools can incorporate the new methods. Such ways are the specific advantages of the well-informed mentor.

The researcher will use the following definitions of terms throughout this study:

mentor - this word has its origin thousands of years ago in Greek mythology, in the tale of Odysseus. When Odysseus was away from home for many years, he encouraged and entrusted his son, Telemachus, to his friend and advisor, Mentor. When Odysseus was gone, Mentor served as guardian, teacher and father figure to his young protege. A mentor, according to Webster (1975), is a wise, loyal advisor; a teacher or coach. Albert Einstein explains the function of a mentor: "It is the supreme art of the mentor to awaken joy in creative expression and knowledge" (Dukes & Hoffman, 1954, p. 39).

mentoring - is a collegial relationship based on trust, integrity, and professionalism (NEA Foundation for the Improvement of Education, 1999). In this study, such a relationship is considered to be among teacher colleagues, either one-on-one or in groups.

The mentoring process usually involves observation, collaborative activities, reflection, and dialogue. This could include mentoring in the areas of teaching, instructional strategies and resources, content area, classroom management, school policies, and emotional and professional support of teachers (NEA Foundation for the Improvement of Education, 1999).

CHAPTER II

REVIEW OF THE LITERATURE

> *The interaction of human beings, namely, association, is not different in origin from other modes of interaction. . . .Everything that exists in as far as it is known and knowable is in interaction with other things. . . .The significant consideration is that assemblage of organic human beings transforms sequences and coexistence into participation.* (Dewey, 1929, p. 145)

Dewey's quote reminds us of the importance of human interactions and the ensuing results from such associations as teachers carry out the business of education. Daily interactions make up the lives of teachers. Teachers' associations with peers and students are synonymous to the mentoring process, and mentoring can be a reciprocal process. Not only do teachers' peers and students come to understandings about different ideas from their associations with these teachers, but the teachers can also come to understandings about different ideas from their associations with their peers and students. It is the diversity among teachers in regard to their conceptions of teaching, students, and modes of communication that will make these mentoring interactions so interesting and invaluable to others. It is these ideas that construct the content of this literature review chapter.

The review begins with an overview of the philosophical bases for ideas about knowledge of learning and teaching. I provide an overview of the ideas of critical theorists Gadamer, Habermas, and Bohm. The focus of the overview is language discourse. Perhaps my background as a language teacher, and maybe because we teachers are habitual "talkers," can explain my interest in dialogue, which is the essence of mentoring, as important elements in teaching and understanding. From this investigation came further interest in Senge's ideas about learning organizations. Senge's philosophical base rests on the constructivist view of learning, i.e., we create

our own personal meaning and knowledge through dialogue. Dialogue, as in the nature of mentoring, provides such communication and feedback opportunities that challenge fundamental belief systems by others who are doing the same thing, and we learn from these experiences. As a result, Senge's constructivist ideas on meaning and learning organizations have prompted me to study teacher mentoring.

The final section of this literature review addresses teacher mentoring. The mentoring process has been honored over time as an effective vehicle for teaching and understanding. My own scrutiny of the nature of teaching and understanding, as well as my inquiry into meaning and knowledge, have led me to contemplate mentoring as the focus of this research project.

Philosophical Perspectives on Teaching : Mentoring as Dialogues to Understanding

Mentoring, or cultivating conversation, lies at the center of what educators do. It is not simply the form that their work takes, but also part of their purpose. Through conversation, testing out prejudgments, searching out meaning, teachers become more critical in understanding teaching.

Language discourse, according to Gunn, "exists not for the sake of expression alone but for the sake of the community it makes possible among those who become parties to it" (In Bohm, 1997, p. 90). People become better able to name their feelings and thoughts, and place themselves in the world. They can develop a language of critique and possibility which allows them to act (Giroux 1989, p. 208). They may even be able, as Buber put it, to catch the collective consciousness (Bohm, 1997)

Mentoring as a Dialogic Structure of Understanding

Conversation as a way of coming to an understanding (sometimes called a dialogic structure of understanding) is linked to the work of Hans-Georg Gadamer. Gadamer (1979) describes conversation as:

> . . .a process of two people understanding each other. Thus it is a characteristic of every true conversation that each opens himself to the other person, truly accepts his point of view as worthy of consideration and gets inside the other to such an extent that he understands not a particular individual, but what he says. The thing that has to be grasped is the objective rightness or otherwise of his opinion, so that they can agree with each other on a subject. (p. 347)

In conversation knowledge is not a fixed thing or commodity to be grasped. It is not something out there waiting to be discovered. Rather, it is an aspect of a process. It arises out of interaction (Smith, 1996). The metaphor that Gadamer uses is that of the horizon. He argues that we each bring prejudices (or prejudgments) to encounters. We have what he calls our own "horizon of understanding." This is "the range of vision that included everything that was seen from a particular vantage point" (ibid: p. 143).

With these pre-judgments and understandings we involve ourselves in what is being said. In conversation we try to understand a horizon that is not our own in relation to our own. We have to put our own prejudices (pre-judgments) and understandings to the test. "Only by seeking to learn from the 'other,' only by fully grasping its claims upon one can it be critically encountered" (Bernstein, 1983, p. 4). We have to open ourselves to the full power of what the 'other' is saying. "Such an opening does not entail agreement but rather the to-and-fro play of dialogue" (op cit). We seek to discover other peoples' standpoint and horizon. By doing so their ideas become intelligible, without our necessarily having to agree with them (Gadamer, 1979), we can come to terms with the other (Crowell, 1990).

The concern here is not to win the argument, but to advance understanding and human well being. Agreement cannot be imposed, but rests on common conviction (Habermas, 1984). In this, the understanding we bring from the past is tested in encounters with the present and forms what we take into the future (Louden, 1991). We experience a "fusion of horizons." Gadamer (1979) explains:

> The horizon of the present is being continually formed, in that we have continually to test all our prejudices. An important part of that testing is the encounter with the past and the understanding of the tradition from which we come . . . In a tradition this process of fusion is continually going on, for there old and new continually grow together to make something of living value, without either being explicitly distinguished from the other. (p. 273)

In that 'moment' our own horizon is enriched, and we gain knowledge of ourselves.

For there to be dialogue in the etymologically sense, *dia* can be defined as meaning two or between or across and *logos* speech or what is talked about. So dialogue is speech across, between or through two people. It entails a particular kind of relationship and interaction. In this sense it is not so much a specific communicative form of question and answer, "but at heart a kind of social relation that engages its participants" (Burbules, 1993, p. 19). Dialogue entails certain virtues and emotions. Smith (1996) lists them as concern, trust, respect, appreciation, affection, and hope. These are the important criteria for a meaningful and successful mentoring process.

Mentoring: Conversation, Power, and Communication

When we think about what is required for a conversation -- mutual trust, respect, a willingness to listen and risk one's opinions -- we can see that we have "a powerful regulative ideal that can orient our practical and political lives" (Bernstein, 1983, p. 163). This regulative ideal is what Habermas (1979) calls an "ideal speech situation." This is a situation where each has an effective equality of chances to take part in dialogue; where dialogue is unconstrained and not distorted. What the idea of an

ideal speech situation does is to provide us with some ways of identifying and exploring the distortions that exist. Is it the case, as Freire (1972) suggests, that "dialogue cannot occur between those who want to name the world, and those who d not want this naming; or between those who have been denied the right to speak, and those who deny the right" (p. 61)?

Habermas (1979) criticized Gadamer for not fully addressing how great inequalities in power condition dialogue, and how the meanings of the word we use can be systematically distorted. Dialogue does not require egalitarian relationships, but it does entail some sort of reciprocity and symmetry. Otherwise the response we make could be distorted by the concern that what we say may be used against us by the powerful partner (Smith, 1996). We have to consider that "the language we have to use is limited and populated with other people's intentions" (Bakhtin, 1986, p. 68). This gives rise to issues of ideology and distortion.

In social relations such as mentoring, actions and ideas still have to be justified, people have to talk and be convinced. For as long as people require others to do their bidding, or to join with them in some enterprise, there has to be conversation, otherwise they cannot hope to fully achieve their aims. In cases where crisis and dysfunction reside, there could be times where voice takaes on new meaning and levers can be placed under opposing positions. Once there is conversation there is hope. As Habermas (1979) argues, in dialogue there is a "gentle but obstinate, a never silent although seldom redeemed claim to reason" (p. 3). This is what Goffman (1959) calls the requirement to demonstrate sanity.

However distorted our ways of communicating are, there is within their structures a "stubbornly transcending power" (Habermas, 1979, p. 3). As Burbules (1993) explains:

> When we assert a belief that we hold, we also offered an implied promise to provide at least some of the evidence and reasons behind that belief, if asked. We

> may not be asked; we may not be able to provide those reasons fully; and we may not convince others if we do - but by making the assertion we commit ourselves to that broader obligation. (p. 75)

These claims each statement has to make as to its own validity hold some possibility of dialogue and therefore furthering understanding.

Dialogue: the Essence of Mentoring

Bohm sees dialogue as a path to greater wisdom and learning in mentoring situations. Bohm (in Bohm, Factor, and Garrett, 1991) argues:

> Dialogue, as we are choosing to use the word, is a way of exploring the roots of the many crises that face humanity today. It enables inquiry into, and understanding of, the sorts of processes that fragment and interfere with real communication between individuals, nations, and even different parts of the same organization. In our modern culture men and women are able to interact with one another in many ways: they can sing, dance, or play together with little difficulty, but their ability to talk together about subjects that matter deeply to them seems invariably to lead to dispute, division, and often to violence. In our view this condition points to a deep and pervasive defect in the process of human thought. (p. 1)

Dialogue is set against discussion. Bohm (in Bohm & Peat, 1987) explains the difference:

> A key difference between a dialogue and an ordinary discussion is that, within the latter people usually hold relatively fixed positions and argue in favor of their views as they try to convince others to change. At best this may produce agreement or compromise, but it does not give rise to anything creative. (p. 241)

"The purpose of dialogue," Ohm suggests, "is to reveal the incoherence in our thought" (ibid: p. 175). In so doing it becomes possible to discover or re-establish a "genuine and creative collective consciousness" (ibid: p. 175). The process of dialogue is a process of "awakening," it entails a free flow of meaning among all the participants in mentoring relationships:

> In the beginning, people were expressing fixed positions, which they were tending to defend, but later it became clear that to maintain the feeling of friendship in the group was much more important than to hold any position. Such friendship has an impersonal quality in the sense that its establishment does not depend on a close personal relationship between participants. A new kind of

> mind thus begins to come into being which is based on the development of a common meaning that is constantly transforming in the process of dialogue. People are no longer primarily in opposition, nor can they be said to be interacting, rather they are participating in this pool of common meaning which is capable of constant development and change. In this development the group has no pre-established purpose, though at each moment a purpose that is free to change may reveal itself. The group thus begins to engage in a new dynamic relationship in which no speaker is excluded, and in which no particular content is excluded. Thus far we have only begun to explore the possibilities of dialogue in the sense indicated here, but going further along these lines would open up the possibility of transforming not only the relationship between people, but even more, the very nature of consciousness in which these relationships arise. (ibid: p.175)

The main idea here is that the nature of the process of dialogue in mentoring is exploratory, it is unpredictable, and it tends to lead us rather than we lead it. As Bohm, Factor, and Garrett (1991) put it, "no firm rules can be laid down for conducting a Dialogue because its essence is learning . . .as part of an unfolding process of creative participation between peers" (p. 1).

Mentoring and its Relationship to Constructivism

Senge (1990) believes that we are the creators of our own reality, i.e., that the solutions to the problems that we face are at our reach, that we have the power to control our destinies. These tenets are akin to those of constructivism (Brooks & Brooks, 1993). Based on the work of Jean Piaget, constructivism holds that learners construct knowledge from within (DeVries & Kohlberg, 1987).

DeVries and Kohlberg (1987) instead use a metaphor of the dialectic process, in which "knowledge evolves from an internal psychological core through an interaction or dialogue with the physical and social environment rather than by direct biological maturation or direct learning of external given from the environment" (p. 7). They posit constructivism as the epistemological position of Piaget's findings that "the knower actively constructs knowledge (DeVries & Kohlberg, 1987, p. 8). Bredekamp and Rosengrant (1992) noted succinctly, "We know that children

construct knowledge because they possess so many ideas that adults do not teach them" (p. 15).

In the mentoring process, communication is linked to the idea of personal meaning (Combs, Miser, & Whitaker, 1999), and dialogue can create a climate where people can benefit from communication and feedback. Senge (1990) agrees that discussion and dialogue are important, but it is dialogue, not discussion that fosters the most personal understanding and growth. The tenets of discussion are that everyone involved contributes ideas for solving a problem, and the group eventually arrives at what it considers the best solution. Combs, et al. (1999) explain that in a discussion there is the condition of having a problem, the need to make a decision, and a climate where people compete for the best solution and attempt to persuade others to support their position.

In a mentoring dialogue, on the other hand, all assumptions are first made clear (Senge, 1990). Then they are set aside for the remainder of the dialogue. There is no attempt to persuade anyone to support any position. The conversation that follows challenges the *what* and *why* of assumptions, and it encourages everyone to see multiple perspectives and experiences of the situation being reviewed.

When people are forced to suspend assumptions, according to Senge (1990), they are put into strange territory where fundamental belief systems will be challenged by others who are doing the same thing. In mentoring, thinking through the premises of our assumptions and hearing without judgment other equally valid assumptions -- these processes create the best climate for new construction of personal meaning.

This research project will be conducted with the phenomenological view point in mind. My motive rests on van Manen's (1990) rather broad idea of rationality in human science research. He explains that such research:

> is rationalistic in that it operates on the assumption that human life may be made intelligible, accessible to human *logos* or reason, in a broad or full embodied

> sense. To be a rationalist is to believe in the power of thinking, insight and dialogue. It is to believe in the possibility of understanding the world by maintaining a thoughtful and conversational relation with the world. Rationality expresses a faith to each other, that experience can be made intelligible. (p. 16)

Teacher Mentoring

Before 1990, the literature on mentoring consisted mainly of program descriptions, survey-based evaluations, definitions of mentoring, and general discussions of mentors' roles and responsibilities. Researchers did not conceptualize mentors' work in relation to learning or study the practice of mentoring directly. There were few comprehensive studies well-informed by theory and designed to examine in depth the context, content, and consequences of mentoring (Little, 1990).

Since 1990, the mentoring idea has come onto the educational scene as part of a broad movement aimed at improving education. Mentoring is seen as a vehicle for reforming teaching and teacher education. Currently, the majority of literature on mentoring focuses on the preservice teacher level. Proposals for the redesign of teacher preparation (e.g., Holmes Group, 1990) call for teacher candidates to work closely with experienced teachers in internship sites and restructured school settings such as professional development schools. The hope is that experienced teachers will serve as mentors and models, helping novices learn new pedagogies and socializing them to new professional norms. This vision of mentoring depends on school-university partnerships that support professional development for both mentors and teacher candidates (Feiman-Nemser, 1996).

Since 1990, research literature has focused on the attrition of new teachers. The needs of beginning teachers have been brought to the forefront of state and national policy due to increasing concerns about teacher quality and teacher shortage problems. Research shows that quality teaching is critical to student success and

"what teachers know and can do is the most important influence on what students learn" (National Commission on Teaching and America's Future, 1996, p. iv). Strategies for supporting beginning teachers now include effective induction through teacher mentoring (Darling-Hammond, 1997, 2000; Feiman-Nemser, 1996; Greene, 1997; Manke & Klingel, 1998; National Center for Research on Teacher Learning, 2000; Rowley, 1999; Southwest Educational Development Laboratory, 2001; Sullivan, 1992).

Research literature from the last few years focuses on a collaborative approach to teacher professional development. Through peer mentoring teachers take on the responsibility of promoting their own learning and that of their colleagues. Basically, this research on collaborative teacher mentoring efforts focuses on four domains: (a) curricular context, (b) student assessment, (c) instructional practices, and (d) teachers' professional vision of teaching.

Research results relate to the above domains. The Southwest Educational Development Laboratory (2000) found that teachers participating in peer mentoring: (a) justified their decisions by relying on their own expertise and that of colleagues, (b) felt that they could have a significant impact on student learning, (c) viewed teaching as a profession rather than as a job, (d) valued dialogue with their colleagues as a learning experience; (e) believed that learners construct knowledge, and (f) utilized approaches to instruction that were consistent with their understanding of student learning. Teachers could justify their decisions about classroom curriculum, instruction, and assessment by relying on their own expertise. These teachers also became more confident in critiquing their professional learning needs. When teachers took a professional view of teaching, they took it as their responsibility to examine, discuss, critique, and modify their curriculum, instructional practice, and assessments to make sure they were focusing on student learning. They did this in the professional

community of colleagues (Southwest Educational Development Laboratory, 2000; Haas, 2000; Sullivan, 1999; Wald & Castleberry, 2000).

Teacher Mentoring: Developing a Stance Toward Practice and Knowledge

The dimensions (curricular context, student assessment, instructional practices, and teacher's professional vision of teaching) mentioned in the above paragraph align well with the theoretical construct of "stance" as the positioning involved in teaching (Berghoff, 1997; Cochran-Smith, 1994). Stance implies taking action. In an essay about stance and teacher education, Berghoff looked into the use of the concept and found it generally refers to "how we position ourselves in a given context" (p. 3). Stance has been used in the field of literacy since 1938 when Rosenblatt described a reader's relationship to a text as either an efferent stance (to gain information) or an aesthetic stance (to have a lived-through experience) (Berghoff, ibid: p. 3).

Berghoff (1997) explained that the essential idea behind the notion of stance is that there are:

> multiple positions possible in any context, each with its own set of possibilities, but none with the potential for exposing everything . . . Stance is a relational concept. One can only assume a stance in relationship to something or someone. As teachers, we assign students a position relative to ourselves when we assume a stance . . . It makes a difference where we choose to stand. (pp. 4, 8)

Stance is also about being intentional, about consciously choosing a position. We are socialized into a culture and belong to discourse communities (or social systems) within that culture and, as such, we are also "socialized into a stance, an ideological position or orientation, that is suited to the discourse in which we participate" (Berghoff, p. 6). However, Berghoff says, we are not trapped and, once aware of multiple perspectives, can intentionally make choices that change our position or stance.

Cochran-Smith (1994) talked about teacher research and the development of a different stance toward being a teacher. She said:

> The power of teacher research can only be regarded in terms of its value as a vehicle to help . . . teachers develop a stance- that is, a way of positioning themselves as . . . teachers . . . in relation to (a) knowledge (i.e., their positions as generators as well as users of knowledge for and about teaching), (b) agency (i.e., their positions as activists and agents for school and social change), and (c) in terms of collaboration (i.e., their positions as professional colleagues in relation to other teachers, to administrators and policymakers, and to their own students). (pp. 151, 152)

Cochran-Smith and Lytle (1999) talked about "inquiry as stance" to describe the positions taken by teachers working together in inquiry communities toward knowledge and practice.

Marble (1997) expanded this view, adding that "'stance' includes more than simply relative position; it also connotes attitude" (p. 61). Stance is not simply a place to be looking from, as in point-of-view in literature, but rather a way of thinking about. Through the research process, teachers become generators and pursuers of knowledge, rather than receivers of knowledge. They learn that there are "multiple ways of knowing and understanding any particular event or situation" and are then "no longer tied to the search for the correct way to teach" (pp. 61, 62). They construct their own knowledge about schools and schooling.

Marble considered stance as the development of a relationship to knowledge. He contends that by understanding that they generate new knowledge, the teachers' attitudes toward teaching and learning shift. If students in their classes are also seen as active knowledge constructors rather than passive receivers of knowledge, different teaching actions are necessitated (pp. 60-62).

Habermas and the Philosophical Base of Mentoring

It is through the action of communicating . . . that society actually operates

> *and evolves; this process is encompassed and structured by the actors' lifeworlds.* (Habermas in Wallace & Wolf (1999), p. 175)

The idea of discourse ethics stipulated by Habermas (1979, 1984, 1995) is related to constructivist ideas about learning. Habermas' writings (1979, 1984, 1995) on moral consciousness and communicative action provide a philosophical link between constructivism and mentoring and Gadamer's (1979) dialogic structure of understanding, Burbules' (1993) social relations via dialogue, Bohm's (1987, 1991, 1997) dialogue as a process of awakening, and van Manen's (1990, 1991a, 1991b) pedagogical tact. Habermas writes:

> Discourse ethics is compatible with [the] constructivist notion of learning in that it conceives discursive will formation (and argumentation in general) as a reflective form of communicative action and also in that it postulates a *change of attitude* for the transition from action to discourse. (p. 125)

Habermas (1995) describes discourse ethics as dependent upon the viewpoints of all, and ties such an ethical stance to Kohlberg's theory of moral development. He comments, "Intrinsic to moral action is the claim that the settling of action conflicts is based on justified reasoning alone. Moral action is action guided by moral insight" (Habermas, 1995, p. 162).

In relation to the dialogic structure of mentoring, Habermas (1984) and Burbules (1993) see such communicative action as the action associated with social interaction. Habermas grounds his arguments in the concept of ideal speech and the ideal speech situation - "a situation in which everyone would have an equal chance to argue and question, without those who are more powerful, confidant, or prestigious having and unequal say. True positions would prevail under these circumstances because they are more rational" (Habermas in Wallace & Wolf, 1999, p. 178).

The ideal speech situation is one in which the participants are oriented toward developing a mutual understanding, and not just to achieving some specific purposive result through the interaction. Habermas notes:

> the goal of coming to an understanding is to bring about agreement that terminates in the intersubjective mutuality of reciprocal understanding, shared knowledge, mutual trust, and accord with one another. Agreement is based on recognition of the corresponding validity claims of comprehensibility, truth, truthfulness, and rightness. (Wallace & Wolf, p. 178, from Habermas' *What is Universal Pragmatics?*)

The idea of mentoring is associated with dialogue and communication, and in order to develop and maintain communication and develop common understandings (Gadamer's "horizons of understanding" (1979) and Bohm's "awakening" (1987), between the mentor and mentee, there must be openness, fairness, democracy, and consensus. These are what Habermas (1995) calls "validity claims," and they must be present for social interaction and public discourse to take place.

In relation to Habermas' validity claims, the conceptual development of constructivism also rests on criteria of coherence (agreement between the different cognitive patterns within an individual's brain) and consensus (agreement between the different cognitive patterns of different individuals.) Constructivism's central idea is that human learning is constructed, that learners build new knowledge upon the foundation of previous learning, and these criteria must be present for learners to construct new understandings using what they already know and for learning to be active rather than passive (Cziko,1995).

van Manen's (1990) human science research is also dependent upon action. He writes, "The end of human science research for educators is a critical pedagogical competence: knowing how to act tactfully in pedagogic situations on the basis of a carefully edified thoughtfulness. To that end hermeneutic phenomenological research reintegrates part and whole, the contingent and the essential, value and desire" (van Manen, 1990, p. 42). Action is basic to the idea of constructivism and Habermas' (1995) notions of communicative actions related to mentoring relationships, and action is basic to van Manen's (1990) idea of pedagogical tact. All are centrally concerned with right action.

Summary

My past experiences in life, in graduate school, and as a teacher have no doubt influenced my views on teachers, teaching, and students. This literature review reflects these experiences and the perspectives I currently hold in these areas I feel are also important to me as a researcher. Knowledge, its acquisition, and language discourse are important to our understanding of issues that present themselves in teachers' everyday lives. Numerous influences have affected and modified my interests in educational issues. However, it is my own construction of knowledge that is the key to my understandings of these issues.

CHAPTER THREE

METHODOLOGY AND PROCEDURES

Introduction

van Manen (1990) said, "by the very knowledge forms we pursue and the very topics to which we orient ourselves, we do in fact show how we stand in life" (pp. 155, 156). As a teacher and researcher, I considered my pursuit toward understanding mentoring a very personal quest. The methods and procedures I used had to be not only appropriate to carry out my research, but they also had to be appropriate to maintain and strengthen the focus of my relationship between the research and my own experiences. Therefore, to explore my research question, I chose to undertake a qualitative research effort under the general umbrella of phenomenological theory. This chapter includes the following sections: Methodology, Selection of Respondents, Data Sources, Procedures, Data Analysis, and Ethical Issues.

Methodology

According to van Manen (1990), "methodology refers to the philosophic framework, the fundamental assumptions and characteristics of a human science perspective" (p. 27). My goal in this research study was to reach a sense of "interpretive understanding" (Emerson, 1983, p. 14). Reaching this understanding was not by way of the data or collection of facts, but rather through "a deeper holistic experience of learning about the lives, behavior, and thoughts of others" (Emerson, 1983, p. 15). My main assumption for undertaking this research study was based on

the idea that human decisions and interactions could hardly be quantified in any meaningful sense. The use of empirical data to understand and interpret human interaction often obscured the questions at hand and suggested that arbitrary divisions could define measurable relationships, and that cause-and-effect or correlation could be determined.

I opted, instead, to use phenomenology, a form of interpretive inquiry, to explore teacher mentoring. By studying the lived experiences of several teachers from a hermeneutic phenomenological stance, I searched for rich description that "does not attempt causal inferences nor . . . generalizations" (Reynolds, 1991, p. 67). My choice of teacher mentoring as the focus of inquiry was based on my ideas that teacher mentoring was important, that it was admirable, and that it was to be nurtured. My prejudgments (Gadamer, 1979) toward teacher mentoring fit van Manen's (1990) description of hermeneutic phenomenology as being "a philosophy of action always in a personal and situated sense. A person who turns toward phenomenological reflection does so out of personal engagement" (p. 154). My attitude toward teacher mentoring was shaped but not fixed. My ideas about teacher mentoring changed and became more profound through the course of inquiry (Guba & Lincoln, 1994).

Polyani (9167) wrote, "Knowing is an indwelling; that is, a utilization of a framework for unfolding our understanding in accordance with the indications and standards imposed by the framework. But any particular indwelling is a particular form of mental existence" (p. 134). My framework was phenomenology, where I researched the meanings that people construct in their personal interactions. Learning depended upon developing relationships -- among objects and among people. The depth of understanding I got from interviewing, reading, analyzing, and synthesizing information gathered from the teacher/researcher relationships depended upon the

depth of my view that learning was knowledge constructed by the individual through personal interactions.

Although phenomenology was the framework of my methods, the inquiry itself was data-driven rather than theory-driven, as "both the processes and products of research are shaped from the data rather than from preconceived logically deduced theoretical frameworks" (Emerson, 1983, p. 100). This called into question the motives of the researcher.

In this inquiry, I acknowledged myself as the primary research vehicle, and I assumed that I could not help but affect the respondents with whom I worked, nor could I help but be affected by them. As Lincoln and Guba (1985) explained, "The inquirer and the 'object' of inquiry interact to influence one another; knower and known are inseparable" (p. 94).

Selection of Respondents

Respondents were selected two ways. First, respondents were randomly chosen from a list of secondary teachers in my geographical area who were Nationally Board Certified high school teachers (L. Engelhardt, personal communication, February 21, 2002). Mentoring was an option teachers could choose to help them in their preparation for this certification. I also included myself as a participant in this study although I was not a National Board Certified teacher. Second, I contacted by letter the principals at the teachers' high schools and requested that the administrators give their permission for the teachers to be interviewed for this research project. [See Appendix H] I continued to contact principals until I had seven participants in all, and this number included me, the researcher. In an effort to engage in maximum variation sampling so that the sample was "selected in ways that will provide the broadest range of information possible" (Lincoln & Guba, 1985, p. 233), I considered

a teacher at any grade level and in any teaching area within the school. The only constraint I suggested was: I wanted the respondent to live within a two hour drive of my home. In addition, an application for review of human subjects research was completed, submitted, and approved prior to the onset of the study.

If any perspective respondent was unavailable or did not wish to be interviewed, I selected another teacher from the list and contacted his/her principal. Such requests were ways of dealing with this particular situation, according to van Manen's "theory of the unique" (1990, p. 155), and also a means that ensured a sufficient number of respondents for this inquiry. I discontinued these processes once I had worked with six respondents. This number of participants, and my own autobiographical narrative, allowed me to gather a sufficient amount of relevant data to complete the research project.

Data Sources

The process of qualitative inquiry was focused on experience and the qualities of life and education (Connelly & Clandinin, in Short, 1991). Narratives, protocol writing, and interviewing were all sources of data in this type of inquiry as the researcher and the teacher participants worked together. I also included my autobiographical narrative about my experiences with teacher mentoring along with the protocol writing and interviews of teacher participants to increase my understanding. My purpose in using multiple sources derived from my personal experiences, and teacher protocol writing and interviews, was less to "improv[e] the probability that findings and interpretations will be found credible" (Lincoln & Guba, 1985, p. 305), than from my desire to use every available means to help me toward a meaningful understanding of mentoring in terms of the lived experience of the teachers who participated as respondents.

Autobiographical Narrative

van Manen (1990) reminded us that in human science research the research question "must not only be made clear, understood, but also 'lived' by the researcher. . . . So, we adopt a phenomenological perspective in order to help us to bring to light that which presents itself as pedagogy in our lives with children" (p.44). It was with this thought in mind that I included a brief autobiographical excerpt of my own experiences with mentoring as a data source in my research process.

Collaborative Relationship

Connelly and Clandinin (1988) said that a successful research effort was bound up in an ethical matter framed in terms of principles which established responsibilities for both researchers and participants. The research process was constructed as a collaborative relationship among all parties, and the collaborative nature of the research process was one in which all participants saw themselves as participants in the community which had value for both researcher and practitioner, theory and practice (Noddings, 1986). Time, relationships, space and voice were necessary for establishing the collaborative relationship, a relationship in which both researcher and practitioner had voice.

The collaborative relationship I shared with all participants began when I solicited permission from the teachers' school administrators to interview the teachers prior to the interviewing process. Each participant signed an informed consent form. [See Appendix J] This form explained that the purpose of the study investigated the nature of teacher mentoring; that the participant were involved for approximately a total of three hours of his/her time in the protocol writing and interviewing processes; that there was minimal risk in the study which adhered to standards of confidentiality of the interview and protocol writing content and the participant's identity; and that the interviews and protocol writings took place away from the participants' school sites.

Protocol Writing

In beginning the research process, it was particularly important that all participants had voice within the relationship which called upon connected knowing in which the knower was personally attached to the known (van Manen, 1990). Therefore, it was important that the researcher listened first to the participant's story, that it was the participant who first told his/her story. To continue my data collecting process for this research project, and to establish a collaborative atmosphere for the research project, I asked each participant to write about a personal experience as a mentee in a mentoring situation. My written protocol was also included. [See Appendix G]

Interviewing

Another mode of research I conducted was a process of collaboration involving mutual storytelling and restorying as the research proceeded. In addition to the requested protocol writings of the teacher participants, and my own autobiographic narrative in regard to my experiences in mentoring, I interviewed these teachers in an effort to collect more data pertinent to the research question on mentoring. This meant we all engaged in living, telling, retelling, and reliving our stories about teacher mentoring in order to come to an understanding of this issue. [See Appendices A-G]

Procedures

The procedures for this portion of the research process in which I worked with the respondents included in this order: an initial informational interview with each participant; the request for the participant's individual protocol writing; and additional interviews with each participant to clarify information and ideas gleaned from the protocol writings and from the interviews.

Protocol Writing

First, I contacted respondents via telephone, email, or by letter in order to give them information about my research project. [See Appendix I] At this time, I explained to them about the written consent form they would sign to participate in the research project, the minimal-risk nature and confidentiality of the participant's responses in the interviews and protocol writing, as well as their time commitment to the research project.

Second, and at a prescribed date, time, and location away from the respondent's school, I asked each respondent to write about a mentoring experience, because "the most straightforward way to go about our research is to ask selected individuals to write their experiences down" (van Manen, 1990, p. 62). Respondents did not write about their experiences in my presence. I requested that they return their protocol writings to me via email or U. S. Postal Service within a prescribed length of time. The intention here was to allow each respondent time to ponder a personal description of a lived experience, mulling it over and adjusting the language with which s/he described the experience. Although interviews were also aimed at recounting such lived experiences, their spontaneity could hinder the deeper memories that writing allowed.

As van Manen (1990) suggested, I asked respondents to, "Please write a direct account of a personal experience as you lived through it" (p. 65). My open-ended questions included directions aimed at eliciting a recollection of a lived experience of mentoring, such as "Describe the experience from the inside . . . almost like a state of mind," . . . "Focus on an example of the experience which stands out for its vividness," . . . and "Attend to how the body feels, how things smell(ed), how they sound(ed)" (van Manen, 1990, pp. 64, 65). Remembering such experiences illuminated the idea of teacher mentoring.

Interviewing

Each teacher participant was interviewed at least twice. Transcriptions of two or more semistructured interviews, or "purposeful conversations" (Erlandson, Harris, Skipper, & Allen, 1993, p. 86), provided the bulk of data I analyzed for this study of teacher mentoring. This included the initial interview before the participant had completed the protocol writing and at least one follow-up interview. Although it seemed less controlling for me to enter each interview in a completely unstructured manner, allowing the conversation itself to determine its direction, I believed that my limited experience in interviewing would lead to an overwhelming amount of data from which I would have difficulty extracting themes relating to teacher mentoring. Without an "interview process . . . disciplined by the fundamental question that prompted the need for the interview in the first place" (van Manen, 1990, p. 66), I would find myself "lost in a sea of divergent viewpoints and pieces of seemingly unconnected information" (Merriam, 1988, p. 74).

In the first semistructured interview I carefully considered several open-ended questions to be addressed, aimed at deepening my understanding of teacher mentoring. I began each initial interview with the same questions in mind, such as:

1. Can you tell me about a time you were mentored?
2. How did mentoring solve (or not solve) the problem you were experiencing?
3. What does mentoring mean to you?
4. Would you please explain how the mentoring experience impacted your teaching?
5. In your opinion, what qualities should an effective mentor possess?

I found it necessary to adjust the questions as I proceeded through the interviews, and I changed questions and added probing questions as needed. As Erlandson, Harris, Skipper, and Allen (1993) commented:

> Once the study is begun, the design of a naturalistic study continues to emerge. As the researcher gets deeper and deeper into the context, he or she will see that early questions and working hypotheses, however helpful in getting started, are very simplistic. First sources of data reveal others that the researcher could not have imagined. (p. 75)

Interviews were taped, and the interview content was transcribed. The transcribed interview content was read through at least three times, and phrases indicating possible emergent themes were highlighted. The second interview for each person was based around questions derived from data shared in that person's first interview and the person's protocol writing, and the researcher's interpretations of the first interview content and the protocol writing content. Between the first and second interview, I provided the respondent with a copy of her/his first interview transcript (van Manen, 1990; Erlandson, Harris, Skipper, & Allen, 1993). Member checks were imbedded in the entire interview process for each respondent, as I was "taking data and interpretations back to the people from whom they were derived and asking them if the results are plausible (Merriam,1988, p. 169). I continued this process twice, or at least until all data was clarified, understood, and satisfactory to the researcher's intentions.

Since my intent in this study was to richly describe the lived experience of teachers in an effort to better understand teacher mentoring, it was vital that each respondent confirm the emergent themes I drew from her/his interviews and other data. "No data obtained through the study should be included in it if they cannot be verified through member checks" (Erlandson, Harris, Skipper, & Allen, 1993, p. 31). The question I had to ask each respondent was, "Is this what the experience is really like?" (van Manen, 1990, p. 99). During the second interview, and to clarify and confirm what I thought were emerging themes from the teacher participants' interviews and protocol writings, I asked the teachers specific questions related to their written and oral comments. For instance, I asked questions such as: "Could you explain or give an example of this methodology?" [Appendix A, Interview 2]; "What

are your feelings, your emotions then . . . when you are doing all of this?" [Appendix B, Interview 2]; "At that point then, what do you think was going on inside you for you to learn?" [Appendix C, Interview 2]; "What do you think would come from that then, if you have an experience and you can relate it to your students?" [Appendix D, Interview 2]; "In your first interview you say that you learned from your college mentor 'many skills . . . techniques along with [your] philosophical base to help [you] teach gifted children.' Would you please explain or define this 'philosophical base' and give examples as to how it helps you teach gifted children?" [Appendix E, Interview 2]; "Can you give specific examples of how your mentor gave you emotional support?" [Appendix F, Interview 2]

Context

Although I did not observe any respondents interacting with students in the classroom as part of this study, my observations of setting and context were a part of the data I compiled. "Close observation" (van Manen, 1990, p. 69) was part of my role as researcher. It required me to be an observer and a participant at the same time, and context was inseparable from any other data collected. However, this was not designed as an ethnographic study, dependent upon and determined by context. An ethnography attempts to "understand . . . a given social setting" (Janesick in Short, 1991, p. 103). I did not seek understanding of a setting, I sought understanding of a phenomenon -- individual teacher's experiences of teacher mentoring and related actions. Connellly and Clandinin (1988) stated:

> "Everyone exists in a situation, and situations . . . are defined, in part, by individuals in interaction with an environment. We can no more understand ourselves in isolation that we can understand society devoid of individuals. The study of [protocol writings and interview texts] can never, therefore, be a single-minded egocentric study of the individual. It is, instead, a study of the individual in context." (p. 79)

Therefore, context, as the researcher saw it, related to the interaction of the teacher participants with the researcher within interviewing settings.

Data Analysis

I analyzed all data sources for emergent themes. A theme, according to van Manen (1990), was "the structures of meaning" or "the experiential structures that make up [an] experience" (pp. 78, 79). In order to describe the lived experiences of others in light of teacher mentoring, it was important for me to be continually sensitive to the issue of emergent themes. Although such themes were at best a way to "give shape to the shapeless," it was also necessary to remember that an emergent "theme is always a reduction of the notion" (van Manen, ibid: p. 88). Glaser and Strauss (1967) maintained that qualitative data is best analyzed through a "constant comparative method" combining a specific way to unitize and code data with an ongoing analysis and reorganization of that data. However, van Manen (1990) allowed for a broader interpretation of data analysis, using constant comparison in an ongoing fashion with one of three approaches toward uncovering themes: "(1) the wholistic or sententious approach; (2) the selecting or highlighting approach; [or] (3) the detailed or line-by-line approach" (pp. 92, 93).

I used the second approach, involving selecting and highlighting, identifying selected statements or phrases found in the participants' protocol writings and interview texts that seemed to capture the essence of a particular theme (van Manen, 1990, p. 93). "The task is to hold onto these themes by lifting appropriate phrases or by capturing in singular statements the main thrust of the meaning of the themes" (van Manen, ibid: p. 93). I continued this process throughout the research in an effort to deepen my understanding of teacher mentoring.

As a form of member check, I also involved the respondents in the process of discussing and locating themes. This was the key to my research, as themes are "like knots in the webs of our experiences, around which certain lived experiences are spun and thus lived through as meaningful wholes" (van Manen, 1990, p. 90). Denzin (1989) wrote:

> Stories then, like the lives they tell about, are always open-ended, inconclusive and ambiguous, subject to multiple interpretations. . . . Most slowly unwind and twist back on themselves as persons seek to find meaning for themselves in the experiences they call their own." (p. 81)

Timeline for Study

I attempted to complete this research project within six months of the doctoral advisory committee and the Institutional Review Board's approval of the research proposal. Selection of the teacher participants took approximately four weeks. Data gathering via protocol writings and interviews took approximately six weeks. Analyses and dissemination of the data took approximately six weeks. Final compilation of conclusions and writing of the final chapters in the dissertation took approximately six weeks.

Ethical Issues

Interpretive research required the researcher to consider the ethics involved in such an inquiry, as "the naturalistic researcher proactively initiates ethical standards into the research process because they are the essence of what research is all about and can only enhance it" (Erlandson, Harris, Skipper, & Allen, 1993, p. 155). My ethical standards for this research project were as follows:

1. My intent was to harm no one.
2. Respondents were free at any time to withdraw from the research project without question.

3. Respondents could declare a topic or incident off limits to the study if it was too personal or painful.

4. All respondents were given pseudonyms and their school settings were disguised throughout the study. Only the committee chair was privy to their true identities.

5. I was truthful with respondents, yet no respondent had access to information or data regarding another respondent until the study was completed.

6. Respondents were allowed to exercise informed consent on an ongoing basis. I "welcome[d] the opportunity to daily renegotiate and expand the basis for informed consent as new opportunities for collaborative activity emerge" (Erlandson, Harris, Skipper, & Allen, 1993, p. 155).

7. Respondents gave their written consent prior to participating in the research study.

8. Approval of the administrators at the schools where the research participants teach was secured prior to the participants' protocol writing and interview sessions.

9. An Oklahoma State University Institutional Review Board application for Review of Human Subjects Research was completed prior to the approval of this research study.

CHAPTER FOUR

FINDINGS

Introduction

This study focused on understanding the nature of mentoring to experienced public high school teachers through their own words, perceptions, opinions, and impressions. The meanings derived from this study came from interviews and protocol writings provided by six experienced high school teachers who had also completed their National Board Certification and the researcher's written protocol. Because mentoring is an important part of the National Board Certification process, it seemed logical to include such experienced teachers in an inquiry into the nature of teacher mentoring. It is not just new teachers who need a mentor when they experience difficulties in their class rooms. Tenured teachers can tell you that they also experience situations in their class rooms that are difficult to understand or solve, and they also seek help. The study of what experienced teachers observe, learn, and experience can provide valuable insight and information for further educational studies on teacher mentoring and efforts to improve teaching.

I contacted seven public high school teachers and their principals via letters to present my research idea. Of the seven contact letters sent out to seven different high school teachers, six agreed to participate in my research effort, and their principals also gave permission for these teachers to be interviewed. All names of teachers, administrators, schools and locations have been disguised.

I was not acquainted with any of these teachers. One had served as a presenter in a Saturday seminar I had attended a few years earlier, but I had not met her personally.

All were interested in my research topic, teacher mentoring. They were also quite willing to work with me, even though we began our interviews in late April and prior to the end of the school year which is an especially busy time for teachers. The participants' experiences, ideas, and actions they expressed on behalf of their students smacked of what van Manen (1991b) called *pedagogical tact*. These teachers possessed

> a sense of vocation, love of and caring for children, a deep sense of responsibility, moral intuitiveness, self-critical openness, thoughtful maturity, tactful sensitivity toward the child's subjectivity, an interpretive intelligence, a pedagogical understanding of the child's needs, improvisational resoluteness in dealing with young people, a passion for knowing and learning the mysteries of the world, the moral fibre to stand up for something, a certain understanding of the world, active hope in the face of prevailing crises, and, not the least, humor and vitality. (p. 8)

My first interview was with the first teacher to agree to participate in my research effort. His name is Joe.[1]

Joe

Joe is a product of the State's public schools and a private university system. In November 2001, he received his National Board Certification in Adolescence and Young Adulthood/Social Studies - History. He has taught for twelve years, and during the last four years he has taught Advanced Placement United States History. Currently, he has plans to begin a Masters program in education administration. Joe is married. He and his wife have three small children: a six year old son, a four year old daughter, and a seven month old son.

I see Joe as a teacher who puts his students first. He regularly attends seminars related to his teaching advanced placement social studies. In addition, he works with students outside the classroom as the assistant varsity football coach. He teaches in a small suburban school district that has one high school.

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[1]The complete text of Joe's interviews and written protocol are in Appendix A.

My interviews with Joe

At our first interview, Joe arrived wearing his school logo T-shirt and shorts, and a wide smile. We met in a popular restaurant where we enjoyed a salad and a cold drink as we talked. I asked Joe my initial question about how he would define teacher mentoring. He answered with a two-fold definition. One was the formal approach to mentoring where students are involved in their intern teaching at the student teaching level and then also with their first year or two years in teaching. The other was the informal approach where he described one teacher assisting another teacher at a different experience level or acting as a resource person for the teacher who needs assistance.

When asked to describe his mentoring experience during his first year of teaching in public schools, Joe mentioned that he had an entry year committee made up of a professor from his university, an experienced teacher at the school, and then the school's administrator. The teacher was actually his mentor teacher. Joe described the teacher mentor and his administrator as "practical," and he felt "pretty lucky" to have had "a good entry year experience" (Appendix A, interview #1). As this line of thought in our conversation continued, he described his administrator as his true mentor because Joe sought him out when he needed help. Joe felt his administrator was more accessible as a mentor than his assigned teacher mentor. The administrator was a former teacher and gave him practical help.

When asked to talk about another mentoring experience, Joe related his teaching experience in China. This episode took place just as he was a newly certified teacher and college graduate. He was one of a group of teachers sent to China to teach oral English in exchange for Chinese teachers who took teaching positions in the United States for a one year term. He was also naive about some of the cultural ways of the Chinese people.

At this beginning point in his teaching career, Joe considered his mentor to be the director of this exchange program. The director also resided with his family in China. In

informal conversations at his mentor's home, Joe learned from his mentor that his teaching methods could create some serious issues with his Chinese students. Because of Joe's naiveté about this Asian culture, he had used red ink to grade students' papers. Joe's mentor explained that using red ink meant to these students that Joe had suicidal tendencies, and this caused much stress for his students. Joe's mentor also explained to him that pointing at students was a rude impropriety. His mentor advised Joe to stretch out his open hand, palm upward, to indicate to students that it was their turn to respond to the teacher's questions.

In Joe's protocol writing and subsequent second interview, he described a recent mentoring experience. Because the course he taught had open enrollment and there were no prerequisites for taking the course, his student population was made up of different levels of learning abilities. He looked for ways to reach those students who were not good readers or auditory learners but more kinesthetically inclined. He sought out a teaching colleague.

Joe had observed this colleague using a teaching "strategy to reach those students specifically by associating key dates and events in American history with certain bodily movements" (Appendix A, protocol writing). Even though he was apprehensive and skeptical as to whether this strategy would work with his students, he chose to work with her and perfect this strategy himself.

Cathy

Cathy is a native to the State and has taught English for over thirty years. Recently she completed her National Board Certification in Adolescence and Young Adulthood/English Language Arts. Currently she teaches American literature in a large urban high school and supervises a class for senior students called Mentorship. She also evaluates teachers' portfolios from around the State that are submitted toward completion of the National Board Certification in English Language Arts requirements. Cathy is

married and has a married daughter and grandchildren.

My interviews with Cathy[2]

Cathy suggested that we meet for interviews at a library that was convenient to her. The library was cool and quiet, two perfect prerequisites for such interactions to take place. From the beginning of the first interview, I could tell that Cathy was excited about the idea of teacher mentoring, because she immediately launched into an explanation of how she was mentored during the process of completing her National Board Certification. Finally, I suggested that maybe she could write about this experience in her protocol writing. Then I asked her to define mentoring. After a long pause, she said, "Mentoring is . . . based on good practice . . . sharing that practice with those people who are seeking to improve their teaching. A true mentoring program has a learner trying to improve practice in some way" (Appendix B, interview #1). I followed her comments with this question, "How would you respond to this comment?: "Experienced teachers don't need a mentor." Cathy answered, "I was in the classroom twenty-nine years before I had my mentoring experience, and I think that is absolutely ludicrous."

I then asked her to elaborate on the mentoring experience she had after twenty-nine years in teaching, and when she did, it brought us back to the National Board Certification process again. Cathy began by stating, "I had come to the point I could retire, and I was not sure I was making a difference" (Appendix B, interview #1). Yet Cathy took up the challenge and forged ahead through the National Board Certification process which she described as "humbling" and "intimidating," but she was certified (Appendix B, interview #1).

Mentoring classes were organized for those teachers completing portfolios in one specific area. In Cathy's case, the area was English Language Arts. The mentors were

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[2]The complete texts of Cathy's interviews and written protocol are found in Appendix B.

other English teachers, not necessarily teaching the same grade level, but their goals were identical, and they all had something to share with the other members of the group. Cathy described the mentors as using each other as "sounding boards" where they "examined [their] practices, goals, rationales, and reflections" and learned from each other (Appendix B, protocol writing).

When I asked Cathy if her reflection on her teaching practice was a procedure for mentoring herself, she agreed. She said, "Of course. It is one of those activities that you would do to evaluate what worked and what did not work. Yes. That is always part of that" (Appendix B, interview #2). Cathy's mentoring herself process was similar to what she went through in the National Board Certification process.

Wendy

When Wendy and I came face-to-face in our first interview, I realized that I had seen her before. I had observed her as a presenter in a professional development seminar related to training teacher mentors. Her presentation was laced with humor and sage advice about the importance of developing such mentoring relationships within teachers' building sites.

Wendy is a native of the State and a product of its public schools and State university system. She was in the business world before becoming a teacher. Wendy completed her National Board Certification in Adolescence and Young Adulthood/English Language Arts, and some of her class room activities have been published in a book about best practices. For the past five years she has been involved with the University's Professional Development Institute, both as a participant and as a presenter. She loves rhetoric and feels her next project will be to further study rhetoric and maybe complete an advanced degree in that area. This past school year she taught World Literature to senior students. Wendy also retired at the end of this school year after thirty-two years of teaching high school English in one of the State's largest school districts. She is married

and has helped to raise her husband's children from a previous marriage. She has no children of her own.

My interviews with Wendy[3]

We initially agreed to meet for interviews at a nearby library, but Wendy was absolutely overcome with sorting and packing up her personal accumulation of teaching memorabilia in her class room that we decided to have our conversations there. Her class room was a large room with an adjoining office area located at the end of a long hallway where it was quiet and private. We met after school and simply cleared off the end of a long table and sat down to talk. After our interviews were completed, I had a sense of sadness about Wendy. This same feeling prevailed as she walked me to my car after our interviews. It was as if she didn't want to let go of that last bit of connecting with another teacher or teaching.

> When asked to define mentoring, Wendy answered that mentoring was, "working with someone in order to help that person to reach his or her best potential. ... trying to work with another teacher to help that teacher to see what his or her vision is, and then how teaching fits into that, and then what each day's lesson has to do with that. . . . it is working with someone so that person's goals are more important than my goals." (Appendix C, interview #1)

Wendy mentions that her first mentor was a "buddy teacher" assigned to her during her first year of teaching in a middle school. The mentor's caring ways made her seem more like "a great aunt," who would even call Wendy at home and ask her if she was worrying about her students (Appendix C, interview #1). "Her advice, . . . kindness, . . . generosity, . . . professionalism and . . . friendship [were] invaluable" to Wendy (Appendix C, protocol writing).

Initially, at the beginning of her teaching career, Wendy's expectations about her students were rather idealistic.. She soon realized that not all students would "sit there with their hands folded and ready to learn" (Appendix C, interview #1) The mentor's

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[3] The complete texts of Wendy's interviews and written protocol are in Appendix C.

genuine interest and willingness to help Wendy, and her natural intuitiveness and trust in her mentor, made Wendy value the knowledge she gained from this relationship.

Ellen

I met Ellen right after her van was stolen. We had set a date to meet for lunch and an interview at a local restaurant, but she called me that morning to say that her van had been stolen the night before. I picked her up at her apartment and took her to my home for lunch and our first interview, and eventually, the second interview as well. We conducted our interviews in my library/office area.

Ellen is a professional violinist/public school music teacher. She comes from a family of professional musicians and teachers. Ellen's father studied piano at the Julliard School of Music and Columbia. Her mother holds double masters in music as well as English. Ellen's father is a retired music therapy special education teacher, and her mother continues to teach English and music therapy. Ellen is a widow and has two adult daughters.

My interviews with Ellen[4]

Ellen currently teaches music appreciation and instrumental music in a large urban high school, but her nine-year teaching career has also included assignments at the elementary and middle school levels. She recently completed her National Board Certification in Early Adolescence/Generalist. Ellen is a late bloomer as far as teaching is concerned. She waited until her daughters were in school before she began her teaching career, because her working hours and theirs were then amenable to her leaving the home during the day.

In the first interview, Ellen defined teacher mentoring as "giving advice to another teacher and helping them to realize what they need to do to improve their teaching"

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[4] The complete text of Ellen's interviews and written protocol are in Appendix D.

(Appendix D, interview #1). She named a college professor and her father as the mentors who have influenced her the most over the years and continued to admire them for the expertise they shared with her. Ellen described her father/mentor as having perfect pitch and demanding perfection throughout the time he taught her piano, from early childhood through elementary school.

She had no teaching experience before she began to teach and admitted to having a "starry eyed" view about teaching and students during her first years of teaching. Ellen had persistent problems with student behavior and classroom management. She even tried some of the strategies suggested by these mentors, but if they didn't work, or if she didn't stay with the strategy long enough, Ellen would devise another strategy to handle these on-going issues.

I do believe Ellen had a genuine concern for her students' welfare and success in her class room. She seemed to have an intuitive sense in relation to her students' needs. This teacher allowed the more experienced students to help the less experienced to learn music. She played her violin and the piano for her students during class activities to maintain their interest in the class. Some students she taught were students of hers when she taught them previously at the elementary level. She recognized that these same students had maintained those skills and the interest she instilled in them at that time. This was encouraging to her as a teacher. Ellen also recognized the difficulty of teaching these students more advanced levels of music, while at the same time, she had to teach much lower levels of students, or students who had no interest in the course, in the same classroom.

This seemed to be a serious concern to her, and she continued to seek out her father's advice on how to handle these kinds of issues. Even though Ellen did not begin to appreciate her father's teaching skills until her own children were in school, and she had a chance to observe him in his class room, she realized that he could "relate to any child and

teach a door knob to read . . . [and he] was loaded with experience and ideas" (Appendix D, protocol writing).

When Ellen talked about her other mentor, the violin professor, she mentioned that he also was a professional, and he always encouraged her to be prepared and have something in her repertoire that she knew and could immediately play upon request. This preparedness was applied to instances when she had to play for principals during interviews. Her professor mentor also give her strategies to apply to her students that were different from her own adult strategies for when she played her instrument. She "didn't really understand the wealth of information [she] was getting at the time, but it was." (Appendix D, interview #2).

Dodie

Dodie attended State public schools and a State university. She completed her National Board Certification in Early Adolescent/English Language Arts. Intermittently, over a ten year period, she taught regular language arts and gifted and talented language arts to middle school and high school level students in two different public school districts. During this time, she also served as an adjunct instructor at a local community college. Dodie has been on hiatus for the past two years while she completes her doctorate in educational psychology. She is married to a lawyer, and they have adult children. Dodie appeared to me as one who has a busy, multi-faceted, and harried life style. Our interviews were constantly interrupted with incoming and outgoing calls on the cellular telephone she held tightly in her hand. It was as if that little gadget was her lifeline.

My interviews with Dodie[5]

When I first contacted Dodie, we made plans to meet for our first interview one afternoon after school. She also mentioned to me that she would not be able to meet for

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[5] The complete texts of Dodie's interviews and written protocol are in Appendix E.

any extended length of time because her husband expected her to have dinner on the table when he arrived home. We met for both interviews in a local restaurant that was convenient for her. When asked the initial question as to how she would define mentoring, she didn't exactly evade the question, but opted instead to give her definition by describing her impressions of her [graduate] college experiences. She said, "Teachers took a great interest in me and my work and helped me express my own ideas, and would give rapport and allow for personal growth, while being there, very supportive and encouraging" (Appendix E, interview #1). Even though she had some mentoring in high school, she admits that her undergraduate program was "pretty bereft of any mentoring . . . It would have been helpful" (Appendix, interview #1).

During Dodie's masters program, there was one professor who impressed her the most as a mentor. There are some contradictory statements about this professor, but the gist of what Dodie said in describing the professor as a mentor was that the professor was extremely demanding. The professor especially expected Dodie to go beyond what she herself thought she could do. Along the way, the professor offered support, knowledge, and a non-threatening learning atmosphere. Dodie said, "She was a guide, . . . a friend . . . my confidence grew. . . . I cried a couple of times in the process, but I never considered quitting. . . . she pushed me to do something I was extremely proud of" (Appendix E, written protocol).

Reba

Reba attended public schools and college in Iowa before she was married and moved to this State. She originally wanted to be a violinist but changed her mind when the man she married, who was a special education teacher, encouraged her to do the same. Reba completed her National Board Certification in Early Childhood through Young Adulthood/Exceptional Needs Specialist. She has taught high school special education for twenty-one years, and she currently teaches English to mentally retarded twelfth graders in a large urban high school. She is now divorced and is raising her teenage son.

Reba seemed totally committed to education and to her students. She regularly attended seminars in special education and had completed teacher mentor training through a State university's Professional Development Institute for Teacher Mentors. She continues to maintain a teacher mentoring network within her school.

My interviews with Reba[6]

When I first contacted Reba and explained about my research project, she requested that I give her the protocol writing questions beforehand. It was the end of a busy school year, and she needed to complete her IEP's before the last day of school. I agreed, and she presented the completed protocol writing at the end of our first interview. We met for both interviews at a local restaurant that was convenient for her, and we had lunch together.

Reba admitted that mentoring had not been part of her teacher training in college. Prior to her first day of teaching, the school district provided a one-half day induction for new teachers, but she was never assigned a mentor at her school. Reba said, "The only mentoring I had ever received was when I had searched out myself" (Appendix F, interview #1)

Reba defined mentoring as,

> . . . a guidance and sharing of information and allowing [others] to grow within their own needs to what will work for them rather than your way of teaching. Sharing a multiple of different methodologies, and letting them choose what they want to work with. (Appendix F, interview #1)

Reba's story about the time she was mentored had an interesting twist to it. The young entry year teacher she was assigned to mentor actually mentored her. He had spent several years as a paraprofessional before being certified as a special education teacher, so the class room was not new to him. Their relationship was, as Reba calls it, "a two way,

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[6] The complete texts of Reba's interviews and written protocol are in Appendix F.

win/win situation" (Appendix F, written protocol). They gave each other professional and emotional support.

Reba enjoyed watching him teach because of his caring ways with his students, and this was "refreshing, . . . comforting" (Appendix F, interview #2). Because he was "a caring, interested person," Reba became "comfortable" with him and "grew to trust and value his judgment and listening skills;" . . . and "having a good listener who understands the need for confidentiality [was] a blessing" (Appendix F, interview #2).

The Researcher

I (the researcher) was born and raised in Indiana. After my marriage, I began college once all of my children were in school. I now have three adult children who have families of their own. I have five grandchildren. I attended college in Wisconsin where I completed a bachelors degree in German and English, and a few years later, a masters degree in literature and writing and professional development. Since this time I have become certified as a secondary principal. I continue to attend professional seminars and conferences in curriculum development, educational research, language arts, and foreign languages. I have also completed a State university's Professional Development Institute program for training teachers as mentors. I have taught German and English for nineteen years. Currently I teach English III in a large urban high school.

The researcher's written protocol[7]

My own definition of teacher mentoring is that it is a process where one teacher shares with another teacher an idea or information so that one or the other, or both, can grow professionally and personally. I had no mentoring experiences during my college education program and had generally planned my own degree programs. I also had few mentoring experiences during my teaching career, and I credit this to the fact that I was an older college student and an older beginning teacher. People assumed I needed no

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[7]The complete text of the researcher's written protocol is in Appendix G.

assistance. There have been other college mentors during my advanced degree programs, but I chose to talk about a teaching colleague who recently helped me in a difficult teaching situation. My mentor was a "godsend" (Appendix G, written protocol).

Two summers ago I was asked by an assistant principal to develop an Accelerated Reading course for in-coming ninth graders at my school. I did develop such a course according to the guidelines set down in the school district course schedule, and the assistant principal accepted it. The assistant principal then told me, "You wrote the course, so you should teach it too" (Appendix G, written protocol).

When school started in August, I found that I had five very large classes of mostly ninth graders, along with a few sophomore and junior students. It didn't take too long for me to realize that my students did not have the skills to handle the materials and activities I had originally planned for them. I conferred with the students' counselors and found that none of them had passed their eighth grade reading and writing competency tests. This realization frustrated me and I thought, "How can this be? Why have we allowed this to happen? (Appendix G, written protocol).

I sought out the head of the special education department and asked about testing my students to find their actual levels of reading and writing skills. The department head directed me to those teachers in the department who were responsible for testing all in-coming ninth graders each school year. These teachers in turn directed me to the person who became my mentor. My mentor "patiently listened" as I explained the situation with her students, and then she said, "I understand. Now what do you want to do?" (Appendix G, written protocol) The mentor immediately showed me an appropriate test and how to administer and score it to find the students' ability levels. Then she offered, "When you get those scores, come see me, and we'll set up a plan for your students" (Appendix G, written protocol).

Once the tests were administered and scored, I found that "all but twelve of [my] students could not read above the third grade level" (Appendix G, written protocol).

Because of these results, I became further frustrated, and I went to seek help from the assistant principal. This principal told me that she would notify the school district's reading specialist and that there was monies for materials I could order if I chose. I then went back to my mentor to discuss the test results and a plan of action for my students. At this point, I expressed my frustration over the entire situation. I said to my mentor,

> I am a regular English teacher, not a special education teacher. I had only one course for exceptional students and one developmental reading course during my education program in college. How am I ever going to do right by these students? Where do I begin? (Appendix G, written protocol)

My mentor simply asked: "What do you think is best for your students? Where do you want to begin?" (Appendix G, written protocol) I explained my plan, and the mentor agreed it was a good plan too. This mentor also took copies of my class rolls and identified from the special education department files those students who were listed as receiving special services. The mentor also advised me about the obligations of the special education teachers to help me in my classroom in these situations.

I "reflected" a long time before I decided on a plan of action for my students (Appendix G, written protocol). I finally asked my students what they would like to study for the semester and also reminded them that they would have to do some reading and writing as well. The students came up with some interesting ideas that worked for them. My mentor also checked in with me during the semester "to see how things were going" (Appendix G, written protocol). At the end of the first semester, my frustration rose again because the assistant principal decided that the course would be a full-year course instead of a semester. So I had to go through the process again with my students, but once again they came up with some interesting ideas they wanted to study.

At the end of the school year, I retested my students and "there were very few who had not improved their levels of reading and writing skills" (Appendix G, written protocol). I partially owed this success to my mentor. "My mentor helped me get through a very difficult teaching experience. Her quiet, patient guidance allowed me to

survive that school year without losing my sense of professional pride in what I consider my chosen profession" (Appendix G, written protocol).

Emergent Themes

van Manen (1990) says that "in determining the universal or essential quality of a theme our concern is to discover aspects or qualities that make a phenomenon what it is and without which the phenomenon could not be what it is." Identification of the essential themes was accomplished by contemplating the experiences that were at the core of the teachers' interview and protocol writing data. According to van Manen (1990), ". . . if we wish to investigate the nature of a certain experience or phenomenon, the most straightforward way to go about our research is to ask individuals to write their experiences down" (p. 63). In addition, conversations provide a means to collect personal stories, recollections of events, and an opportunity to form a relationship with the interviewees about the meaning of an experience (van Manen, 1990).

As I began my data collection, and to clarify my understanding of particular patterns, I developed additional interview questions for the second interviews of my six teacher participants. The teachers' interviews and the teachers' and the researcher's protocol texts were used as data collection sources and were the primary sources for analysis.

Theme analysis was done through multiple readings of the data. In order to isolate recurring themes, I used selective highlighting (van Manen, 1990) of the transcriptions and then recorded dominant ideas in the margins of the transcriptions. As I continued this process with the data of all the participants, I also began comparing the data as a whole, looking for congruencies. I saw these consistencies as possible themes, so I arranged them on a large ledger sheet along with participant's actual quotes for documentation.

During this process, I continued to revise the data by reordering and modifying it, and eventually, reducing the data into two essential themes.

The following are the essential themes that emerged through the interviews and protocol writing data. They fit into two general themes: Mentoring Means Professional Development and Mentoring and Pedagogical Issues. Both themes are interconnected in relation to the nature of mentoring. The Professional Development theme delineates the teacher participants' beliefs, understandings, attitudes, and what teacher mentoring means to each of them. The subthemes in this category include: Appreciating the Mentor, Mentors Mean Support, The Democratic Nature of Mentors and the Mentoring Experience, and Mentoring Promotes Mentors and Mentoring.

The second general theme of Mentoring and Pedagogical Issues was comprised of several subthemes: Mentoring Means Seeking Help in Time of Need, Mentoring Promotes Reflection and Communication, Mentoring Experiences Enhance Pedagogical Practice, Mentoring Means Helping Save a Teacher on the Brink, and Mentoring, Mentors, and the Issue of Time. These themes reflect the teacher participants' experiences, interpretations, and difficulties.

THEMES OF PROFESSIONAL DEVELOPMENT

There has been increasing recognition that teachers and teachers' knowledge gained from and embedded in their everyday work with students should be at the center of professional development activities (Darling-Hammond, 1994). Such professional development activities support teachers' need for a wide array of opportunities to construct their own understandings and theories in a collaborative setting and is based on practical knowledge enriched by critical reflection. Teaching is difficult, and teacher mentoring, as a form of professional development, allows teachers to learn how to deal

with uncertainty and ambiguity. The mentor plays an important role in the facilitation of a teacher's professional development.

Teacher mentoring is about inquiry, dialogue, and reflection. It is tied directly to the daily life of the classroom and grounded in the questions and concerns of teachers. mentoring gives teachers the opportunity to share expertise perspectives and strategies with each other. Teachers in such mentoring partnerships view themselves as learners and benefit from these relationships as they engage in conversations (Darling-Hammond & McLaughlin, 1995).

Mentors play an important role in the mentoring process. Mentors must maintain a trusting and collegial relationship with the mentee in order for the mentoring process to be effective. Mentors must also possess certain professional competencies and experience, excellent communication and interpersonal skills, and be committed to the teaching profession and the idea of lifelong learning. Professional development themes found in the interviews and protocol writings of the teacher participants included: Appreciating the Mentors, Mentors Mean Support, The Democratic Nature of Mentors and the Mentoring Experience, and Mentoring Promotes Mentors and Mentoring.

Appreciating the Mentor

All of the teacher participants related how their mentors helped them to grow professionally. The teachers' descriptions of their mentors' specific characteristics that facilitated the teachers' professional growth were examples of how one would define a good mentor and a successful mentoring relationship.

> Joe described his mentor as:
> a master teacher. I use this term to demonstrate that she is not only a master of her subject matter, but a master in how to communicate that material to students. She is testimony that teaching does take practice, but masterful teaching is an art. (Appendix A, protocol writing)

His mentor was "willing to share her ideas," "patient and easy going," and "willing to allow [him] to fail" (Appendix A, written protocol, interview #2). The comfort and

nurturing elements of the mentoring relationship made Joe realize the importance of taking advantage of such opportunities.

Cathy described her mentors as a group of teachers organized to mentor each other while completing portfolios toward National Board Certification. These teachers were other English teachers, not necessarily teaching the same grade level, but their goals were identical. They all had something to share with the other members of the group. Cathy described her mentors as using each other as "sounding boards" where they "examined [their] practices, goals, rationales, and reflections" and learned from each other (Appendix B, written protocol).

Wendy described her mentor as the teacher who "set the foundation for the rest of [her] teaching career" (Appendix C, interview #1). This mentor was a "buddy teacher" assigned to her during her first year of teaching. The mentor's caring ways made her seem more like "a great aunt," who would even call Wendy at home and ask her if she was worrying about her students (Appendix C, interview #1). "Her advice, . . . kindness, . . . generosity, . . . professionalism and . . . friendship [were] invaluable" to Wendy (Appendix C, written protocol).

Ellen had close ties to her father/mentor. When she first began her teaching career, she taught in the same class room where her father had also begun his teaching career. Ellen felt his "musicianship and understanding of children [were] two traits that [were] precious. . . . I only volunteered in his room during my daughter's kindergarten year, but it was an experience to be treasured" (Appendix D, written protocol).
Ellen's father had just retired when she began to teach, and she mentioned that "we would talk for hours and he gave me ideas" (Appendix D, written protocol). Ellen said, "I think he had the advantage because he knew me so well. We are all products of our environment and our experiences, and his luck was that he knew my experiences. I think that is what good mentors do" (Appendix D, interview #2).

Dodie's mentor was a college professor who helped her complete her masters degree, and the same person who is working with Dodie to complete her doctorate program. Dodie described her mentor as extremely demanding, demanding that Dodie go beyond what she thought she could do. Along the way though, the mentor offered support, knowledge, and a non-threatening learning atmosphere. Dodie said, "She was a guide, . . . a friend. My confidence grew . . . I cried a couple of times in the process, but I never considered quitting. . . . She pushed me to do something I was extremely proud of" (Appendix E, written protocol).

Reba's mentor was a young first year teacher who shared his outstanding class room management skills with her that helped her in her class room. She enjoyed watching him teach because of his caring ways with his students. This was " refreshing, . . . comforting" and reaffirmed to her that she was indeed in the right teaching area and not "just spinning her wheels" (Appendix F, interview #2). He also supported her when she had a bad day in her class room. Reba described him as " a caring, interested person" with whom she became "comfortable" and "grew to trust and value his judgment and listening skills. . . . "Having a good listener who understands the need for confidentiality [was] a blessing" (Appendix F, interview #2).

I [the researcher] wrote about a teaching colleague who was my mentor. I described my mentor as a "godsend," a person whose "quiet, patient, guidance . . . helped me get through a very difficult teaching experience" (Appendix G, written protocol).

These memorable relationships were important in many ways to the teachers involved. Each mentor's description certainly fits the definition "teacher or advisor" (*Webster's 21st Century Dictionary*, 1995, p. 162).

Mentors Mean Support

Each teacher participant was asked to write a protocol writing away from the interview sessions. The teachers wrote about a specific mentoring experience and the

impact this experience had on them. In every case, the teachers talked about the kinds of support their mentors provided as the mainstay of their mentoring relationships.

All of the teacher participants believed their mentors to be professional collaborators who provided support and encouragement as their mentoring relationships began and continued to grow (Appendices A through G, protocol writings). Some of the teacher participants saw their mentors as teaching colleagues who provided practical knowledge, comfort, and understanding for their mentees (Appendices A, B, C, F, G, protocol writings). Reba, in particular, described her mentor's subtle and unassuming support as surprising and practical, yet valuable to her (Appendix F, protocol writing). Wendy's mentor turned into a friend who supported her in numerous ways throughout the life of Wendy's long teaching career (Appendix C, written protocol).

The Democratic Nature of Mentors and the Mentoring Process

The teacher participants agreed that their mentoring experiences were indeed positive. These teachers also gave insightful ideas about the different element within the mentors and the mentoring experiences that allowed these experiences to occur and eventually to create positive learning experiences for the participants.

The teachers believed that the democratic nature of the mentors and the mentoring experience were the forces that made their experiences so positive and successful. Six of the teacher participants spoke about how the mentoring participants were, first of all, willing to participate in the mentoring experience. The mentor was willing to mentor the mentee, and the mentee was willing to be mentored. Along with this willingness, there was also an element of choice. The mentee was free to choose his or her mentor. In addition, the mentee was free to choose the legitimate need that was addressed in the mentoring process.

Dodie, the seventh teacher participant, was the only teacher who did not choose her mentor. Her mentor was either prescribed by the university or the mentor chose

Dodie as a mentee. Whenever Dodie needed help, she approached the mentor. There were times when Dodie was very stressed and frustrated in her efforts to abide by the rules and policies prescribed by the university advisor/mentor in her advanced degree program. At times she cried because she was so unhappy. Yet Dodie agreed that her mentoring experience was successful because she learned from her mistakes and was able to complete an acceptable product for her advisor. What pedagogical knowledge and strategies Dodie learned from the mentor and applied to her own students resulted from Dodie observing the mentor in the mentor's university class room and the discussions during mentoring sessions with her mentor (Appendix E, interviews #1 and #2, protocol writing).

The other six teacher participants related how the elements of mutual willingness and choice during the mentoring process maintained a positive mentoring atmosphere. They felt that an atmosphere where mutual freedom to share and an openness to address their needs promoted a trusting mentor/mentee relationship so that mentoring could take place. In addition, such an atmosphere of comfort, nurturing, and reflection promoted the mentoring participants' understanding of the needs addressed and how these needs were met. I think Cathy put it best when she said, "Without willingness learning is dead" (Appendix B, interview #2).

Mentoring Promotes Mentors and Mentoring

Several of the teacher participants saw the role of mentor and the mentoring experience as a continuation of their professional growth in their educator lives. Cathy's experience during the mentoring sessions to help prepare her for National Board Certification prompted her to become an evaluator of teacher portfolios submitted as prerequisites for completion of National Board Certification. She also coordinates a Mentorship course at her school site. (Appendix B, interview #1). Reba, Wendy and I completed a training teachers as mentors program at a university professional development

institute, and Reba and I currently maintain a mentoring network at our school sites. Wendy is currently a presenter at the university professional development institute where she originally received her mentor teacher training (Appendix C, interview #2; Appendix F, interview #2; and Appendix G, protocol writing). Dodie also mentioned that she mentored other teachers as a result of the knowledge gained through her academic endeavors at the university level (Appendix E, interview #1).

The teacher participants in the inquiry understood mentoring to be an effective form of professional development. These teachers experienced professional growth, but it was through their mentors' qualities that allowed this to happen. The commitment and willingness their mentors showed nurtured egalitarian, comfortable, and supportive atmospheres for the mentor/mentee relationships, and this allowed their relationships to flourish. The mentors' expertise and knowledge, along with all their other qualities, promoted effective and successful mentoring experiences for the teacher participants.

THEMES OF MENTORING AND PEDAGOGICAL ISSUES

Greene (1975) reminded us that teachers have to consciously strive against limits. Schutz (1972) called such limits "fundamental anxiet[ies]" from which ideas and actions can be planned (p. 247). The teacher participants brought virtual conditions into existence by going beyond ordinarily accepted limits in order to shape a proper milieu for themselves. Alternatives to these human situations rested in the teachers confronting these limits and recognizing them as obstacles. Dialectical relations between the teachers and mentors, and the teachers responding to themselves, were a necessary part of the teachers preparing for action. Communication, in the form of reflective thinking on the part of the teacher participants and facilitated by their mentors, brought a sense of unity to a pedagogical situation. Dewey called this form of reflection "inquiry as reflection" where

each idea determined the next in its proper outcome, while each outcome referred to its predecessor (1910/1933, p. 4). The teachers' reflective thinking then constructed knowledge and the reality of their pedagogical situation or lifeworlds. Themes of Mentoring and Pedagogical Issues were: Mentoring Means Seeking Help in Time of Need, Mentoring Promotes Reflection and Communication, Mentoring Experiences Enhance Pedagogical Practice, Mentoring Means Helping Save a Teacher on the Brink, and Mentoring, Mentors, and the Issue of Time.

Mentoring Means Seeking Help in the Time of Need

All teacher participants related that they had not experienced mentoring during their teacher training programs in college. Only Joe and Wendy had experienced mentoring during their first year of teaching. As professionals, these teachers assumed that they could handle any issues related to teaching and the class room, but in their interviews and protocols they talked about specific times when they had to seek help from a mentor. These were typical human beings caught in moral dilemmas that related to their professional lives. How the teacher participants dealt with the moral dilemmas that confronted them is the focus of this section.

Teaching is a moral undertaking, and the moral dimensions of the profession are present in the everyday practice of teachers (Jackson, 1986). Teaching is a moral enterprise and is not only defined by skill and craft in production, but also by the work of what is learned and the manner of its learning. When we talk about a good teacher we do not mean just an efficient or compliant teacher, but a person who is able to consider what is good and pursue that. It takes certain virtues to become a teacher. As MacIntyre (1984) points out, a teacher's practice improves because the teacher is willing to take criticism (honesty) from those they recognize as fit to give it (fairness), and are willing to act on the criticism (courage). Being honest, fair, and courageous are moral virtues.

Because of such virtues, it became possible for the teacher participants to learn from their experiences.

For instance, Joe's moral dilemma dealt with his students. Joe recognized that his responsibility as a teacher was to ensure that *all* of his students would learn despite their level of skills. Joe related that he was in a "rut, struggling," because he questioned what he could do to reach "those students who were not good readers or listeners, or had verbal skills but were more kinesthetically inclined" (Appendix A, written protocol). He had to decide what was a right and fair way for these low-level students to learn his course content.

Joe had observed a younger female teacher who taught near his class room use a particular technique with her students to help them better learn important information related to her history course. The teacher, who eventually became his mentor, had created this technique as a requirement for a graduate course she had taken. Joe asked her to teach him this technique, but he was "apprehensive and skeptical" as to whether her strategy would work with his students (Appendix A, written protocol).

Cathy was in a quandary about her ability to remain a valued effective teacher, and this presented a moral dilemma to her. She was frustrated as she questioned her sense of responsibility to her students and the teaching profession. In truth, was she making a difference? Her self-respect was at stake. Cathy said,

> I had come to the point I could retire, and I was not sure I was making a difference. . . . But it was not within me. I did not see that. I did not, I did not grasp how I was making a difference. And so it was very frustrating to me. (Appendix B, interview #1)

Wendy discovered through a student's written assignment that the student was being sexually abused at home. Wendy was "scared" for the student and did not know how to deal with this situation (Appendix C, interview #1). Would it be fair to the student

and ethical for Wendy to reveal the student's situation to another person, or should she just keep quiet about it? Wendy reflected on this issue for awhile and eventually confided in her mentor, showed the mentor the student's paper, and shared it with her. The mentor advised Wendy that a specific counselor would be the best person to advise the student. Wendy's intuitive sense about the student's situation was accurate, and the counselor found that the student was indeed being sexually abused at home. Her response to the student's situation brought the abuse to light, and Wendy "felt really good about that" (Appendix C, interview #1).

Ellen's moral dilemma was related to the insecurity she felt about her abilities as a teacher. Her sense of responsibility for her students was evident in her attempts to prevent student behavior problems in the class room through better class room management, yet she seemed to have chronic problems in these areas. Ellen described her father as her mentor, and her admiration for her father's teaching expertise and experience seemed to contradict the fact that she did not always follow his advice.

Ellen described her father as a professional musician/teacher with advanced graduate hours, and he had perfect pitch. He could also "teach a door knob to read" Appendix D, written protocol). He was very "demanding" (Appendix D, written protocol, interview #2). Even when Ellen was two or three years of age and her father taught her piano, he would shout out the correct note for Ellen to play if he had heard her mistakenly play the wrong note during piano practice.

When a high school band teacher approached her about playing an instrument in the high school band, even though she was determined not to play in high school, he succeeded in getting her to agree. Ellen said, "He talked me into it. The main reason he talked me into it was because he was a man, and I knew better than to discount men." When I asked why, she answered, "Because my father wouldn't permit it; so why would he?" (Appendix D, interview #2)

Reba spoke about her mentor's moral support in times when she was experiencing frustrating situations in her class room. In her area of special education there were times when daunting situations made her lose perspective as to how to handle them. In truth, Reba had no one else to approach during these trying times, and she did not think it was "appropriate for a mentor to have that kind of relationship with [the] mentee until the rapport and trust became equally shared after a period of time" (Appendix F, written protocol). Such a relationship was unethical in her eyes, but this mentoring relationship flourished almost immediately once it had begun because it was based on mutual support. In addition, Reba especially appreciated her mentor's confidentiality.

My moral dilemma (the researcher's) was similar to Joe's. My sense of responsibility to my high school students who could not read or write above the third grade level had to take precedent over the numbers of students in each of my classes. What could I do that was right and fair for these students that would allow *all* of them to successfully progress in my course? My mentor's calm demeanor as she questioned me about my concerns helped me overcome the initial frustration I had about not being able to solve these issues.

Dodie's dilemmas seemed to be of a personal nature. They did not relate to her students or the classroom. These related to the unegalitarian nature of her mentoring relationship. Dodo's mentor was prescribed, so she did not choose her mentor nor did she have the choice to change mentors if the relationship proved unfavorable. The mentoring process was supportive as far as the mentor responding to Dodie's need for help, but the process was one of evaluation or assessment of Dodie's academic efforts that caused her "confusion" and "trepidation" (Appendix E, written protocol).

Mentoring Promotes Reflection and Communication

The teacher participants in this inquiry believed that their learning and understanding was the result of the ways their mentors communicated with them that

promoted reflection on their parts. Graham (1991) said, "For if all knowledge begins in self-knowledge, or is a function of self-knowledge, then we cannot be said to truly know something until we have possessed it, made it our own" (p. 3). Seeking to apply the missing link, by attempting to discover connections in their experiences, was to engage in reflective thinking. Thinking "is the intellectual endeavor to discover specific connections between something which we do and the consequences which result, so that the two become continuous" (Dewey, 1916/1964, p. 145). The mentors' ways of communicating promoted the teachers' active thinking that was tentative. In active thinking such "tentative inferences will take effect in a method of procedure appropriate to [the] situation" (Dewey, p. 149). The teacher participants reflected on their specific situations as their method to learning and understanding their issues. These teachers viewed reflection prior to, during, and after mentoring experiences as a means to improve their teaching practices and students' growth.

Their mentors' ways promoted the teachers' reflections toward learning and understanding their dilemmas. The teachers reflected on what they learned from their mentors and how this learning came about. Those teacher participants in this inquiry who experienced moral dilemmas learned a course of action for resolving these dilemmas from their mentors during the mentoring process. Because of the participants' sense of responsibility, fairness, truth, compassion, and self-respect in relation to their students and their teaching practices, these teachers sought a mentor who had knowledge and expertise in the area in which the teachers needed help. The mentors were capable and willing to help the teachers, and thus, able to defuse any sense of teacher bias, intimidation, or embarrassment through their conversations with the teachers during the mentoring experiences. The mentor/mentee conversations elicited teachers' reflections that were focused inward, and the teachers came to comprehend possible avenues of action to resolve their dilemmas.

For instance, Joe reflected on the time he had conversed with his mentor as she was demonstrating the bodily movements he wanted to learn. He would then teach these movements to his students as a strategy for them to learn the content of his course. Joe said:

> I was just sitting there thinking, "Are my students really going to do this?" I was just wondering if I could transfer. I don't think the approach would have worked if she had come in and taught my students this methodology. (Appendix A, interview #2)

Once Joe had learned these body movements to help his students better comprehend the material he present in his class, and these methods actually worked with his students, he came to realize the importance of how he learned through reflection during his mentoring process. Joe appreciated his mentor's calm nature as she communicated the bodily movements to him. Joe said:

> I was transported back into the role of the learner, and this helped me see some of the apprehension and nervousness some of my students felt. I was more empathetic toward my class because I had struggled with learning the bodily movements. Since my mentor was easy-going in this regard, I took the same approach with my class, and it seemed to pay off. The students were nervous at first because it was something outside their comfort zone, but they eventually bought into it. (Appendix A, written protocol)

Cathy's courage and commitment to the teaching profession were stronger than the frustration she felt at that point in her teaching career. She and a friend decided to go through the process to become National Board Certified teachers. Cathy admitted up front that her mentoring situation during this process was "intimidating and humbling" (Appendix B, interview #1). She felt intimidated because five other teachers, who were her mentors, taught the same courses, and had the same goals as she, probed what she did every day in her class room. They questioned what she was submitting in her portfolio toward National Board Certification. Cathy related how this questioning, probing form of mentoring made her realize that, even though she had been in the business of teaching writing for all these years, her own writing needed improvement.

Cathy described her mentors as using each other as "sounding boards" where they "examined [their] practices, goals, rationales, and reflections" and learned from each other (Appendix, written protocol). As a result, she began to reflect on the effectiveness of her teaching, and reflection was now an automatic procedure for her in her teaching practice.

Through a student's response to a class assignment, Wendy discovered the student's sexual abuse at home. Her mentor's questioning nature prompted Wendy to reflect more on the welfare of her students. Wendy felt that this incident with the student made her more attuned to what was going on in her students' lives, rather than what was going on in her own life. Her mentor's questioning helped her to change that around to looking at the students and what their goals were. The mentor gave her a "different perspective that changed [her] outlook on teaching" (Appendix C, interview #1).

In addition, Wendy described her mentor's questioning as promoting Wendy's reflection on her teaching practice. She said,

> These questions made me think about my goals as a teacher. . . . caused me to see each day's lesson as a layer to a goal which fit my vision as a teacher and model for young people. That excitement in realizing that each day is important shaped my ideas of each hour's worth." (Appendix C, written protocol)

When Ellen had problems with her students' behavior or with her class room management in her music courses, she went to her father/mentor for help. Ellen described her mentoring sessions with her mentor as "Sometimes I would feel like a little girl talking to 'Daddy," and sometimes I felt that I was being advised by a colleague" (Appendix D, written protocol). She and her father/mentor "talked a lot about teaching, discipline, and curriculum. Ellen said, "Dad was loaded with experiences and ideas. We talked for hours, and he gave me ideas" (Appendix D, written protocol).

Ellen learned much from the conversations and reflections with her mentor that served Ellen well for the times she encountered student behavior issues in the class room. Her mentor suggested she use what she learned from her experiences and relate these to her students. He told her to question what caused these incidents in the class room to

happen and to also question what someone had said to create those feelings within her. Ellen's mentor told her, "See, you can use that in your class room. Those kids would probably benefit from that experience" (Appendix D, interview #2).

Her mentor's suggestion to look inside herself as a way to reflect and learn was an important strategy that Ellen learned. She described this strategy in a metaphor:

> . . . I think we all have tapes in our heads. When you do something, . . . you have this immediate tape in your head that tells us, "Oh, that was dumb or that was good." I think you can know how to dub your own tape, in other words. (Appendix D, interview #2)

The nature of the conversations with her mentor allowed Reba to reflect on what could influence her teaching. Reba explained:

> I was able to step back and look at the student with a fresh outlook and give that student additional opportunities to correct [his/her] problems before it became a self-destructive situation for that student. Through talking with [name of mentor] about a situation, I was able to see it in a different light and see possible solutions that at that moment eluded me due to my closeness to the situation. (Appendix F, interview #2)

My mentor (the researcher's) asked probing questions about the frustrating situations and issues that were important to me. Such questioning promoted reflection on my part about these situations and issues and enabled me to see possibilities for handling them. "I found ways to help groups of students with a variety of skill levels and ability levels achieve in my class room, and I think they had interesting times in the process" (Appendix G, written protocol).

Dodie's mentoring relationship did not have the earmarks for a comfortable atmosphere where reflection promoted understanding and learning. Its atmosphere was one where high emotions could prevail and high expectations were not always met. This mentoring process was a traumatic experience for Dodie.

What Dodie learned in her mentoring experience was how to survive this mentoring process and relationship, and she revealed this in her comments:

> There were times that I was frustrated, . . . sometimes I chose to keep it to myself because I learned that there was always another day to do better . . or to fix what needed to be fixed. I cried a couple of times in the process, but never considered quitting. I think crying helped to relieve the frustration of not seeing the end of the process. (Appendix E, written protocol)

Mentoring Experiences Enhance Pedagogical Practice

The teacher participants agreed that their mentoring experiences were beneficial because these experiences allowed them to grow both professionally and personally. What the participants learned from their mentoring experiences could easily be applied to their teaching situations, and in most cases, enhanced the teacher's morale, self-esteem, or confidence as a teacher.

Joe described what he learned from his experience with his mentor as "refreshing and invigorating personally and professionally" (Appendix A, written protocol). According to Joe, the experience was:

> meaningful for several reasons. First, I improved as a teacher because I had discovered a 'new weapon in my arsenal' or another approach to teach or to reinforce material. I found a way to reach a different segment of my students, and therefore, I was more effective in my classroom. . . . I was more empathetic toward my class because I had struggled with learning the bodily movements. This realization had the biggest impact on my teaching life. I rediscovered that if I ask students to continually challenge themselves and break out of their comfort zones, I should be willing to do the same. (Appendix A, written protocol)

Cathy said that her mentoring "experience refreshed and renewed [her]" professionally and personally (Appendix B, written protocol). She explained:

> It was also an affirmation for me that I still have things to give to students, and I still have things to offer to them that are very valuable for them and will help them in their careers, or promotions, or whatever they choose to do. (Appendix B, interview #1)

Cathy also commented on her personal feelings after completing the mentoring process during her National Board Certification. She said:

> The only person who can affirm you as an English teacher, or as a history teacher, is a colleague who does similar work. Those people can see the strengths and weaknesses . . . It's an elation I guess an actress would feel if she were on stage

> and getting a standing ovation. That was a very private thing, but it was an elation that nothing, well, very few things could take the place of. (Appendix B, interview #2)

Wendy explained how what she learned from her mentoring experience impacted her ideas on teaching and students. She said:

> It changed my expectations for myself. I thought that everybody would pass because I loved English so much. Well, now looking back, I think that we do affect some kids that way. And I think we do get some to learn who didn't intend to learn. But I do not, anymore, expect every student to learn just because I love a book. (Appendix C, interview #1) [This experience] caused me to see each day's lesson as a layer building to a goal which fit my vision as a teacher and model for young people. . . . helped me to plan each day's work as worthwhile, being part of a larger vision. (Appendix C, written protocol)

Reflecting on what she had learned about herself and teaching from her experiences with her mentor/father, Ellen said, "I know a big part of teaching is knowing yourself. It's self-esteem. Knowing yourself that you've got it, and you can do it. . . . Stay with it. Don't give up" (Appendix D, interview #2).

Reba explained what she learned about teaching and student learning from her mentoring experience. She said:

> You can grow within yourself, especially if you love what you are doing. You will find things you need to improve on, the things you need to give a little fine tuning to . . . Learning to grow within yourself is more important than anything anybody can teach you anywhere, whether it be through public education or reading. Reflection on finding where your strengths and weaknesses are and improving on that for the benefit of the students has a monumental influence on your ability to be a good teacher. (Appendix F, interview #1)

As a researcher and teacher, I realized that out of frustration and disruption some good can come, and it could benefit my students and my teaching practice. First, the progress of my low-level students reaffirmed my idea that giving students a choice in what they wanted to study and allowing them opportunities to express their ideas and concerns in various ways was important in their learning processes. Second, I realized that students can meet the expectations of their teachers if they are personally involved in setting those expectations in the first place. It doesn't make any difference as to the grade level or the

ability level of the students, they all can learn to a certain degree, perhaps to the best of their abilities (Appendix G, written protocol).

What Dodie learned about teaching and students from her mentoring experience seems to be the direct opposite of the nature of this experience. Dodie said that what she learned gave her "a sound philosophical base from which to work, to know, so that [she] could be consistent in [her] approach to [her] teaching of gifted" (Appendix E, interview #1). Her mentoring experience was consistent in that it always involved an evaluation or assessment of her academic efforts, yet the atmosphere was inconsistent. Varied emotional states and successful or less-than-successful expectations were met or not met to create a traumatic mentoring experience for Dodie.

Dodie also said that she recognized from her mentoring experience "the need for free choice." She would need to "differentiate" for students, and that the "needs of the students should be what drives the curriculum" (Appendix E, interview #2). Again, this is not what Dodie experienced in her mentoring process. There was no choice or student voice in what university policies and procedures required for Dodie to complete her graduate work. What Dodie's trials and errors during her mentoring experience had taught her was that consistency, choice, and voice were important teaching strategies that promoted learning.

Mentoring Means Helping Save a Teacher on the Brink

"After being in the class room for twenty-nine years, I began to doubt. Was I making a difference? Was I still on top of my teaching game? If I weren't, then I needed to do something different. I needed to be retrained. I needed to do another job. I needed to do something because I was getting very tired" (Appendix B, interview #2). As I heard Cathy speak these words, and when I read and reread the transcript of them and reflected on their true meaning, I realized that the teaching ranks could have lost her. If she had not had such an exemplary mentoring experience, Cathy may not have been saved from teacher burnout.

Cathy's situation prior to her mentoring experience is typical of some experienced teachers' conditions. After many years in the class room, these teachers may feel taken advantage of by peers because of their experience and expertise. After awhile, thank-you emails, cards in the teacher's mail box, or those pats on the back do not really heal what is going on in the teacher's heart or the teacher's class room.

Even the other six teacher participants in this inquiry could have given up when their particular situations had them baffled. Rather than seeking help, we could have thrown up our hands and said, "We give up!" Instead, our sense of moral and ethical responsibility to our students sent us to mentors whose mentoring gave us support and confidence to continue our work. The teacher participants showed in this inquiry that experienced teachers need just as much support, or maybe even more, than the novice teacher that many research reports discuss.

Mentors, Mentoring and the Issue of Time

According to current research on mentoring, the element of time is important for mentoring to be effective. Learning from Mentors, a five-year research project by the National Center for Research on Teacher Learning (2000), focused on mentoring practices and the contributions of the mentor teacher to novice teachers' learning to teach. Initial findings and implications showed that mentors needed time to mentor and opportunities to learn to mentor. In other current research, the National Center for Education Statistics *Teacher Quality* study (1999) demonstrated that the efficacy of mentoring is linked to the amount of time that a mentor and mentee work together. This study also pointed out that while the time available for mentoring affects the quality of mentoring, mentors still need opportunities to develop their practice as mentors. In particular, mentor teachers need opportunities to (1) critically examine their beliefs about teaching and learning to teach; (2) connect their practice as mentors to novices' learning; and (3) discuss dilemmas and problems that arise in the course of helping novices learn to teach. In both of these studies, experienced teachers played the role of mentor.

A unique theme in this study was the absence of the element of time in the mentoring experiences of the teacher participants. Unlike the research literature mentioned above, the experienced teachers in this inquiry were not the mentors in their particular mentoring experiences. They were the teachers who were mentored. The mentors of these experienced teacher participants did not indicate that they had no time for mentoring or that they were not trained or qualified to be a mentor. They willingly conversed about dilemmas or problems that had arisen in the classrooms of the teacher participants. The mentors worked together with their mentees to first bring the teacher participants to an understanding and then to a solution of these issues. They allowed a sufficient amount of time for the mentoring activities to take form and then proceed to an effective ending. Mentoring time was not an issue.

Neither the mentors nor the teacher participants mentioned that the success or enjoyment of their mentoring experiences were hampered by the lack of time or the inconvenience of the time frame during the mentoring process. The investment of time when the mentors and the teacher participants were together was sufficient to form effective and enjoyable mentor/mentee relationships. The teacher participants felt their time was well spent in their mentoring experiences.

SUMMARY

The seven teacher participants in this study were individuals who experienced different mentoring situations and issues that centered on teaching and learning. In spite of these differences, all of the participants shared a great deal. I attempted, through studying my interview transcripts and our written protocols, to gain some understanding of the nature of teacher mentoring. I carefully considered our experiences and our recollections and observed themes emerge from our words. The emergent themes fell into

two kinds: themes of professional development, and themes of mentoring and pedagogical issues.

The teacher participants' descriptions of their mentors and mentoring were consistent with the characteristics included in the review of literature. A mentor, according to Webster (1975), is a wise, loyal advisor; a teacher or coach. The teachers described their mentors as advisors, teachers, and friends. The National Education Association's Foundation for the Improvement of Education (1999) defined mentoring as a collegial relationship based on trust, integrity, and professionalism, and the mentoring process itself as usually involving observation, collaborative activities, reflection, and dialogue. The teacher participants described their mentoring experiences in similar terms with the major portion of the mentoring process involving conversation and reflection.

The teacher participants revealed what they faced as experienced teachers that brought them to mentoring. Through their lived experiences we can come to understand the issues that experienced teachers confront in their lives as educators. To these experienced teachers, mentoring is important and beneficial. Only one teacher expressed confusion and frustration about her mentoring experience. Because of the constraints she faced regarding the university's policies and procedures for graduate student programs, this teacher participant did not enjoy a egalitarian mentoring experience. The other six teacher participants did and agreed that their mentoring relationships flourished because of their democratic natures.

All of the teacher participants stated that their mentoring experiences helped them to grow professionally and personally. Six of the teacher participants' mentors provided comfortable and nurturing atmospheres in which mentoring relationship could grow and flourish. These mentoring relationships developed through unconstrained conversations between mentors and mentees that resulted in the teachers' reflections about their specific moral dilemmas. Because of this, these teachers came to understand what their dilemmas were and how to resolve them. The teacher participants learned from their mentoring

experiences and applied what they learned to their teaching practices and their students' development in their class rooms.

The seventh teacher participant who found her mentoring experience to be stressful did not enjoy a comfortable atmosphere conducive to understanding and learning as far as her teaching practice and student learning were concerned. This kind of professional and personal development came from the teacher's observation of her advisor at work in the advisor's university class room and the *contradictory nature* of her mentoring experience with this advisor. The democratic nature of this teacher's advisor in the university class room, and the advisor's teaching strategies in the class room to allow student growth, were in direct contrast to the confrontational and emotional atmosphere the teacher participant experienced during mentoring.

What is the Nature of Mentoring to Experienced High School Teachers?

As stated in Chapter 2, it was not the goal of this inquiry to attempt to formulate a definition of mentoring in the context of education. Instead, it was the intent of the researcher to attempt to understand the nature of mentoring and the experienced teacher participants' mentoring experiences. This was accomplished through a phenomenological view of the participants. The methodology of this study can provide information and insight into the nature of mentoring that is more useful than simply attempting to create abstract definitions.

The experienced teacher participants understood the nature of mentoring to be reciprocal and beneficial. The reciprocal nature of mentoring was described as mutual willingness and choice in the mentoring process and mentoring experiences, yet one teacher participant did not have the element of choice in her mentoring experience. Mentoring was viewed as important; however, one teacher's confusing and frustrating

mentoring experience caused her stress. The benefits of the nature of mentoring were expressed as professional and personal development, and support.

The success of the teachers' mentoring experiences led them to believe that mentoring was a reciprocal and benefical way to solve the issues that faced them in their daily lives as teachers.

CHAPTER FIVE

REFLECTIONS, DISCUSSION, AND IMPLICATIONS

Introduction

The purpose of this inquiry was to understand the nature of mentoring to experienced high school teachers and to understand what they experienced as they encounters issues in their daily lives as teachers. The phenomenological research methodology allowed me to gain an understanding of what the nature of mentoring was to the teacher participants as expressed through their own thoughts and words, to gain insight from their own mentoring experiences, and to explore reflections from their mentoring experiences that were related to their lives as teachers.

Selective highlighting of the interview and protocol writing data revealed numerous themes. The essential themes fit under two overarching categories: Professional Development and Mentoring and Pedagogical Issues. The Professional Development category reflected the participants' beliefs, understandings, attitudes, and individual meanings of mentoring. The themes under this category included Appreciating the Mentor, Mentors Mean Support, The Democratic Nature of Mentors and the Mentoring Experience, and Mentoring Promotes Mentors and Mentoring. The Mentoring and Pedagogical Issues category reflected the participants' experiences, interpretations, and difficulties. The themes under this category included: Mentoring Means Seeking Help in Time of Need, Mentoring Promotes Reflection and Communication, Mentoring Experiences Enhance Pedagogical Practice, Mentoring Means Helping Save a Teacher on the Brink, and Mentoring, Mentors, and the Issue of Time.

This chapter provides a reflection on the inquiry and includes a discussion of my findings. Implications for teacher education and suggestions for further research are also discussed.

REFLECTIONS

My study findings revealed the reciprocal and beneficial nature of mentoring. The experienced teachers who were the participants in this inquiry highlighted the nature of mentoring through their written and spoken words as they conversed about their experiences, perceptions, and difficulties related to mentoring and teaching.

Those teachers who had the benefit of early mentoring lauded the process and the helpful results of their mentoring experiences. Those teachers who received mentoring help later in their teaching careers, related positive results in regard to teaching difficulties and personal and professional conflicts associated with teaching.

Nearly all of the teacher participants stated that they had positive relationships with the process of mentoring and the experience of using the mentoring real-life approach to problem solving.

Nearly all of the experienced teachers felt positive about being mentored and respected and like the person(s) who served as their mentor. All suggested that the mentoring process worked due to the underlying reciprocal nature of the mentoring experience. The idea of choice and willingness in selecting a mentor and in the mentoring experience was important to making the mentoring process successful.

Two of the teacher participants experienced difficult professional and personal issues. One was brought back from the brink of teacher burnout through an effective and successful mentoring experience that kept her in the teaching ranks. The second teacher still experiences the confusing and frustrating experiences with her mentor as she struggles to complete her advanced degree.

All of the teacher participants stated that mentoring helped them individually, and it directly helped to improve their teaching practice. Most importantly, the teachers' students benefited from an improved method of everyday learning experience in the classroom, especially those students who were previously not being reached.

The teachers agreed that mentoring done effectively helped teachers improve in the more difficult areas of the class room; therefore, mentoring improved the overall level of class room learning. This learning was achieved in a reciprocal process which worked for the mentor, the mentees, and the process of education.

DISCUSSION

The teacher participants continually improved themselves through professional development in their teaching areas and current educational issues. They had a genuine interest in the welfare of their students and maintained this focus throughout their professional development efforts. Yet typical of some experienced teachers, there were times in their teaching lives when an issue arose that was beyond their area of expertise or understanding, and they sought assistance. These teachers chose to enter into mentoring relationships in order to understand these life experiences. The mentoring experiences were unique to each teacher, but the mentoring process each teacher experienced was similar. My inquiry into the nature of mentoring led me to look carefully at the mentoring process so that I could also understand the teachers' lived experiences of mentoring.

The nature of a phenomenon, according to van Manen (1990), is "that what makes a thing what it is" (p. 177). van Manen (1984) also writes, "The essence or nature of an experience has been adequately described in language when the description reawakens or shows us the lived meaning or significance of the experience in a fuller or deeper manner" (p. 38). To describe the nature of the lived experiences of mentoring of the high school teachers as I understood them to be, I examined teacher mentoring as it: included moral dilemmas, depended upon mentoring relationships, required reflection, and enhanced personal and professional growth. In addition, I recognized one absent theme. This theme was the element of time -- finding the time for teacher mentoring.

Teacher Mentoring Included Moral Dilemmas

The complex nature of teaching was obvious in this inquiry into the nature of mentoring. Prior to entering their mentoring relationships, some teachers recognized that they had an issue or situation that they did not exactly know how to approach or handle. Some of the teachers experienced moral dilemmas that were directly or indirectly related to their students, and they had to consider the moral and ethical values that comprised their personal ideas of teacher and professional as a way to solve these issues.

No matter how well-prepared some of these teachers might have been for a specific unit of study in their classrooms, they were not all aware of how it was with their students. Likewise, at certain points in their teaching lives, some of these teachers were not exactly prepared to face uncertainty in their teaching careers. For instance, Joe, Ellen, and I had students with low reading and writing skills, and we had to find ways to help these students learn. As teaching professionals, we had to look within ourselves and find what we felt was morally and ethically right and fair for our students' benefit. What teaching strategies would best fit our students' needs? Wendy was unable to decide whether or not to report the sexual abuse of her student as it was revealed in the student's journal writing. As a teaching professional, she had to look within herself and decide what was morally and ethically fair and right for her student. Should she report the sexual abuse or simply ignore the situation?

Cathy, Dodie, and Reba had personal and professional issues. When Reba experienced a bad day in her classroom, she had to find comfort and understanding from a friend and confidant. As a teaching professional, Reba felt a mentoring relationship with her mentor would be unethical because of the brief time their collegial relationship had existed. Was this relationship already viable and should she take the risk and ask for her mentor's help? When Cathy was at the burned-out point of her teaching career, she had to find a way to renew her pride and energy in teaching or else get out of the business of

teaching all together. As a teaching professional, she had to look within herself and decide what would be morally and ethically right and fair for her students and herself. Should she quit teaching or stay in the profession? Dodie had personal and academic issues while completing her graduate degrees. She had to seek help and support in some form so that she could successfully complete these programs. Dodie had to look within herself to decide what would be morally and ethically right and fair to herself as a person and a teaching professional. Should she continue suffering the confusion and frustration during her mentoring episodes or should she just give up and quit all together?

These teachers had to swallow their pride, in a way, and approach peers for help. Personally, I found this to be almost demoralizing. Just like the other teacher participants in this inquiry, I was the teacher who other teachers sought for help. We had mentored many other teachers over the years, but now we needed help. I felt, at that time, that my helplessness reflected badly on my teaching expertise and on me as a professional educator. Our thoughts and feelings prepared us for our ensuing mentoring experiences.

Mentoring Depended Upon Mentoring Relationships

Mentoring is associated with dialogue and communication, and in order to develop and maintain communication and develop common understandings between the mentor and the mentee, there must be openness, fairness, equality, and consensus. These are "validity claims" (Habermas, 1995), and they must be present in the mentoring relationship for social interaction and conversation to take place.

All of the teachers experienced these qualities in their mentoring partners. The teacher participants did not mention that their mentors were judgmental or disinterested in the teachers' dilemmas. The mentors placed no blame on the part of the teachers, but instead graciously agreed to listen and help the teachers understand their lived experiences.

The different mentoring relationships began as the mentors interacted with the teachers. The teachers' thoughts and feelings, or prejudgments, such as skepticism,

intimidation, uncertainty, and sense of urgency soon met with the mentors' points of view or opinions through conversation. Gadamer (1979) describes conversation as:

> . . . a process of two people understanding each other. Thus it is a characteristic of every true conversation that each opens himself to the other person, truly accepts his point of view as worthy of consideration and gets inside the other to such an extent that he understands not a particular individual, but what he says. (p. 347)

The mentors' "knowledge," expertise ("master teacher"), and "understanding" soon imbued the teachers with a sense of "comfort", "generosity," and "willingness to share," "caring," "patience," and "trust" in their mentors (See Appendix E, interview #2; Appendix A, written protocol; Appendix F, interview #2; Appendix A, interview #2; Appendix B, interview #1; Appendix F, interview #2; Appendix C, written protocol; Appendix G, written protocol; and Appendix C, interview #2). These ideals are powerful in that they are what is required for a conversation to take place. Habermas (1979) calls them an "ideal speech situation," where such situations allow an effective equality of chances for both parties to take part in dialogue; where dialogue is unconstrained and not distorted.

The mentors' ideals and qualities created an atmosphere in which the teachers were comfortable with their mentors and with the idea of seeking help from the mentors. These "ideal speech situation[s]" (Habermas, 1979) provided the mentors and the teachers with some ways of identifying and exploring the distortions that existed. The conversations that followed challenged the *what* and *why* of the teachers' assumptions, and they encouraged the teachers to see multiple perspectives and experiences of the situation being reviewed. The atmosphere created by the mentors and teachers' initial conversations led to serious reflection and understanding of the teachers' experiences that brought them to their mentors in the first place. In another vein of thought, the teachers may have eagerly participated in mentoring because they had a successful mentoring experience while completing the requirements for their National Board Certification.

Mentoring Required Reflection

> *. . . reflection is so critical; there can be no higher growth for individuals or for society without it. Reflection is the very process of human evolution itself. (David Sawyer, Director of Students for Appalachia at Berea College in Berea, Kentucky)*

van Manen (1991b) sees reflection as an experience. Whether oriented to future action or past experiences, reflection is "a form of human experience that distances itself from situations in order to consider the meanings and significance embedded in those experiences" (p. 100). The reflection process is systematic. Reflection is "not simply a sequence of ideas, but a *con*-sequence where each idea determines the next as its proper outcome, while each outcome in turns leans back on, or refers to, its predecessors" (Dewey, 1910/1933, p. 4, emphasis in original). Reflective thinking, then, is an alternative to prejudgments, "not conclusions reached as the result of personal mental activity" (p. 7). The teacher participants experienced several forms and levels of reflection during their mentoring processes. The reflective nature of the mentoring process was powerful because it prepared the way for mentoring, maintained focus in mentoring, provided understanding, and enhanced the teachers' personal and professional growth.

Prior to entering into their mentoring relationships, each teacher recognized a moral dilemma in relation to their students, their teaching practice, or personal academic life. The teachers also brought with themselves individual prejudgments about their mentoring situations. These teachers' thoughts and ideas were what van Manen (1991) calls "anticipatory reflections" (p. 101). These reflections came prior to their acting (seeking a mentor) and were oriented to future action. Anticipatory reflection enabled the teachers to deliberate about possible alternatives or possible courses of action. At this level of reflection, the teachers reflected in an incidental and limited way on their practical experiences in everyday school life.

The teacher participants' reflection promoted mentoring. Communication via language was important for reflection to take place in the teachers' mentoring experiences.

As bell hooks (1994) noted, if a person does not speak in a language that can be understood there is little chance for a dialogue. The conversational nature of the teachers' relationships with their mentors forced the teachers to put their experiences into language and give accounts of their actions. The mentors posed probing questions to the teachers such as: "What happened?" (See Appendix A, Interview #2); "Okay, now why are you saying this? What does this mean?" (See Appendix B, Interview #1); "Are you sitting there worrying? Say no." (See Appendix C, Interview #1); "What caused those things to happen? What had someone done or said to create those feelings within [you]?" (See Appendix D, Protocol Writing); "I understand. Now what do you want to do?" (See Appendix G, Protocol Writing). The mentors' questions and comments during these conversations allowed the teachers to temporarily step back from the immediate involvement they had with their world and establish a contemplative attitude about the subject of their reflections. These reflective, dialogic relationships also gave credence and validity to the teachers' lived experiences.

Reflection maintained focus in mentoring. As the teachers' mentoring relationships continued, so did their reflections on their specific issues. Such reflections were retrospective in nature because the teachers were contemplating about experiences they had lived through. For instance, while talking, listening, or watching with his mentor, cues from the conversation or what Joe heard or saw stimulated him to reflect on these actions. Joe (See Appendix A, Interview #2) said, "I was just sitting there thinking, 'Are my students really going to do this?'" as he contemplated on the techniques his mentor was demonstrating to him. His idea was to teach his students these techniques so they could learn important information for his course, but he first had to make the decision as to whether or not the techniques would be appropriate for his students. This interactive reflection was a form of "mindfulness" (van Manen, 1991, p. 101) that gave Joe further understanding of this particular lived experience.

Ellen explained the recollective reflection process she went through with her father/mentor as she told and retold him about her lived experiences with her students. She said, "While we talked about these things, a period of several months, with trial and error, and fine tuning, and more suggestions, and rehashing of problems went by" (See Appendix D, Written Protocol). The teachers' recollective reflections through conversations with their mentors were focused and enabled the teachers to see both sides of the issues and to make sense of their particular experiences.

Mentoring Enhanced Personal and Professional Growth

According to van Mann (1991), the teachers' telling of their experiences was a form of practical theorizing. When the teachers told their mentors about their experiences, the teachers were already on their way to understanding these experiences by simply putting these experiences into speech. As the teachers reflected on their experiences, they had the opportunity to become aware of their significance. The reflective nature of mentoring contributed to the teachers' self-understanding, their *theorizing*. The teacher participants' theories were consistent. They theorized that mentoring was a process that worked in about any situation, and that sharing your problems with a knowledgeable colleague was a workable solution for solving these problems. van Manen wrote:

> As we theorize more, read more, talk more, write more, listen more, we remake ourselves, make *more* of ourselves in the deep sense of self-education. So theorizing as a conversational hermeneutic activity is edifying in that it is constitutive of our spiritual and intellectual lives as pedagogues. (p. 44)

Mentoring promoted understanding of the teachers lived experiences. Continued reflection by the teachers during their mentoring relationships focused on their activities for solving their issues. Such reflection-in-action (van Manen, 1991) allowed the teachers to come to terms with the problems or situations that confronted them and to devise ways to do something about them. Wendy, for instance, came to understand the importance of teachers being more in tune with their students' personal lives and the impact of students' personal lives on their school experiences. Joe, Ellen, Dodie, Reba and I recognized the

importance of student voice in the classroom and how choice could effect students' intellectual growth. Cathy realized the importance of personal reflection when considering her teaching career. These reflective experiences caused the teachers to be more mindful of their responsibilities to their students and their teaching practices, and in the process, enhanced the teachers' personal and professional growth.

Mentoring Revealed an Absent Theme

Much of the research literature on mentoring addressed the negative element of time related to mentoring opportunities. The literature discussed the amount of time for the successful development of collaborative mentoring groups or assignment of teachers to mentors or mentoring groups. The literature also addressed the issue of having to set aside time for mentoring to take place or the lack of time during a teacher's work day for mentoring to take place. None of the teachers in this inquiry even suggested any negative element of time related to their mentoring experiences. They did not mention the time it took for them to contact a mentor or to develop a mentoring relationship. The teachers did not mention that they did not have the time to be mentored, or that any person did not have the time to be a mentor. They did not say that the mentor refused to work with them at any point in their mentoring relationship because the mentor did not have the time. Instead, the teachers in this inquiry saw their time well spent in conversations, reflections, and learning with their mentors.

Perhaps one possible reason time was not an issue with the teacher participants was that their mentoring experiences were informal. These teachers' mentoring situations and relationships were self-initiated and not part of any formal mentoring relationship or process. In the case of the teacher participant who claimed her university professor as her mentor and whose mentoring experience was so stressful, time was not an issue either; yet this situation may indicate that her experience with her mentor was not mentoring as well.

IMPLICATIONS

The findings of this inquiry were derived from the data collected from seven experienced high school teachers. Their own words and their descriptions of what they experienced during their mentoring experiences formed the basis for my suggestions related to teacher mentoring. The findings provide insights that are worthy of further consideration in investigating how to better enhance teachers' personal and professional growth. This inquiry and the research literature on mentoring showed a need to address mentoring opportunities for teachers at *all* levels of tenure and the inclusion of mentoring in teacher education programs.

Mentoring Teachers at all Levels of Tenure

Research literature about the need for mentoring of teachers at all levels of tenure is non-existent. Most research is focused on the difficulties first year or novice teachers experience, and there is much research on mentoring as a means to lower the attrition rates of new teachers. Other research (Holloway, 2001 is an example) discusses the benefits of mentoring new teachers and mentions that the experienced teachers in the study who mentored the new teachers state that they also benefited from these experiences. Yet the findings in this research do not extend further to *conclude* that experienced teachers also need mentoring. The myopic vision regarding mentoring of experienced teachers may not be limited to educational researchers. I recently heard a high school principal say that "experienced teachers do not need mentoring."

As my study pointed out, the teacher participants had the same kinds of issues and situations in their classrooms as new teachers, and mentoring certainly helped these experienced teachers, both personally and professionally. In fact, the teaching ranks could have lost Cathy if she had not had a successful mentoring experience that rejuvenated her as a teacher. Experienced teachers possess a wealth of knowledge and expertise, and their attrition rate needs to be lowered as well. Experienced teachers are snatched up by the

as a teacher. Experienced teachers possess a wealth of knowledge and expertise, and their attrition rate needs to be lowered as well. Experienced teachers are snatched up by the business communities to fill positions in areas outside of teaching. Mentoring addresses the personal and professional needs of *all* teachers no matter how long they have taught. Research in this area should be expanded so that teachers, administrators and other educators will come to understand the important part mentoring can play in teachers' professional development.

Mentoring in Teacher Education Programs

Teacher education programs need to establish mentoring programs as support for education students. An introduction to mentoring programs and mentoring experiences could help beginning teachers and provide a means for additional support programs that would serve teachers throughout their teaching careers. My inquiry into the nature of mentoring showed that teachers introduced to mentoring became mentors themselves. All of the teacher participants in the study had experienced informal mentoring prior to my study, and five of the seven participants actually revealed that they had mentored, or still mentor, other teachers. Reba said, "It's all a process of mentoring. . . . It's just like a drop in a pool of water. It just continues to affect all those around us. It's like a smile, It's contagious" (See Appendix F, Interview #1). Reba continues to maintain a mentoring network at her school site, and Cathy directs a mentoring course for senior students. Dodie, Reba, and I continue to mentor teaching colleagues whenever requested by the colleagues.

If teachers are introduced to mentoring during their teacher education programs, they may understand what mentoring is all about. They may understand what a mentor is and what a mentoring relationship entails, just as the teacher participants in my study were able to describe in their conversations with me. Teacher students may also understand that not everyone can be mentored. As Cathy pointed out, people cannot be mentored if

they are not willing to be mentored in the first place. They may also recognize inadequate mentoring. When I broached this subject to Reba, she knew exactly what I meant. She said, "If you need something, come to me. That's inadequate mentoring" (See Appendix F, Interview #1).

An emphasis on teacher collaboration and networking with other teachers may enable teachers to feel more confident about their conviction for the role of mentoring in their teaching lives. They may seek support through mentoring when they need it because they may recognize the power of mentoring as a learning process. Their personal and professional growth through mentoring may be applied to their students and the classroom. They could become staunch supporters of mentoring.

Publication of Research on Teacher Mentoring

Because the research on mentoring experienced teachers is nearly non-existent, there is a need to publish those studies that have been completed, even though they may be as limited as my research into teacher mentoring. There is a need for research on teacher mentoring to reach a wider, more varied audience via educational publications. Such research will point out the positive elements of mentoring relationships and the mentoring process for experienced teachers as well as experienced administrators. The results of these studies should be included in mentor training and mentoring programs for all teachers and administrators. In addition, educational articles related to teacher mentoring research studies could help remove teacher and administration reluctance to establish mentoring and mentoring programs in schools. Finally, the findings of research studies on teacher mentoring could bolster the knowledge base for teaching and learning.

This study did not show evidence for a general acceptance of a mentoring program or what could be done to remove the reluctance to such a program. This study did not suggest how an expansion of a mentoring program could be accomplished. In addition, this study did no suggest ways to implement a successful mentoring program in

schools.

FINAL COMMENTS

I think the most important result of our mentoring experiences was how the experience impacted our sense of self as professional educators. Some people talk about teaching as if it was not a professional endeavor. I disagree with that point of view. I think the knowledge base that teachers can provide through mentoring or being mentored is boundless and should be explored. All of us who participated in this inquiry came away from our mentoring experiences with a new-found sense of what it was to be a teacher and how important *this realization* was to us as teachers. As experienced teachers, being mentored reaffirmed for us that we were indeed good, effective teachers, and that we had much to offer our students and the educational community.

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APPENDICES

APPENDIX A
Joe's Interviews and Written Protocol

JOE[1]
Interview #1
April 17, 2002

How long have you taught school?[2] Eight years. The first year out of college I taught in China. It was one of those English as a second language programs. I bet that was a wonderful experience for you. Yes. Then I taught in [name of city] for one year and then went to where I teach now. Let me take that back. I taught in China one year, in [name of city] one year, then in a middle school for another year, and then went to where I now teach. It's been twelve years. Do you have any questions so far? Not that it looks like. All right. There are two one hour interviews and writing. Is that correct? A protocol, yes. All right. Should I sign this now? Yes that would be fine. And this a second copy so you also have a copy. Just write your name here, is that right? Yes. I guess that's you, that one. Thank you.

You say you taught twelve years then. Yes Ma'am. What are you coaching, by the way? I coach football and wrestling. Oh, all right. Now I know where I have seen you before. At the football games. We came this past fall before the big thing between [name of his school] and Union. I see. Well, what do you teach in the classroom today? Right now I'm teaching Advanced Placement U. S. History. I see. I know you are a National Board Certified teacher, and your certification was in Social Studies. I guess the title was Adolescence and Young Adulthood/Social Studies-History. Right. And that was just recently, within a year or so? I received it, my certification notification in November. Congratulations and good for you!

Are you familiar with the term "teacher mentoring"? Well, I know what I think of when I think of teacher mentoring and may be different to different people, you know. So I am sure people would define it differently, but... How would you define it then? Well, I'm assuming when I see it, I guess formally, there is a process when students are involved in their intern teaching at the student teaching level and then also with their first year or two years. I'm assuming that most of the time on a formal basis teacher mentoring is that process in their entry year where a more experienced teacher works with an entry year teacher and a committee helps them through their entry year as they get their license. Then on an informal basis, I think it would involve just assisting another teacher at a different experience level, and that sort of thing. So, in other words, it would be, as far as mentoring is concerned, it would be like being a resource person perhaps. Sure. I see. Sure.

[1]All names of teachers, schools, administrators, and locations have been changed.

[2]The interviewer's words are underlined throughout all appendices.

Earlier you mentioned that the first year out of college you went to China. Umhum. Obviously when you were first certified to teach. Why did you make that decision ?

Well, a lot of it was, I was single and didn't have a serious financial obligations or anything like that. I had an opportunity through the university I attended, at [name of university], to participate in this exchange program where they sent a professor from this university in China to our school and we sent a student over there to teach oral English for a year. I just saw it as a great opportunity because I figured I could always come back to [name of State] and find a teaching job, at least I hoped I could. I didn't think that the opportunity to go to China would always be available in the same way, so I just tried to take advantage of it while I wasn't necessarily, had other obligations, either financial or family obligations, and that sort of thing. It was a great experience though. Yes. I wondered about that. It's like graduating and then taking that trip to Spain or somewhere and spending the summer, or backpacking somewhere. A good relief from having spent those four years in hard study. Right.

You also mentioned earlier that you would define mentoring in two ways. One was that mentoring was to be part of a first year teacher's orientation experience, right? Umhum. Into the profession and into the teacher's school. And the second was it was meant to be part of a teacher's training program. So my question is: the first one, did you have a mentoring experience as part of your teacher-in-training program?

My, I guess they called it then, I'm not sure what the term for it is it now, but my entry year, when it was my first year in teaching, this is back in [name of State] now, my first year as a teacher, the [name of school and its location within the State] had an entry year committee which was made up of a professor from my university and then a colleague, a teacher in my school who was an experienced teacher, and then an administrator. Those three people made up my entry year committee. The teacher was actually my mentor teacher. He provided information from, you know, how to get your copies made, and just practical advice on, you know, how to work on your semester final and grade it efficiently and make the best use of your time, and stuff like that. Actually, more pedagogical type techniques and methodology and that sort of thing too. I had a very good committee. My professor was an outstanding professor. My administrator was a great administrator. He was very practical, and this fellow teacher was also an excellent teacher. So I felt pretty lucky. I had a good entry year experience. Can you talk about one of those experiences when you may have had an issue, or something, where you had to go to a mentor? Oh, gosh. [Laughs] It's been so long ago. It's been about eleven years ago, I guess. I actually remember talking to my administrator more. This one conversation has stuck with me. It had to do with grading. It just seemed like it took me forever to grade student papers. I was spending all my time, it seemed like, grading papers. He just made a few practical suggestions about having me think through the process of why I was grading their papers, and what it was I was wanting the students to get out of it. Having me rethink the goals I had set for the different assignments, and that sort of thing. To make sure that I wasn't reinventing the wheel with each assignment and end up grading and looking for the same thing several times. Whether it be a quiz, a test, or a homework assignment to continually take a grade for the same thing. So he just

made a few suggestions on how to grade for different goals and strategies in mind and try to save myself from just burning out under this load of papers and paperwork and that sort of thing. That was one of the most practical conversations I had, but that wasn't actually with my mentor teacher, that was with this administrator on my entry year committee. I guess, he was a mentor obviously because he had obviously been a classroom teacher. It was definitely a mentoring experience. A practical one, wasn't it? Right. Right. And I think that's probably what every teacher we see, with most of them. You've been to the classes where they have given you the content, and you've been in the education classes they give you the theory. But you know, until you actually work with the students yourself, and run the classroom yourself, it's really hard to know the how-to's. I think at some point in here I talked about how good teaching is really almost an art, and it takes a lot of repetition and trial and error to discover the art in it. So I think that is a big part of the mentoring process as well.

I was going to ask you, getting back to your year in China, did you have a mentor there? How were you oriented to the country, the culture?

I did. We had orientation sessions. We had a team. There were ten students who were going for the summer instructional period where we taught classes for five weeks. Then the summer team left after that summer period and left me behind. [Laughs] We had orientations and meetings and that sort of thing while we were in preparation for our trip and while we were there in China. We met on a daily basis to talk about our lessons and what was going on in the classroom and that sort of thing. But then, the year I was there, our university had a staff person located there, an American family. He directed the program, and oversaw the program, and didn't come watch me teach my classes as much [he acted] as a sounding board, both culturally and in the classroom aspect of it as well. Can you tell about a time when you had to get together with him and Oh, I got together with him on a regular basis [Laughs] because again, I was single, his wife was a great cook, and I hung out at their family's house quite a bit. Again it was one of those informal mentoring experiences, but perhaps one of the most beneficial. In relationships and in conversations, in casual conversation and discussions, talking about approaches and cultural backgrounds for things. I can't remember if I told you before, but one of the things I realized is that I had my students write in a journal. I always, just from my educational experience, I always wrote in their journals and I wrote in red. I wasn't really grading their journals as much as it was a dialogue journal. We were talking back and forth. So I wasn't really grading for punctuation and spelling and that sort of thing, but just asking questions. For the Chinese, their culture was very formal, there was a distance that was set up, a barrier that was set up between teacher and student; so this was an opportunity where they could ask me questions about my culture, my experiences, and I could ask them things. We wouldn't be in a face-to-face formal setting, but they could feel a little bit more freedom to ask me questions and that sort of thing. Anyway, I was writing my responses in their journals in red ink, and I discovered from this mentor that writing in red ink was a sign of suicide note or a sign of death. So, culturally, I was setting up, even though I was trying to break down barriers through this dialogue in journals, I was sending a message that I didn't realize I was sending. That was helpful information, but it was nothing I would have found in a textbook or anything like that. It

was just through this process of having a relationship with somebody and talking about, "We're doing these kinds of things." and they'd say, "Hey, wait a minute, you guys think about this." What did you learn from that experience then? From that specific experience? I can also, another thing is that it was very confrontational and very rude to point, like in class. I might be talking to a student, and we might be numbering off for a group assignment. Whereas, traditionally, I might just point down the row and say, "Okay, one, two, three" and count off from there. I realized that culturally that was not a good thing to do, to point directly at a student. I carry this over even today. When I'm doing a group assignment where we are numbering off in class, I don't point at students. I just make an open hand gesture like this [gestures] down the row. I've carried some of those things with me. I try to be more, I guess, aware of, I know what I'm thinking but try to be more aware of the students' perceptions of my instructions and my approaches and my methodology. Of course, I am never going to be totally conscious of everything that they're feeling, whether it's a Chinese student or a high school student out of my class today. But I think I try to be more empathetic and work at it from their perspectives a little bit more from that experience. Thank you.

Well, I didn't want to keep you too long this first interview especially. I just wanted to find out about you. OK. Obviously you have three precious children at home, and it's about dinnertime for them. But the fact remains that, if you look inside the envelop here. I have provided this envelop for you. Okay. If you want to mail your protocol writing back to me through the mail, email it, or fax it. All that information is here at the bottom, but you might want to take a look at what the question is and what it would involve. And if you have questions about that, we can discuss it.

Any clarification you might need? So you need any, any time period when I received assistance from, like a resource person? A mentor, yes. And how it was important to me, and how I felt about it during the process. Is that what you're asking? Yes, when you were actually mentored. Okay. So it doesn't necessarily have to be student teaching, it could be at any point in that twelve years of . . . You're not looking for a specific time period, right? No, not at all. I would mention one that was of interest to you. There might be one that, for whatever reason, stands out in your mind, and you would like to write about it. As is mentioned here also, the idea of what your feelings were during this process. We know what the process is, but really what I am trying to get at, is what is the nature of mentoring. Right. You can't find much research on that. Um hum. But anyway, the fact that your emotions, your feelings, the whole experience [should be expressed in the protocol writing]. And the last one [question], of course, is how can you relate that to the kind of impact it has on what and how you are teaching. Okay. And my other request besides the protocol is that if you would, within a week or ten days, get that to me. Okay. That will give me a chance to look at it and come back and visit with you for any kind of clarification then. Okay. So you really need this by the time, by the beginning of May? Let's see here. I have my calendar. Two weeks would be the second of May. Okay. Say by May first or earlier. All right. Please. And then if we could meet maybe a week later than that, that would be the ninth of May. That's on a Thursday. Not unless it's inconvenient for you. I... You know, I'm going to have to check because I

don't have my, my school calendar in here as far as my grad...They just send out information on end-of-the-year awards assemblies and all of that stuff, and I have not put those dates into my calendar yet. I know our seniors graduate on the 13th. That's the last week for my seniors. Okay. And then it's also exam week for us. So teachers go back and finish up on the 20th or 21st. You know, I just cannot before May 10th. That sounds good to me. Because I have my students taking their AP tests on May the 10th. Yes. So I'll be spending that week in the evening review sessions and that sort of thing. Okay. But I think, I don't know of any evening obligations the next week. All right. Could I check my calendar and call you back then? Would that be all right? That's fine, or we could do a tentative, and if you can't make it, just give me a call. Okay. You have graduation on the 13th. Yes, so I wouldn't be able to on that Monday. We usually have staffing after school, and of course, the seniors graduate that evening. Right. It would have to be like Tuesday through Friday of that week. Okay. So maybe on the 14th? Okay. All right. I would say about... Would this be the best place or ...? I think so. Okay. It's comfortable, isn't it? Okay.

4:30 an okay time again? That's swell. I appreciate that. I'll get back with you, if that won't work. That will be great and, in the meantime though, if you do have questions about your writing or if there is something I didn't explain here just recently, let me know. Hopefully, I made myself clear enough. Probably when we visit again on the 14th, we might talk about another experience you've had. Okay. Do you need any certain length [of the protocol writing] or just ...? All right? That's sort of immaterial. I would really like to know what your experience was all about, how you felt about it, and the results of it too. Take this along, if you like. Send it through the mail. Okay. You have your copy here. Yes, ma'am. And I have mine. Okay, swell. [name], I really do appreciate this. Okay. It gets me launched also. You're my first one of six, [he laughs], the six I have. I'm interviewing all National Board Certified teachers, all high school teachers, Good. because that is my [teaching]level as well. To see what I can do about finding a little bit more about teacher mentoring. Okay, is that all you need? Yes, thank you [name].

JOE
Written Protocol
Written Between First and Second Interviews

I have been in education for 12 years. During that time I have had many opportunities to collaborate with fellow educators. Some of these opportunities have been formal and structured. Some have been as informal as sitting at the lunch table or talking in the hallway after school. Some of these opportunities have been more beneficial than others. One of the most valuable mentoring experiences I have been involved with occurred last school year.

I teach next door to a teacher who teaches my subject matter (United States History) as well as other social studies courses. She has taught at my school about the same number of years. She is one year younger than me; however, she is a master teacher. I use this term to demonstrate that she is not only a master of her subject matter, but a master in how to communicate that material to students. She is testimony that teaching does take practice, but masterful teaching is an art.

I have been teaching Advanced Placement United States History at my school for four years. I have attended many workshops and seminars on how to teach it more effectively. There is an open enrollment for my students, so any student who chooses to take the course may enroll. There are no prerequisites. I have a wide discrepancy in ability level. Some students would do well if we did nothing other than read from primary or secondary sources. Some students need lectures and class discussions. I try to incorporate a variety of both as well as a few other approaches to reach the largest cross section of my students. Last year I found myself in a rut and struggling with students who were neither good readers nor auditory learners. What could I do to reach others, especially those who were more kinesthetically inclined?

The teacher next door to me developed a strategy to reach those students specifically by associating key dates and events in American history with certain bodily movements. She was extremely willing to share her ideas with me and to discuss the research findings behind her methodology. I found it interesting, but I also wanted to see it work in "the real world." How practical was it? I was a bit apprehensive and skeptical. I wanted to know if I could make it work or if it was only for a certain teacher with a certain rapport with her own students. She patiently taught me the methodology. She allowed me to take notes as well as demonstrated the techniques herself. I found myself struggling as a student at times while I was trying to learn the movements which symbolized the events. My colleague was patient and easy-going, so I found myself less nervous about both the learning of the material and how I would implement it. The teacher allowed me to watch her present it to her own class as well.

This was meaningful for several reasons. First, I improved as a teacher because I had discovered a "a new weapon in my arsenal" or another approach to teach or to reinforce material. I found a way to reach a different segment of my students and

therefore I was more effective in my classroom. The impact on student learning both in that class and in successive classes was what gave significance to this collaboration. It was also important because I was transported back into the role of the learner and this helped me see some of the apprehension and nervousness some of my students feel. I was more empathetic toward my class because I had struggled with learning the bodily movements. Since my mentor was easy-going in this regard, I took the same approach with my class, and it seemed to pay off. The students were nervous as first because it was something outside their comfort zone, but they eventually bought into it. This realization had the biggest impact on my teaching life. I rediscovered that if I ask students to continually challenge themselves and break out of their comfort zones, I should be willing to do the same. My mentor gave me the opportunity to do so, the tools to accomplish it, and the security to fail until the goal was accomplished. This was refreshing and invigorating personally and professionally.

JOE
Interview 2
May 14, 2002

Today's interview is just for clarification of a few items. Okay. In your protocol writing, you mentioned that you realized probably what your students have to go through, and you used this word "empathy." I thought that was neat. Umhum. Because you can really relate to your students if you, like they say, walk in their moccasins for awhile. Right. If you notice, on your [protocol] copy I have just a couple of things starred there.

First of all though, I wanted to ask you something. You said that you had taught social studies for twelve years now, and especially AP for four years, I believe, and you said you had attended workshops and seminars on how to teach AP more effectively or more efficiently. What kind of workshops were those?

Most of those were sponsored by College Board. They could be anything from weekend workshops to week-long seminars where they have veteran advanced placement teachers talk about their syllabus, everything from how they set up their course, how they grade, to how to teach and emphasize certain aspects of the material and that sort of thing. I have been to several of those, and those have been helpful, not only from the instructors standpoint, but I found out that the best workshops I have attended are those where the participants relate the material. They talk about how they approach it and what works for them and what doesn't work for them. It's almost like we all learn from each others' successes and each others' failures; so we won't have to make some of the same mistakes. We can kind of pick up on some of the tricks of the trade or whatever. Some things that have been successful at other places, not that you can just drop [them] into your classroom, but at least you can adapt it and make it more minimal to the conditions that you have in your own classroom or your own specific school.

This is sort of what you did, I think here, with the lady who teaches right next to you. Right. You mentioned that her methodology dealt with certain bodily movements, in other words, to help the students remember certain dates and events. Could you explain or give an example of this methodology?

Some of it [bodily movements] would be related to, go back to, specific types of signs and sign language, and others would just be bodily movement that you might connect with certain events. For example, one of the key things we talked about is the Supreme Court case, Plussey vs Ferguson, in 1896 which established the doctrine that segregated facilities were constitutional, were legal under the Constitution, that they were separate but equal. The sign for that, when we talk about separate, is like we are pushing away, but equal is like we are here together [both hands are brought together with fingertips touching]. Some students, when I say Plussey vs Ferguson, can visually recall it in their brain from when they saw it in their textbook and they can associate the date 1896. Others can remember the time we discussed it in class, but for other students, they need another kind of a hook, another way to connect the information. Through some of these bodily movements and visual images of us actually doing things, it helps some of the students. I don't feel guilty about approaching it from that standpoint because, if a

student is primarily a visual learner, and if we are doing something in class that is mostly kinesthetic that day, that does not necessarily reinforce their learning style. But there are a lot of days where kinesthetic students sit there without anything that reinforces their learning style, and so I use it to help both types of students learn. I use this approach to help students recognize [learning] differences in themselves because part of my class will not remember everything, all the dates, all the people. There's no way. I don't remember them all myself without having to go back and review all the time. If my students can walk out of my classroom and know how to learn, and how to teach themselves how to review, and find some techniques that work for them so that they can be successful life-long learners, then I feel that's a real benefit from being in my class. That's one of the reasons why I like the approach. I think there is a term that is used. We use it in foreign language because we do the same procedure -- total pupil response, TPR. Right. You've heard of it? Right. This is really interesting, and I thought, gee, they do that is social studies too. AP. Well, hopefully, [Laughs] because I just think it is good teaching practice. The more you can involve the students, then the more active their learning is and the better the retention rate, I feel. They'll remember. Yes. Especially different things that go on in class. Right.

If you go on down to number 2 [my notations written on participant's copy of his protocol writing], I have underlined "apprehensive" and "skeptical." Umhum. This is prior to, I guess, using this [bodily movements technique] yourself? Right. Where you had just heard about it or maybe watched her do it? Yes. Why were you apprehensive, do you think? Well, for one thing, it is so out of the ordinary for most high school students. Most high school students don't have many classes which use the kinesthetic approach, unless maybe they're in a lab class where they are actually doing something, or maybe a woodshop class, or something like that. There are very few students that are getting a hands-on approach, and that was one thing that came to mind. Another thing is that my students are only sophomores, but you can already see that they have learned how to play the game of school. [We laugh] My little son is a kindergartner, and he gets excited when he can answer questions, when he can be involved in class, and they can do stuff. I also taught middle school for a while, and I see that, as time goes on, many times our students maybe don't lose the enthusiasm but at least they mask the enthusiasm that they have because it's not considered cool by their classmates. We don't always positively reinforce that excitement about learning. I wondered if my students would feel like they were too cool to do this. [I laugh.] When we talk about the jazz age, we actually do a little Charleston simulation for remembering that certain thing. I was just sitting there thinking, "Are my students really going to do this?" But that's where modeling comes in and also the rapport you build with your students. I was really wondering if I could transfer. I don't think the approach would have worked if she had come in and taught my students this methodology. I think my students would have had to see me acting it out with them or modeling for them. That's why I was skeptical and wondering if this was really going to work. Could somebody else come in and do this for my students, or are my students going to have to see me do a little Charleston step where they tried themselves? That's what I was just curious about and wondering if it would really work.

The next question is down here [pointing on the protocol writing copy]. You said that she allowed you to observe her in her class and that she demonstrated this technique herself. Umhum. How did she teach you this then? I watched her in her classroom, but before I watched her in the classroom, she went over each of the items with me and how she carried out the sign. She would demonstrate the sign and let me write it down however it was that I interpreted it. It didn't fail. The first time I met with her was on a Friday, and of course, by Monday morning I had forgotten a lot of them. So I had to run back and say, "Okay, now what was this one again?" She was patient in that respect. Or sometimes I would do the sign incorrectly, and she would have to show me the correct way to do it. She was very patient with me and willing to allow me to fail. That's why I say I really learned from the student's viewpoint because so many things I do in class I just do so quickly. Sometimes I don't allow for those students who take a little bit longer for them to grasp, and it made me evaluate that as well. Am I going too quickly? Am I saying, "Okay, these guys got it, so I'll move on," and without going back and checking on some of the others. She was very patient with me, and that made an impression as well. Did you go through the same procedures as she when you implemented this technique in your classroom? I demonstrated it to my class basically the same way. She was actually doing some of this as part of her graduate work, so she was conducting pretests and posttests. I didn't do any of that, so I didn't try to verify or validate any of my results as far as how much it actually assisted them. One of the premises that I try to operate out of is that students need to be exposed to material about six times before they actually retain it. Even if this specific technique didn't actually increase the retention of knowledge, to a certain degree, I wasn't worried about determining what degree it helped them. I was thinking, "Okay, this is an innovative approach. This is something they haven't done before. This is something that might help a certain segment of my population in my classroom, and if nothing else, it's another way to expose the other students. I wasn't concerned with some of the statistics she had to gather. But as far as teaching the strategy, I did it pretty much like she did it, with a little bit of variation based on her approach to her students and my approach to my students. How did your students respond? You know what, they really did a good job last year, and I did it with four classes this year. Three of those classes did a great job with it, and the fourth class thought it was, you know, so silly and so ridiculous. I found myself getting frustrated with them because I felt like it was beneficial, but they weren't trying to get past the uniqueness of the experiment. Of course, it's also my largest class and one of my most vocal classes. I have some dynamic personalities in there. It was right before lunch. There were all sorts of different variables in there; so I said, "Man, I wish I hadn't done that." But I had students in other classes say, "This is the best day in history we've had all year." I'll still do it next year; I'm not going to throw the baby out with the bath water. I'll look at the timing of when I address it too, because I think that one class was feeling a lot of stress from some projects we had due. I need to keep that in mind, that their willingness to accept something difficult or challenging is going to be affected by their stress level. I need to take that into consideration next year. Sometimes we teachers are so intent in getting information across during the school that we have to stop and think. I would think the technique would be great for review. That's what we did. We used this for review right before we took the State tests, the end of instruction tests for U. S.

history. And also I tried to cram too much into one class period. I should have broken it up into two or three days to do it. That's the good thing about teaching. If you mess it up one hour, you can change the next hour or if you see something wrong with it this year, then you know how you want do it differently next year. We learn from that, don't we? Yes. We should. [Laughs] If I don't forget. [Laughs again.]

Look on down to number 6 [on the protocol writing copy]. You use the words "refreshing" and " invigorating" both personally and professionally in describing the affects of this mentoring experience. What do you mean by this exactly? Well, like I said, personally from the standpoint of being a learner because I haven't taken any graduate classes, if I don't go to workshops and things like that, opportunities to put myself in a learner's shoes are limited. It is easy for me to forget what those experiences are like. That's what I meant by "professionally," it was refreshing and invigorating because it made me step back and consider their perspective [students] and their feelings. Personally, it was a great opportunity to sit down and be with a great teacher and a colleague, and the person who is next door to me. It was fun and we laughed. It was a rewarding experience. I think sometimes one of the problems we face in education is we feel like we are locked up somewhere on some island somewhere. We shut our [classroom] doors when the bell rings, and we do our thing. Our kids leave. We are so busy in our own little world that we miss out on opportunities to be touched by those around us. I think we need that because we all get down in the dumps sometimes. Sometimes we're our own worst critic about, man, I wasn't on today, or I didn't communicate today, or I was really frustrated today. I took it out on my kids. The good thing is if we have these moments with our colleagues, then they can be our nurturers because we are all going to have bad days. Of course, we will all have good days too, or we wouldn't be doing what we're doing. That's why personally it [mentoring experience]was a good thing for me to be involved in. You learned a lot, didn't you? Yes. Yes. It was a good experience. How do you think that happened? What do you think went on when you folks were interchanging? Part of it was my willingness and curiosity. I knew she was working on some kind of approach, and I heard her talk about it before in conversations at the lunch table or somewhere. I don't remember specifically where I first heard of it, but it was like, "Okay, I'd like to hear more about this." Then she shared some of the research, and I read some of that and I said, "This makes a lot of sense. Show me how you do it." It wasn't a formal process. It wasn't anything where a principal sat us down and said, "Listen to [name of mentor teacher]. She's going to show you a new technique." It wasn't anything that was presented at a faculty meeting. It was just something that I picked up on because she was next door. It was her willingness to share and not say "No, this is mine. I have to hold on to it. I don't want you stealing my ideas." She had to be willing to open up and share. She is such a giving person and not selfish at all. That was the natural thing for her. She would say, "Hey, if it works for you, great." She had to be willing and I had to be willing to not always be the expert or not feel so much pride that I couldn't go to someone and ask for assistance. There had to be willingness on both parts. I think that was the biggest factor, the atmosphere, that needed to be there before mentoring could take place. It's like a relationship then, isn't it? Right. Right. And probably the more you would consider positive, or fruitful types of

relationships, are where you are comfortable with one another. Right. Right. You can go to each other and feel that you can get help or get an opinion or whatever. Sure. And that comfort is real important because, I don't know if it's the fear factor or what, but it's like we feel we have to hide our screwups, our weaknesses, or when we do something wrong. The other day I told [mentor's name], "Boy, I really blew this." and she said, "What happened?" I talked to her about it, and it was a good experience for me to get that off my chest and for her to say, "Well, you could have done this and this, and you can still do this and this. As long as there is freedom to share, and we have the opportunity to correct our mistakes, and we have a free atmosphere, I think that would have to be present, or I don't see how mentoring could take place, or it's not as meaningful mentoring type of experience. Because if we always have to be on our guard about or can't let any one find out about this or this, or I need help in this, but I don't want anyone to know, I don't think we could have any meaningful collaboration. How do you feel? For instance, you just recently said you went to her and you were upset that this had happened. When you came away from that little session, how did you feel? Oh, like I said, it was good to get it off my chest, and she was also good about saying, "Well, it's probably not as bad as you think. [We laugh.] And you're probably making a bigger deal out of it than they are. Yes, you could have done this differently. I understand what you're saying.." Again, it's just encouraging to have a sounding board that's a colleague. I think that's needed in all professions not just education. I think that's what scares people about merit pay systems and things like that. The built-in collaboration that's the most rewarding sometimes, and the most beneficial in this collaborative atmosphere, would maybe shift from the collaborative atmosphere to a competitive atmosphere. I've got to be better than this person. I've got to be the best in my hallway or best in my department or I won't get this or they'll get that. The more we break down the competitive aspect of it, then the more opportunities for collaboration we can have to flourish. Thank you. You have made some wonderful points.

APPENDIX B
Cathy's Interviews and Written Protocol

Cathy
Interview 1
April 30, 2001

That would be a great experience, I would think. [Talking about the mentoring process during the national board certification process]

Moreover with me, people who had already achieved national board certification, and it was a very intimidating process, you know. I see, so in other words, they observed you in the classroom? No, they did not. They provided sequences through the process because they did not know what I was doing in the classroom. They were not English teachers. They were middle childhood teachers. But because the process is very similar, everybody goes through the same kinds of things. Right. They were saying, if you just simply reflect what you do to have students be successful no matter whether math, English. Whether school, childhood, elementary, just talk about your practice. And so that was very helpful. I hope that you would write about that, and I would like to know more about it because again. May I write on this? I want to write myself a note. Oh, please do.

You mention the idea of reflecting and talking about us as teachers especially. When we do reflect on, as you say, your practice, I like that especially, when you are a school teacher, but it is fitting as a practice. It's the way we do our business That's right. educating and, in that case, then too, getting back to the idea of mentoring. How would you define mentoring then?

Mentoring is [long pause] it evolved as research but it is based in, I guess, research. Based in good practice for whatever you do and sharing that practice which you actually incorporate that into your classroom or not, but sharing that practice with those people who are seeking to improve their teaching. Mentoring does not work for the grade, and that's what part of the problem in going through, I guess it is certification, but it is with a first year teacher. Because it's that classroom mentoring, you know, you're sponges and they take in everything. And yet, maybe part of that is not what they really need to make themselves successful teachers. So a true mentoring program has a learner trying to improve practice in some way. Now, practice does not mean English. Practice can mean working with parents and community. Practice can mean developing yourself as a leader outside the classroom with other colleagues. So, there are many definitions of practice other than, in my case, being an English teacher.

How would you respond to this comment?: "Experienced teachers don't need a mentor."

I was in the classroom twenty-nine years before I had my mentoring experience, and I think that is absolutely ludicrous. Would you like to expand on that? Well, teaching is an art, and it also is a science in that, you have to evaluate what worked for you in this lesson or in this unit, delete things that are not working, or perhaps that are dated. We've become so accustomed to giving similar lessons, the same short stories, the same handout, that we forget sometimes students have gone beyond where we are practicing in our

teaching. And so, it is important that teachers go back and look at what works, what doesn't work, and sometimes it's very difficult for a veteran teacher. And so, we need to look at what works for other teachers. I do not teach advanced placement, but I think one of the great mentoring opportunities has been with the pre-ap, ap experience because you have teachers coming back refreshed in their practice saying: "I'm going to try this strategy."; "I'm going to look at this."; "I want to know how to work with," in my case, as far as an ap, and advanced placement issue, is "how do I work with students who are LD in some way?" Because those students are coming more and more into my classroom, and I've always had students who had difficulty with some learning problem. But I don't have the experience or the background to know exactly how to accommodate all of those different people in that classroom. I see, what used to be two, now I'm seeing five, or six, or ten. And how to make those students successful and opportunities to make them successful. You never know what's successful, they make themselves successful, that the opportunities are always there. And as a teacher, that changes quickly, and you need to know to adjust practice to them.

Elaborate then on your experience. You said that you had been teaching about twenty-nine years and you had your first mentoring

Well, I was mentored through the National Board, and that was what I was talking about a minute ago. I had come to the point I could retire, and I was not sure I was making a difference. I really became a teacher so that students would feel empowered through gaining a writing, speaking, listening, and viewing. And I had always been affirmed, "Oh, we loved you."; "you are one of our best teachers." You know, we heard from an administrator or from a former student. But it was not within me. I did not see that. I did not, I did not grasp how I was making that difference. And so it was very frustrating to me, and I decided that, it was quite by happenstance. My friend said, "Let's do this. Let's just go through this process." And I said, "OK." And the more I read the five statements, proposition statements about teaching I really think are important for all teachers, and I became more and more excited about this prospect of becoming a National Board teacher. And not just being a National Board teacher, but looking at my, examining my practice. Getting into what I do on a daily basis, and where are the flaws, where are the weaknesses, where do I need to go back and shore up those lessons. And it was a very humbling experience, but then I did become certified. It was also an affirmation for me that I still have things to give to students, and I still have things to offer to them that are very valuable for them and will help them in their careers, or promotions, or whatever they choose to do. So that's why I chose to go through the process, because if I am not making some kind of difference for students, I need to be doing something else. And therefore, I had to write extensively to even qualify for the funding because [name of state] has something called Educational Leadership [name of state], and that is a very intimidating process by itself, to be funded to, to go through this. And then, of course, getting to go through the actual certification was a very intense writing experience. Offering evidence, offering examples, analyzing student work. And, you do that everyday as a teacher, but you do not reflect on that necessarily, and you do not show other people what you are doing. And so, I had to have that hurdle overcome for me, that you can do this, and you can do it cogently. And other people have mastered through this, and I just

had to be shown how to do that. And so what those training sessions, either through OEA, or the State Department, or whoever is giving them, I began to say, "OK, I know, I think I can do this. I will try this." And as I went through more and more training sessions, and I can't name you a specific session, but part of it was having every Saturday or at least one Saturday a month where we would have people come and visit with us about our entries, and what was strong and what was weak. Who else had video entries and what would showcase our practice. By that I do not mean that it was a, a movie that should be shown to everyone, it was really more of a video. But it showcased practice, it showcased student learning. And so those were things that I began to be able to spot, not only for myself, but as I saw other people going through the process, I could say, "Oh, that showcases what you need to show you do." And you do that everyday, or you do that frequently, maybe not everyday, but you do that frequently and nobody knows that but you and the student, and the student doesn't know what's happening. So, you have to tell what's happening. And you have to tell people who want to see what concerns a good science teacher, math teacher, English teacher. And there are others who want that kind of expertise, and so mentoring is the way to do that.

What do you consider these session that you had ,when you would get together for whatever purpose and usually with others?

Well, initially it was board certified people, but again, as an English teacher, that was not meeting all of the needs that we had. And so, we decided to mentor each other. [Laughs] We had a group of English teachers who were going through this process, and we mentored each other. And we would say, "OK, now why are you saying this?" And "What was does this mean?" And we would really work with each other, and not that one of us knew more than the other. We didn't. But we were able to communicate or show what we wanted to show in this entry. That was what I was getting at when you were talking about sessions. I was going to ask if you considered that mentoring also. Yes, we did. We definitely did. That's wonderful! Yes, I think might be some of the best mentoring that occurred, because we were all agreed on the goal. We were all agreed that we wanted to make sure everyone had the opportunity to write and reflect and review what they did in the classroom. And if there were questions, these teachers would say, "OK, but what about ..." and they would zero in on a point and you. In my writing, I thought that was clear. Well, they were saying, "No, that is not clear. You need to go back and add this or you need to..." You know, we tend to be wordy people, we English teachers. [I laugh] Maybe I repeated or put information that didn't really add to my entry, and they encouraged me to cut that out. And so, it became a very, it was a writing experience too for me. I haven't written that much for a very long time.

What it sounds like to me is, correct me if I am wrong, that the writing and the reflecting were a major part of your mentoring. But it was like you owned and enjoyed mentoring as well. Do you feel that was part of the learning then also?

Oh, Yes. Because again, that gets back to what I need to do to improve my practice. And when I can internalize that, and, I don't know if you can mentor yourself, [laughs] I don't know if that's possible, but if you say, "I have this issue. How do I go about solving this issue?" Now, you go to the expert. You go to the research. You go to

colleagues, and you pull all that together, and hopefully, you come up with an answer to that question or a solution to that problem, or that issue is addressed in some way. And that has to become internalized. It cannot be rote. It cannot be, "Because you do it, it's gonna work for me now." I have to see how I can take what you do and translate that into what I do. I don't care what strategy that is.

Let's talk about that a little bit. Considering mentoring and the nature of it. What is it, do you think, about the nature of mentoring that helps one learn?

[Long pause] The vested interest in what is going on in a mentoring process. You have a program, and it's quite a nice program on mentoring new teachers. It is so broad-based that I find it difficult to work in that program. I can mentor someone who has a question, who has a desire. But I find it very difficult to treat mentoring as I treat my classroom in English. Most of those students are required to sit in front of me and work on the English program. Mentoring should be, if not fifty fifty, at least the investment of this person who wants to learn whatever. And the expert, and I use that term loosely, because I don't think there is anybody who's an expert, that the person has the knowledge or has the skills, or has whatever it is I need to solve the issue in front of me. Is that too vague? No, I see where you are going here. In other words, there has to be a need and a willingness... Yes. for the mentoring to actually, as you might want to say, work. Oh, yes. for someone to get some sort of benefit from it. For example, at the beginning of the school year, we have a required meeting for all teachers new to our district, and for the last, oh, many years, I don't know, ten maybe, I have always worked with those new teachers coming in. It deals with all kinds of issues, teacher, classroom issues, classroom management, working through a site, how you get things done on a site. And some teachers who sit in this session come away feeling informed and very much relieved, assured that they will do all right on whatever it is on that site. Others treat it as, "I have to do this." "I will do this, but I'm just doing it because I'm forced to." And very little success comes from that attitude. Even though we are speaking about things that will make their life easy or easier on that site, and I always have a difficult time encouraging those people who are just there because they have to be there. They have invested nothing. And mentoring requires investment. If nothing else, time, but certainly more than just time in that you want something addressed. A comfort to be reached, an understanding to be reached. Whatever it is you reach at that session to fit the need.

Those are good observations. I had not really looked at this in that respect before. All of the years I have taught, in fact, I started teaching when I was older, I was in my forties when I first began, and it just seemed like everyone was coming to me, you know, with the gray hair and all. Right. to ask questions or had an issue to talk about. I can remember when I was first mentored, and I came away with this idea of comfort and knowledge. Something that, I assume, the lack of which would create the need for mentoring. You come away then with a wonderful knowledge and more self-assurance?

Why, sure. Yes. And nothing will boost a mentor faster than, to say, "I really will be able to use that strategy. That will really work for my students." Because then you set up a way that will make a difference for one or more teachers. That you have contributed not just to learning for your students, but you have contributed to their professional

growth and development. And that's really what mentoring is. It's extremely personal, don't you think? Very much so. And probably goes along with this idea too, like you say, you have a difficult time working with those who feel, well, they just have to be there. Exactly. But you're not mentoring. It's as if they were sitting in my English class on strike, you know. Some people don't like the way things are and others will just have to write because that's what the assignment is. And they don't take much away from it.

You have had other experiences that have built your interest in mentoring?

Well, I have a class called mentorship. I don't teach it, I supervise it. But in this mentorship, my senior students go for a semester to work with a professional. Now they have a vested interest. They want to be that doctor, be that attorney, or whatever they choose. And they choose their own places. They come back so excited because, number one, they have made a contact with a professional. Number two, they begin to learn that it is not all glamour. So mentoring, in my case is, with a student, begins to show them there is a great deal of work and maybe some of that drudgery that, for example, attorneys are not given that image of it's all glamour, it's all money, it's all cars. Things like that. And they begin to see the meticulous details, they begin to see the intense filing and paper trails and all of those kinds of things of an attorney. And it does two things. Mentoring for my classroom should do two things. Number one, it should affirm the student that this is indeed the direction they want to go with their lives. Or equally important, it should say to them, I do not care for this aspect of this profession, and I wish to just go in another direction. That's a wonderful class, it sounds to me. It's a program you're using? It's a program, and it is a senior level program. It's for one semester only. Now, this is required? No, oh no, no, no. It's an elective. It's an elective, few people take advantage of it because of the time frames that they're in as seniors. It does not let them, you know. Many of them feel they do not have that time. Unfortunately, those who do not choose to do an investigation spend more time later on coming back to review their decisions. I would think it would be on a par with the students being required, maybe, or volunteering in community service because they learn so much that way too. In some cases, it does give them direction as to a profession or at least a focus for later on. Well, the way this works. For example, I had a student working with the district attorney, and just to find those placements is incredibly difficult. The students go out, and they find them. And I have one with a dentist that he has been able to go from just being with this dentist into some special orthodontia work. And, you know, just really going into a depth that most seniors in high school do not have the opportunity to do. Now, this program has been in effect for twenty years, fifteen, twenty years. The report or what has come out of this over the number of years is, well, I had one, for example, who wanted to be a doctor, a physician, and so she did her mentorship with an obgyn over at St. Francis. And was there for birth and was there for all this wonderful practice, you know. And then when she went to college, she decided (she was dating a fellow who decided he wanted to be an attorney) she was going to be an attorney. And she changed her ideas, though she did become an attorney. Currently, she works with a medical group. There's a connection there. Yes. Had she not had all those experiences, it would not have focused her so tightly. And the woman was in school ten years anyway after high school, you know. It was because she had those experiences she was able to target her professional goals. So, I think mentoring

in that sense, is extremely important. She did have that internal drive. Yes. She did have all those qualifiers, you know, of just soaking up everything that she found to continue to learn. Have you had students come back and talk to you about it? I'm sure there is come sort of a research paper or something that you, once they have had this mentoring experience, require. They do a showcase. And it is basically a public form of showing what they have learned. But no, there is no, it's kind of sad, there is no follow-up for the five years or the ten years, and that's something that needs to be. But many of them have gone on to accomplish the very thing they started in mentorship. So the mentorship process obviously gave them some focus. Umhum. And probably also cemented their ideas. They may have had a thought or an idea that they wanted to go in that direction, and the mentoring probably brought it home to them. Umhum. That's wonderful. It sounds like a neat program. Well, and it's different from what we were talking about with my experience with mentoring. Yes. So mentoring comes in many different forms. Yes. It gives with the issue. Yes. the situation.

Well, early on, as a young teacher, I had many people I thought looking out for me. I didn't call it mentoring at that point. But they would see something, and it usually had something to do with classroom management and encouraged me perhaps to rethink. [Laughs] And it was never done in a disciplinary form. Even the principal would never use that, it was always teaching, a mentoring as a teaching kind. And so, I have never felt that lash of disapproval, verbally or in any way. It always been with that nurturing, and that's what mentorship does. It nurtures that potential that is imbedded in the person and allows that person to grow and go off them into the, I don't know if it's expert because I don't think we can be teachers and can be experts, but we can certainly be better teachers, be better people in what we do. So, I think it's a critical part of mentoring. In other words, maybe that could be the nature of mentoring. That it's this nature, this could be the nurturing aspect or element of it. I think that's a huge part of it because, number one, you have to spot whatever it is in that individual that needs to be grown, matured. And then you provide whatever it takes for that to be grown in that person. I understand. And that gets to the interest. It's there. The interest from everybody is there. And they have a desire to fulfill that, and so mentoring does that. It's like the whole idea of learning. It's so tacit, and so individual, so personal. Yes. That's a good connection there.

CATHY
Written Protocol
Written Between First and Second Interviews

Mentoring holds a rich memory for my teaching career. First, I was mentored by some of the most knowledgeable and caring professionals: [lists three women's names] served as exceptional mentors during my first years of teaching. Each of these ladies nurtured my teaching infancy. Not only was academic excellence of concern, but the approach to students also concerned them. Teaching meant capturing the curiosity of students. Never intrusive, these ladies taught by example. They encouraged me to begin with students where they were in the learning process and proceed. Many students would not come to me ready to tackle the curriculum prescribed. I watched these ladies practice what they had preached. They did indeed make sure their students had the background necessary to succeed in their English and history classes.

Two men, both principals, mentored in far different ways. These men intimidated me, but both wanted the best for their teachers and students. The elder principal, [man's name], insisted that teachers stand outside the classroom door between class changes. Not understanding the rational did not make any difference; I obeyed. What a valuable lesson I learned. Many of the most disruptive behaviors ean be stopped at the classroom door. He taught me to engage students before the tardy bell rang. Through his mentoring I learned to follow the lead of experience even though I might not understand the full meaning of that lead. The second principal, [man's name], taught me "tough love" for students. I tended to rescue students. [Principal's name] heart for students

His modeling of discipline provided a means of classroom discipline I continue to use today.

The first two paragraphs deal with mentoring that took place over thirty years ago. Most recently, I have been mentored in attaining National Board Certification. Two types of mentoring took place: First, I was mentored in sessions provided by the [name of state] State Department of Education, the [name of state repeated] Education Association, and [name of university] State University. The [name of state] SDE and [name of state] DE sessions proved most helpful in understanding the requirements for working through the application process. Interpreting the directions, understanding the forms, the types of writing, and the types of parent/community outreach were all addressed by these two agencies. The [name of university] workshops gathered candidates to brainstorm and read entries. Again, the comfort provided by these sessions made completing an intimidating process much easier.

The second type of mentoring proved the most valuable of all those offered. Five candidates trying to achieve national certification in English Language Arts at the high school level met monthly for the final few months of the process. We had the same goal, portfolio materials, and standards. We watched instructional videos to gather information

about video taping. Then we watched each others' video tapes. We critiqued what was evidenced on the video and made suggestions about what needed to be changed, deleted, or augmented. Each candidate gained practical understanding from this process. Because no one had ever been through this particular process (This was the first time this certification had been offered.), we used each other as sounding boards. We examined our practices, goals, rationales, and reflections. Each candidate was eager to hear the critiques even though we might not agree or see a weakness. Through this process I began to reflect on the effectiveness of my teaching for each class I have. Reflecting on my teaching practice has become an automatic procedure.

What a humbling process mentoring can be. When I was being mentored as a new teacher, I took everything that these wise mentors gave. I began to realize that I must take the parts of what they gave and make them my own. I could not use a process or procedure that was not designed to meet the needs of my classroom. Their nurturing could only provide the raw materials for what must become mine. I had to be willing to translate what they gave into my own teaching. Mentoring is not a rote process, but a thoughtful one. The National Board experience refreshed and renewed me. Sensitive mentors recognize what works for them may not meet the needs of those being mentored. They encourage creative personalizing of any "sage" words or works. A gathering of "like minded people" also provides the best sounding board for mentoring. Reflecting on what is taught and to whom it is taught becomes second nature to those who have mentored. Both mentor and the one being mentored must be willing to share the experience: an active, engaging, thoughtful process.

CATHY
Interview #2
May 15, 2002

If you go to page 3 [of protocol writing copy], toward the bottom, you see two check marks. You have these comments: "I don't know if you can mentor yourself. You go to all of these different sources, pull it all together, you come up with an answer, a solution to that problem, and of course, translate that into what I do." It seems to me that what you are saying is that we research, gather data, analyze the data, find the results, and then you implement. Yes. Can you explain what is going on inside you when you are mentoring yourself?

First of all the curiosity is there, whether that is to improve the learning of a particular student or to improve your delivery of a particular lesson, what will work. And I think it starts from that point of what can I do to make this an easier transition learning or make this lesson a little bit easier for the students to understand. And then I begin to visit with people who teach that similar lesson, or I begin to look at research, or in literature. In the case of literature, I go to critical analysis and look at those. And then I gather the information and then translate it into something I can use with a learner who is perhaps not eager to study Whitman or [Laughs] that particular lesson. They don't see a connection to them and why this would be an important thing for them to study. Yes, that initial curiosity, and the idea that you want to help a student, or you want to present a lesson more clearly, is the motivating factor to go out and do that research. During this process, is there not some contemplation also as you go through this process? Yes, of course. You're sifting all the information that you gather. Obviously, some of it would be so erudite that my student, as a junior, would not be able to use any of that. So, yes, I have to think about what is appropriate, and I have to think about the pieces that I will use. Because I couldn't possibly use it all. Number one, the time frame I have to work with will not allow me to do in a survey course an in-depth study of any piece of literature. Or because I have thirty people in my classroom I cannot work one-on-one with a student. I can offer materials that will lead them to be successful. In fact, I was just visiting with a colleague before I came in. It's very frustrating when you have done all that you know to do to help a student to be successful, and they reject the things that you offer to them. I don't know what else can be done at that point. [Laughs.] Let's talk about this idea of frustration. You're going through the process, you're contemplating, you're reflecting on what you have gathered, how it's going to work, how you plan implement. What are your feelings, your emotions then, like you say when you are doing all of this, but then There's the Ah hah! There's the elation that "Oh, this will work!" "I have it! This will do the trick." and that student will be successful. And then absolute anger almost when the student rejects it, and it's very clear, there's not any muddled piece of information. It is very straightforward, and he chooses just not to do it after you have spent the time, and the energy, and the effort trying to make that a good and successful experience. Because you can't control their motivation level, you know. We can do the song and dance [Laughs] to try to hook them, but there is not a thing you can do. They choose to reject what you offer to them. What if, on the other hand, what you have done through your reflection and so forth you find that it does work? How do you feel? What are your

emotions? Oh, there is nothing that can equate to that kind of joy because you have made a difference, at least for one individual, and all the work and effort you have put into it has paid huge dividends. Number one, it has been successful in that one instance of the lesson, but it also connects to other things you invite that student to do in future lessons. He knows that he has been successful, so the thought is he will continue to be successful in future lessons that will be available to him. What about yourself? How do you feel about yourself? Oh, just wonderful! It is, "It worked!" It is the "Ah hah. I have it! I have the answer." And then you discover that it's not the answer for every student. And you discover that it might just be that one student that is successful, and when you try to use it with another student who is having similar difficulties, it just doesn't connect.

Let's go just a little further to the last page of the first interview copy. There are a few check marks there. You say "Mentoring nurtures that potential that is embedded in the person and allows that person to grow. It is a critical part of mentoring. You have to spot whatever it is in that individual that needs to be grown, matured. And then you provide whatever it takes for that to be grown in that person." Can you define for me "whatever it takes for that to be grown in that person?"

Well, it gets back to what we were talking about earlier. Students have to see a connection to who they are what their goals are in whatever I teach. That is the seed that has to be nurtured, that connection. Now, it might just be close reading and reading is a puzzle for them, the student, and so you show them how to decipher the clues that the writer gives to the student, whether that be through description or diction, or whatever that element is. For example, we were looking at "A Rose for Emily" today, and the students were, "Oh no, we have to do this." Then we looked at specific examples of decay and deterioration. And, all of a sudden, it wasn't just an old story; it was a reading. It had some meaning embedded into the pieces, and I even had them underline in our books because we are getting ready to discard those books. And so I had them underlining and looking, and questioning what is the significance of these pieces of information from reading our story. Why is Miss Emily a monument? What does that mean? Of course, you get the old, "Well, she was just a stand-up character." [Laughs] No. No, no, no, no. What is a monument? We examine those kinds of words and diction in the story, so that they can get a deeper, richer meaning of what is going on. Once they begin to connect with that, it becomes a puzzle, and they begin to see the other parts going on in the story and how that puzzle fits together. So, that's part of what I do.

Getting back to yourself. Let's look at yourself. Let's say you are mentoring yourself. How do you look for what you feel might need to grow or mature in you?

Oh, okay. I think frustration would be the thing that puts me on the road to a mentoring experience. If I cannot figure out how to do a lesson, or how to connect a lesson to what a student may need to know, or what is important for them to know, I begin to work at various ways of doing that. I have started to include more art pieces in my teaching of literature. Not that I bring it on, I have them draw. I have them drawing the connections. For example, and this was new to me, I had never done this. We had done art pieces before, but we had never taken three or four pieces and tried to make connections. We had been reading Maya Angelou's "On the Pulse of Morning." We had

read Langston Hughes' "Coffee Kay." The Harlem Renaissance. We had seen the video "The Autobiography of Miss Jane Pittman." So the last piece of this was to take "On the Pulse of Morning" and use that as our foundation, and look at the other pieces that we had branches to and see how all of that was connected. My students did a beautiful job with that. I had never done that before. It motivated them to do a little bit more thinking and be careful because they had to present this to their peers. I have found, over the years, if they are standing in front of the class, they do not want to look foolish. So they would take the three pieces and they would explain it through the art. That was just as telling to me, the depth of their understanding, as if I were to give them a test, or an essay, or some other kind of evaluative tool. I am looking at various ways of expressing what they know, and I have to do research. What works? Of course, I prefer writing, but they don't. [Laughs.] I don't get the quality that I did get in their art work.

Getting back to making connections and you. You're mentoring yourself. You're looking for solutions or whatever. How do you make your connection? You say you do research, and you like to write, but when you find something what is it that makes that connection? Do you have an idea?

Well, I think it is a gamble many times. I think you're hoping when you are working. In my case, I did not know that I could connect, that I could get students to connect all those pieces that we had read. So we gambled. Some of them very did well, some of them didn't do quite so well, but at least they had thought in there that they would not have known otherwise because they were working in a team effort. How do I know it works? Right. In making connections you're learning. How are you teaching yourself then in this process? Well, first of all, I look at what I need in literature or writing to cover based on mandated material. Then I start seeing, I start putting things together, pieces together that I think will work. I start coaching my students to see those connections. I see to put Maya Angelou with Langston Hughes' "I Too Sing America." Students saw that. I saw that before they saw that, and I wanted them to see that. In reading, we looked at these things, we analyzed each of the poems, they wrote notes. Then we looked at the whole picture with this culminating activity, and they saw that, but I had to see it first before they could see it. I had to position them, put them in a place, so that they could begin to see it. It was not a forced issue, but at least they had enough background, they had enough discussion that, if they were thinking at a certain level, they could make those connections too. Am I not, am I far afield? No, I always want to get back to you. Oh, to me. So the next question would be, how are you learning from yourself then? [Laughs.] It just comes to you, like that. There is not the research that will have stock in everything you want to do because you know how kids work and you know what you need to do. You're always looking and thinking about how to deliver the lesson. That's what I do. I also visit with colleagues extensively, and I really glean from them. I don't particularly use their methodology, but I will glean an activity or I will take something that was perhaps designed for *Hamlet* or something totally different than what I'm working with and rework that. You know teachers, English teachers, are some of the best thieves in the whole world. [We laugh.] Copyright laws right out the window. Not just copyright, but when something works for another classroom and that teacher is eager to share that with you, why not take it and design it so that it would meet the needs of

your students. I think that's one of the benefits of having a department that you can go to and say: "Oh, this really works well." or "Ugh, this is not working well at all. Do you have any ideas?" That assures me, number one, that my experience is valued, that my colleagues say, "Oh, well, that's a good idea. I think I want to borrow part of that." It's also an assurance that they trust me to take the ideas that they use, not copy it verbatim, but rework it so my students can use that design or whatever that is. It might be a product, it might be a strategy. In doing that, you are constantly looking for what will work. So it's almost like a contemplation on what works or doesn't work and then going with that. Sometimes it's like flying by the seat of your pants. Oh sure. Often I feel like that. I often feel as if I'm just [Laughs.] half a step ahead of my kiddos at times. But when it works, it is wonderful. When it doesn't work, then you backtrack, and you go back to something that worked maybe another time. It's the most exciting and joyous thing if you have that experience of being on the edge of appearing foolish as a teacher with your ideas, and yet, there is nothing foolish about success. You know, I sing to my students. They think that is just, well, they roll their eyes. But it works. I understand, because I dance for mine. They talk about the classroom being a very dramatic place, well, that doesn't just mean that you are talking. No. It means there are other things that are going to gather their attention. That's right.

Let's just move on, because I didn't want to keep you too late. On toward the end of your written protocol I have a question. Could reflection on your teaching practice be that procedure where you are mentoring yourself?

Of course. It is one of those activities that you would do to evaluate what worked and what did not work. Yes. That is always part of that. I would prefer to do a more formal reflection. I wish I could make myself sit down each day and write myself copious notes about what worked and didn't work. I just do not have that kind of time. I do not take that kind of time because you only have a planning hour to do those kinds of things. But really, if I could, and I have heard teachers say, "I spend from four to five doing that," but I can't do that right now. If I could, I would come back and it would be documented in writing what I had done that would work. But I think any teacher goes back and reflects, maybe writes a note in a book or writes a note somewhere about this worked, this didn't work, whatever. Then just having a pretty terrific memory sometimes helps. I don't want to rely on it a whole lot for the really important things, but I wish I could be more disciplined and write myself notes, specific notes, details, about why it worked, not just that it worked. I like to do mine on the computer because I can really think about it and detail it so much better, but again it's taking that time. So if I do not take that time, I always scribble notes in the margin of whatever we are reading about what worked, what was a valuable lesson I learned. I'm still afraid I do not know enough to do justice to some of the things I work with. I think that's just being a good professional. You are always striving for what you might consider is perfection. Exactly! What the irony is, what is perfection for one student is not working for another. I meant for you too though, as a professional. Right. But as a professional, my whole goal is to serve that student, to make sure that student understands. I receive the pleasure of the student succeeding, but to research for my own research, just to make me feel good, really doesn't have a lot of value unless I can share that with someone. Whether it's another teacher, another student,

just to do it to make myself feel good really has very little value. I agree with that definitely because it's all part of our learning and growing. We need to have this feeling, like you say, there has to be a commitment Yes. That should be part of it, not just for an ego thing or whatever.

Also, you talk about (in the protocol writing copy) "their [mentor's] nurturing provide the raw materials for what must become mine. I had to be willing to translate what they gave me into my own teaching." You mention the idea here of willingness here, to be mentored, throughout your interviews and your protocol. So can you explain how this willingness is important to learning?

Oh, without willingness, learning is dead. You can't teach someone who is not willing to take what you want. You can't mentor someone who is not willing to use the ideas you give to them. Now granted, they may not use everything, but they pick something up that will work for them. I think I shared to you earlier that I teach this orientation class. How easy is it to work with those teachers who are perhaps veteran teachers but new to my district who want to improve practice or want to improve something in their classroom. How difficult it is to work with those who are marking time because they have to be there. The willingness is the key to successful mentoring and teaching. Can you even approach those who folks who are, as you say, just "marking time?" It's very difficult because they have removed themselves from anything you might have to say to them of value. Oh, you can be polite and cordial, and perhaps that will encourage them to listen a little bit, but if they're simply there because they have to be there, then it's a waste of time for both of you. I have been in those situations and how sad. Even if you weren't going to listen to what I had to say to you, if you could sit and make notes about what you are getting ready to do in your classroom at some future time that is more valuable than just marking time. I might not have anything of value to tell you; you might know everything I was getting ready to share. I have been in that situation, and rather than let that time pass, I'm sitting there going, "Okay, now what's going to happen in September, and what are we going to be doing in October, and what will I do with *The Great Gatsby* again?" So it's always thinking, you know. Maybe some people have their lessons put together so well they don't have to revamp, but I never have that happen. I have never had my lessons so perfected that I couldn't go back, tweak it, add something, subtract something. I already know now that the way I did my novels this year, I will not do the same thing next year. I will go back to a more prescriptive method because the students weren't ready for what I gave to them. I thought they were ready, at the time. [Laughs.] You just shift and go to Plan B for the next year. That's right. But I have taught *The Scarlet Letter* for thirty-two years. What a sad thing it would be if I taught the thirty-second or thirty-third time next year the way I taught it the first time. But you cannot do the same thing, you become stale. You don't get that energy to teach. That is so dull to repeat the same thing every year.

In the final paragraph [of the protocol writing copy] there were just a couple of check marks. You say something about the National Board Certification experience "refreshed and renewed me." Also, "they encouraged creative personalizing of any 'sage' words or works." Are you talking about the mentoring process where you had the opportunity to

reflect on your own practice or the results, in other words, personal and professional, of the mentoring?

In the classes I went to for the National Board, they would give you, First of all, I went through the process when English was the first year. So, there was nobody out there who had passed that test of that particular discipline. They kept saying, "Now this worked for us, but we're middle school generalist, [Laughs.] and so this might not work for you." They were always very careful not to give us some rote piece of information that we should take and put in our portfolios. They encourage that now, even though the AYAELA [Adolescence and Young Adulthood/English Language Arts] has been around for three years. It would be totally inappropriate for me to take my friend in [name of city] and say, "Okay, this worked for me. This format worked for me. You need to use that format." Because that's not what she needs, she needs to reflect her individual style. In reading portfolios for candidates, I have to be very careful that I do not restructure the language that takes their voice, their person, out of the writing. And it's very difficult because that's what I do for a living. [Laughs.] My profession is to help people write better, and yet you do not help people write better in a National Board situation. You might correct some obvious flaws, but you are encouraging them to express what they do on a daily basis in a classroom that reflects practice. You cannot give them the rubric of this is right, this is wrong because it doesn't exist. It's what every individual teacher sees as working for him or for her in any given situation. You just cannot say, "This is the way you do it."

I asked the question, toward the end of the first interview, whether you owned and enjoyed mentoring as well. I think it may go along with the idea where you said that your experiences with the National Board "refreshed and renewed" you both "professionally and personally." Is that this ownership type thing?

It's ownership, but it's also the fact after being in the classroom for twenty-nine years, I began to doubt. Was I making a difference; was I still on top of my teaching game? If I weren't, then I needed to do something different; I needed to be retrained; I needed to go to another job; I need to do something because I was getting very tired. It's not because former students don't say, " I loved your class." or your administrator says, "Oh, you're doing a fine job." It's that internal feeling of, "Are you making the difference as a teacher that you need to be making in these students?" I didn't have that sense, I was not seeing that. And the National Board process said, "Yes, you are." because I demonstrated what I do. I didn't have that sounding board I needed to say, "These practices are valuable, these practices are good, and they are working." Oh yes, they passed the test, but did it make them better learners, or did it make them better people because they went through the process? Because the test can't tell you that. It sounds to me that going through this mentoring experience has renewed your personal feelings of professionalism and your ability. Energized, yes. It really did. Because it said you are doing things very well, but you have room to grow. You have room to improve, and these are the areas you need to improve in. And believe it or not, it was writing. I pictured myself as a pretty good writing teacher. But writing was an area that I needed to go back in and investigate and see how to do it better. That was really what I eventually was coming down to, those emotions, those feelings. That when this was all over and

when you used those wonderful terms "refreshed," "energized," I just thought that you, as a person and as a professional, felt that what you have done all those years was what you wanted to do and you have done it well. But as always, there may be some areas where you can improve, but we all have that. The only person who can affirm you as an English teacher, or as a history teacher, is a colleague who does similar work. Those people can see the strengths and weaknesses, but they never have the opportunity to be in your classroom because they are teaching in their own class. Even though I have been treated very well with my administration and my former students, I have no complaints and no one has ever said to me I needed to improve. It was that internal feeling, well, maybe I need to examine what I do a little bit more closely. But then to find out what you felt about yourself was true, That's right. and that would be a wonderful feeling. Oh yes. [Laughs.] It's an elation I guess an actress would feel if she were on stage and getting a standing ovation. That was a very private thing, but it was an elation that nothing, well, very few things could take the place of.

APPENDIX C
Wendy's Interviews and Written Protocol

WENDY
Interview #1
May 1, 2002

How would you define teacher mentoring?

That's a wonderful question because I have just finished four years in a PDI for mentoring. Are you familiar with that? Yes. We are going into our fifth year in this, and in that it's called coaching. Because mentoring is explained as working with someone in order to help that person to reach his or her best potential. Rather than what I thought it was. You are trying to work with another teacher to help that teacher to see what his or her vision is, and then how teaching fits into that, and then what each day's lesson has to do with that. So that it is working toward something rather than just getting through a day and getting through a book, or whatever it is. So that is it bringing out a reason, I'm not saying this very well, but it is working with someone so that person's goals are more important than my goals. That goal is not my goal. I understand. OK. It's a good thing that you have been in the PDI thing. You know what I'm saying.

I was interested in your own teacher in training, either your program in college or afterwards. We always called it internship. Were you mentored during this time?

Yes. My first year to teach, I had what they called a "buddy teacher." Now that's been thirty years ago, so I don't know whether they still do that. But this "buddy teacher" was simply the teacher next door in the English department. I could go to her and say, Where are the books? What is a "pink" pass? [I laugh.] What is this? Where do I pick up my scotch tape? You know, things like that every teacher needs to know to find her way around the building. So the "buddy teacher" saved me a lot of steps and a lot agony over what was going on. I had been training for high school, and they put me in a middle school. So there was a little bit different way of looking at the students, but it was a totally wonderful experience because this girl was so great. So you learned from the experience even though it was unorthodox having to go directly into middle school instead of high school? Oh, but it was wonderful. I fell in love with the middle school kids. So I did not have any trouble at all as far as the grade level was concerned. The problem was that I had never been in the classroom, well, since I had graduated. So I didn't know what all the forms were for and where they kept them, and things like that. So this woman helped me, not so much with my teaching methods, as with just finding my way around the building. Maybe, if I had a student, (you realize that 32 years ago is along time to remember this?) who was a particularly defensive or offensive student, then I could go to her and say, "I don't know what to do with him." " I don't know what to do with her." She was more like a great aunt that I could get help with.

She was a teacher who was probably well experienced and yet you were just beginning? Yes. Can you talk about one of those incidents even though you say it's been a long, long time?

It's been a long time, but there is one that still stands out in my mind. A beautiful little eighth grade girl, just beautiful, had a wonderful personality, bubbly and everything. Then one day she handed in a paper, and I got a strange feeling that there was something going on in her life that was really bothering her, but she wouldn't talk to anybody. See, that was 32 years ago before this sexual harassment and all stuff was started, but I just got the feeling that she was being sexually abused. It scared me for her, but I didn't know how to deal with it. So I went to my "buddy teacher" and told her, and showed her the paper, and shared with her. Then she told me which counselor would be better for that girl to talk to. Then beyond sending her to the counselor, I do not remember what happened to the girl. But I do know that it turned out there was something going on there. So it brought it to light, and I felt really good about that. I've always wondered what happened to that little girl, that young lady. For some reason, there are only two kids from that eighth grade class that I remember, but I am sure she stood out because of them. Some sense of some danger to that girl. It sounds to me like you were very perceptive in this case Well, to catch something like that. Maybe, well, I was already thirty-two years old, you see, and I been around. We had to take some courses just recently. I mean, I hadn't been very long out of college before I had started teaching. Some of those last courses I had taken were about juvenile problems that alerted me to things like that. I can still remember that little girl's face. Isn't that odd that I can still see her face? I understand. I have had experiences as well similar to this. Was this like a journal writing or something? No, well, I said "no" but I don't know now. I think it was in response to something we had read in literature, and I don't even remember which stories we were reading then. But it was something about: What do you think about this story? Do you think this could be real? or something. I'm sorry I can't remember that far back. But in her response to the story this came out. It's like she was taking that experience and looking at it from her point of view um hum. and then writing you back like almost a hint or a cue I think so. as to what was going on in her life. I do think she intended for me to pick that up, but she didn't make it so alert that, if someone else had read it, another student might not have picked it up. I don't know at this point. Did you get a chance to talk a little more with your "buddy teacher" about this issue? As I remember, that was taken care of and we went on to the next, whatever was going on there. My first year of teaching was stressful to me because I could not understand why students did not want to learn. I just thought if I went into the classroom they would all be sitting there with their hands folded and ready to learn, and that wasn't they way it was. [Laughs] What did your mentor, your "buddy teacher" talk to you about then? Oh, she just said something to the effect that "You can't save everybody."; "You can't teach the world." You know, I originally wanted to be a social worker and save the suffering millions. So, some of that was still in there, you know, and she said, "[name], you can't save them all. You do what you can. You try to motivate them, but if they're not motivated to begin with, then you just have to do what you can and let the rest of it go." Well, I let half of my hair go before I quit worrying about why they wouldn't learn. But she was really wonderful in being a friend as well as a "buddy teacher" in that. She was married at the time, and I wasn't, so we didn't go to movies and do things like that together, but every once in a while she would call me at home and say, "Are you sitting

there worrying?" [Laughs] "Say no." That was so funny that she would do that. She was a caring person. She really was,. Very caring. She was an excellent "buddy teacher."

How did this experience with her, especially during your first year of teaching, impact your ideas on teaching?

It changed my expectations for myself. I thought that everybody would pass because I loved English so much. Well, now looking back, I think that we do affect some kids that way. And I think we do get some to learn who didn't intend to learn. But I do not, anymore, expect every student to learn just because I love a book. I love *Hamlet*, it's probably my favorite story in the whole world. Even a kid told me today, "I hope we don't have *Hamlet* on the test. That was the most boring story I've ever read." I said, "Good, I hope you hated it." [Laughs] He looked at me and said, "Miss [name of teacher]!" I said, "All right. Of course, I don't hope you hated it. But how could you say that? It's not boring." He said, "How could it be. . .?" I said, "I'm not going into this again. We've done this." He said," Well, you tried." It's like. It broke my heart though. you still being that new teacher where she would say, "You can't save or teach the whole world. You can't save them all.

Working with her especially, how did it change or at least impact you ideas about students?

I think that one incident with that girl made me more attune to what was going on in their lives, rather than what was going on in my life. See, my job, my goal was to help them to learn. And she helped me to change that around to looking at the students and what their goals were. A different perspective? Yes, a very different perspective, and it changed my outlook on teaching, and my second year was so much better. I know it was because of her influence. Is she still around? Yes, I saw her just recently at a meeting. Now recently could be any time the last two years. [Laughs] And I don't think she had, she went to another school system, so I don't see her very much. At the OEA meetings I usually see her once in a while. I'm trying to think of her name. [Laughs] I can't think of her name right now. It's like our students. We may not remember their names, but we know the incidents, the behavior, everything about that, don't we? Yes. I understand that. That's part of us being probably like the mother teacher, maybe, you know. I think so. Uh huh. I think even some men teachers are like this. Like the father teacher. I think so. I have one gentlemen who is participating also, and he is just wonderful. Good. We need the male perspective. Oh, yes. When I see students out, and they have matured, even though I have seniors now, three or four years later they are adults, and it's hard to see that child in there. But once I have zeroed in on that child, the whole aura around that person as a student comes back. Then I look at them where they are at that point, and I think, "You made it. That's wonderful." Um hum, exactly. But I finally learned, I don't know when I learned this, but I finally learned that high school has nothing to do with the real world. Once they get out of high school and they are forced to be a person, be an adult or make their own decisions, with repercussions, then they're either going to make it or they're not. It doesn't matter as much what I do in the classroom as I thought it did when I first started teaching. Of course, I have still not stopped working as much as I can.

Our expectations from going through our own courses do not really touch on these kinds of issues, or you don't find out about them until either you are interning or you're going through your first year. This is common, isn't it? Um hum, I think it is. All of the interns I have had have commented on that. "They don't seem very interest in the subject." or "They won't follow the directions." "Some of them didn't hand in their papers." Things like that. And I'm thinking, "Hello." [Laughs} This is high school. The neat thing, when talking about expectations of students and so forth that you mentioned earlier, is that when meeting them after the fact, after they are out of high school, and you get that old idea, that aura comes back, but then you see them as they are now, you are so pleased that they have made it. That's a wonderful observation there, isn't it? Yes. It's what you have learned about students in general, to be able to see them again after the fact. And thank the Lord that they will speak to me, because sometimes I don't recognize them. [We laugh.] And even then sometimes I have to say, "Please help me remember your name." And I got that from the Secretary to the OBU Chancellor, Dr. [name] and his wife. He used to know the name of every student on campus. She was magnificent. But as she got older and there were so many students, I have seen her so many times say to a person who is an adult, fifteen years out of school, "Help me to remember your name." I thought, "What a gracious way to do that." Most of them, well, not most of them, but as you know, when they come up to you sometimes they will say, "You don't remember me." Yes, I don't remember you. But sometimes I say, and it's true, "You look familiar, but I can't find the name. Help me to remember your name." And then they seem so pleased that at least I remembered their face, and I do usually remember their face. Don't you usually remember faces? Yes. Usually they will say, "If you remember, I was in thus and so class and these other folks were in there. Yes. And then everything comes back. Yes. [Laughs] So you have learned a lot, it sounds to me anyway, from that initial experience with your first mentor. Yes. I need to send her a box of chocolates or something. I hadn't thought about that, but yes, she set the foundation for the rest of my teaching career. I do believe that. Even though I have had other mentoring people since then, she really turned me into a direction that has been very workable for me, very helpful.

WENDY
Written Protocol
Written Between First and Second Interviews

Victory Through Mentoring

If no man is an island, then surely no woman is a one-room house. People helping people may not be for everyone. Frank Sinatra crooned, "I did it my way." My version of that sentiment is that I did it my way "with a little help from my friends." Even writing about this experience of mentoring brings to mind all these allusions from other people's ideas. My thankfulness for the years of teaching must begin with an acknowledgment of a mentor.

[Name of teacher], Language Arts Department Chair, served as a role model, as well as a friend, colleague, and mentor.

Entering education at thirty-two years of age, I already felt secure in my abilities and my intelligence, but the world of education is quite different from the world I knew as executive secretary. [Name of teacher/mentor] did not judge me as a novice, unworthy of her time, and shuttle me off to another teacher in the department. She came to my room before school started, as I was organizing my bulletin boards and books, and warmly welcomed me into the faculty of [name of school]. She then asked if there were anything she could do to help. Then (and this was amazing to me) she began to suggest items available to me of which I was not aware and which eased my stress considerably. New to the building and new to the profession, I was ignorant of forms, store rooms, books, supplies, and just about everything else I would be using in the next several decades. She offered herself as my department chair, a source of knowledge, a warm and understanding friend, and experienced teacher with a generous heart.

First, her mentoring began the first minute we met. I felt welcome and, just as importantly, felt free to ask her anything without fear of ridicule or rejection. A mentor must be genuinely kind. During that first year when stress could have made me sick, at no time did I feel that I was sinking with no life raft in sight. Luckily, I found the same kindness in other teachers and learned that [name of mentor] had been teaching long enough to develop an excellent rapport with all the teachers in our department. These traits carried over to the students. I learned early that teachers do not have to be taught to teach students that life is hard. Life will do that. [Name of mentor] set the tone with her kindness and generosity, two traits which were cornerstones of our department but not found in such large numbers in other departments. She established attitudes which have survived her by a decade and today imbue this department of teachers who never knew her and who do not know what they owe her. Teachers who were hired or transferred in but who did not have those traits either developed them or soon moved on to other schools. I will always be grateful to [name of mentor] for her gentle, wise leadership which guides my own leadership as chair of this department, although I know I am no [name of mentor], only a disciple.

Second, her knowledge was disbursed in professional ways, either in notes to the whole department or in personal remarks to me, but always with an attitude of helpfulness, not superiority. The multitudinous forms and reports with obscure deadlines and obscure uses sometimes slipped my mind as I pursued the pleasure of teaching and interacting with my students. {Name of mentor] would quietly, unobtrusively remind me as if she knew I would remember but that it was her job to remind everyone. She kept me out of hot water with the administration as I learned gradually that there are deadlines that must be net and those deadlines must take precedence over everything else a teacher does in any school day. She taught me well; and now I rarely miss a deadline, leading the office people to think I am a wonderful teacher.

Third, she proved that she was interested in me, not just in me as a teacher. In her friendly overtures, she asked important questions: "Why did you decide to teach? Why did you want to leave the business world? What do you like about teaching? How do you get along with the students? How do you choose your lessons for each day?" There were many others over the year, but I remember these especially because these questions made me think about my goals as a teacher. She caused me to see each day's lesson as a layer building to a goal which fit my vision as a teacher and model for young people. That excitement in realizing that each day is important shaped my strict ideas of each hour's worth. I do not have "free days" because there is always more to teach than I can cover. Also, I believe that parents do not work to send their children to school so students can play or relax. Each student must receive the dime's worth (or whatever it is) of education for which I am being paid per student. As a secretary, I knew I had sold my eight hours per day to my employer. As a teacher, I know I have sold my time and my expertise to the people who trust their children to my care. {Name of mentor] influence helped me to plan each day's work as worthwhile, being part of a larger vision.

Even today, thirty-two years later, I picture her face, always smiling, when I have questions or feel stressed and ask myself, "How would [name of mentor] handle this?" Her advice, her kindness and generosity, her professionalism, and her friendship are invaluable to me. My only hope of repaying her is to pass them along to coworkers-workers and to those teachers who follow me.

WENDY
Interview #2
May 16, 2002

With this second interview, we should be able to clarify any questions I might have over the first interview or even your protocol writing. You have given all these wonderful accolades about your mentors. Let's just turn to yourself now, personally. All right. While you are being mentored, what do you think is going on there so that you are obviously learning? humm. Maybe because there are so many teachers in my family. I am just like a sponge, I want to learn everything. I want to soak up everything. When I discovered that in college, I can't remember if I told you this or not, but when I discovered that in college, I told my boss, "Oh, any time you think of anything you need for me to know, tell me." My first year in college was so broadening to me. Well any way, when I began teaching, I knew that I had my basics, but I did not know all the fine points of it. Didn't know, for instance, dealing with students on a very personal basis. Having to see students and go beyond them to see the adults behind them. That changes the way you behave toward students if you're looking at the adult that person will become and the adults who love them already. When I first started teaching, I didn't have those skills, and I needed to know how to deal with students who were so far out of my pen. I just didn't understand students who didn't want to learn. I had never gone to school with any other race except white, but there were a few Indians. Schools were segregated when I was in high school, so I had to learn how to work with students from other races. Of course, the Hispanics didn't move in until years later. My second year to teach we integrated, and black students came over. I had to learn a lot of things about the black community that I had never thought to ask before. In being mentored then, some of my questions were specific, you remember this was a long time ago. The dark students seemed more open about sex than the white students. Sex was something you didn't talk about when you were a white person. But in the black community, when I started having those students, they embarrassed me a lot of times. I would ask her [mentor] specifically, "How should I deal with this boy who is," For instance, there was one boy in class and when I looked up , he had taken his pants down. It was dark and he was dark, so I don't think I saw anything strange. [Laughs.] I don't think I saw anything private. The fellows pants were down, and he was straightening his shirt. I said' "Pull your pants up!" I was just horrified. There were a lot of people in the room, I was not alone with him. There were kids around. I was just horrified. So after class I went to [name of mentor] and said, "You won't believe what happened! Then I explained it to her. She said, "Well, did he pull them up?" I said, "Yes." She said, "Then don't worry about it. Your reaction was probably such a shock to him [Laughs.] and the other students, that you were horrified by it, that they won't do that anymore." No one ever did. She was right to say, "Calm down, it won't happen again." It had never happened to her. In that little exchange, not only did I get the specific advice that I needed at that moment, but there was that attitude again. That woman's wonderful attitude, "Well, we'll just take things as they come. Let's don't get all excited about this."Sure enough, when there were other incidents with problems that had to do with body parts, I handled them okay because she called me down on that one incident and I learned from that.

In talking about what you learned, or how you learned: you are listening to her, and she is explaining back to you. Yes. At that point then, what do you think was going on inside you for you to learn? Think about yourself.

A specific need to know. I needed to know that, and I was open to whatever she said. If she had said, "Write him up and send him down." I would have done that. If she had said, "You need to quit teaching right now," Well, I'd never done that. Yes. I trusted her enough that I knew she would give me good feedback on that. She did, and it's carried through. How would I know that thirty years later they would be sagging and showing me their pants all over the place. [We laugh.] That's one thing I will definitely not miss in teaching! The fact that I needed to know it, the fact that she was not judging me, she wasn't laughing at me, she wasn't ridiculing me, and I trusted her enough that whatever she said I would do that. In other words, you had an openness, Oh, absolutely. and you perceived what she was explaining to you, and you internalized it and you learned from it. Yes. So basically, that is what you feel was going on inside you. Oh, yes. I wish I had said it that well. [Laughs.] I tried to paraphrase what you did say. In that case then, what would you call that element that is within you? You called it "need to know;" you "perceived" what she was telling you and you learned from it. Can you put a name on that? Can you put a, well, you wouldn't want to label it. I think it's just motivation. I was partly motivated to learn. Whatever that is, it's a wonderful question. Because whatever that is, you recognize it in your students. You know that, as a teacher, those people are open to being taught. Whatever that is. This is what I have been trying to get at all along. I haven't been able to get my thumb on it. But it is, it's that, whether it's susceptibility or it's a perception or the need, whatever, but you learn from it. It's just something that goes on inside of you. I'll have to probably research this a little more. That's what I was getting at. Really, that's what I wanted to get clarified from you. I know people have used the words "a feeling of comfort," like a comfort zone. Yes. Because that's what you feel inside that you're learning from. Yes. I would like to work my way through that. It would take me some quiet time for me to think through the layers. What I would do is start writing down words and then try to reach into that kernel and see where it is that we are going with that. I'm like you. There is something there, but there might not be a word for it in English. We may have to go to Latin or something. {Laughs.] I dredge up words, such as the German word "Wissenschaft," which means "knowledge." It's almost like a scientific form of knowledge, and it applies also to the psychological aspect of learning. I might get my unabridged German dictionary out. To me, it's like a strength. Yes. Either you have it or you don't. You're right. It's to a degree as to how much we learn or we don't learn. Forgive me. I have these ideas and I go for it. You know, when Socrates taught, he said he wasn't teaching, he was just pulling out what you already had. I bet that's what I was talking about too. I wonder. He had discovered that, but I don't remember that he ever called it anything. It's just the Socratic method of teaching, that's all I can remember. But he asked questions, the students responded, and they learned from him, in some cases from just listening. Not so much offering advice or giving answers, definitely not giving answers, but just allowing them a lot of quiet time where they thought and thought, and pretty soon they come up with their solutions, their answers. Yes. What a lovely way to teach. Wouldn't it be great it you had time to do that? It would. Of course, Socrates usually had just one pupil.

His way was one-on-one. Right. It was a little bit different from what we experience in our classrooms. [Laughs.] He couldn't handle this. We're better than Socrates, what do you think of that? [Laughs.] Yes, we wear many different hats. It's amazing. I'm glad you asked me that question, because now it's made me think on a little bit deeper layer than I was thinking.

Well, this is what I was getting at. There is plenty of research on the mentoring process, and what mentors should be, but I want to know the nature of mentoring. I want to know what's inside us that helps us learn, in other words. What kind of a person can be mentored, and what kind refuses to be. This has been brought up, I believe you mentioned this earlier, that not every one can be mentored. They don't want to be. Right.

I have appreciated this so much. Your ideas have given me much to think about. Thank you!

APPENDIX D
Ellen's Interviews and Written Protocol

ELLEN
Interview #1
May 10, 2002

To begin with, I would ask you to define teacher mentoring. What do you think teacher mentoring is?

I believe teacher mentoring is giving advice to another teacher and helping them to realize what they need to do to improve their teaching. It's more or less a professional type of mentoring with one-on-one between teachers? Yes. Did you experience any kind of mentoring while you were completing your teaching program at the university? Very little. None. Any at all? Can you explain it? Yes, I had some. I had a violin professor that was really good at it. But other than my initiating the questions, I had none. How did he help you then? You say it was more like offering advice and so forth. Was this that situation? Yes. Yes. We would be having a lesson, and during the lesson I would say, "Well now, how would you apply that to a sixth grader? That kind of thing. I see. Obviously he was an advisor? Oh, yes. Yes. Since he made these suggestions and answered your questions as to how you would apply it to a sixth grader and so forth, how did these mentoring experiences impact your ideas about teaching? When I started in, I was so starry eyed, I had no teaching experience. I just thought that anything he said was the way to do it. So in other words, a rather idealistic approach to your students when you went into the classroom. Oh, absolutely, absolutely. And ever since then, I have tried some of those, and some of them have worked, and some of them don't because the kids are so different today. So you actually took his advice? Yes. What about teaching and students too? You mentioned he helped you as far as giving you advice on how to apply it to different students? So you consider this both teaching and teaching students then? Yes. So you tried to emulate him, his suggestions especially into your classroom? Right. And some of them worked, and some of them didn't. Right. How long have you taught? This is my ninth year. Your ninth year. I wondered about that. Were you a professional musician before becoming a teacher? You played violin, obviously. Yes. Were you with an orchestra? Yes. Talk about that. You never have mentioned that. Oh, OK. I wasn't with the [name of city] philharmonic or anything like that because of my children. Because of their hours. The orchestras I was in were like the [anme of university] orchestra and the [name of college] orchestra and things like that. You attended [name of university], did you? No. No. But I just joined the orchestras. Was it just violin you played then? Yes. Some viola. I see. Did you enjoy that? Yes. Do you play for your students? Yes. In the classroom? Yes. What do think of this? They love it. Good. [We laugh.] Just like first hand experience for them, isn't it?. Oh, yeah. I would think, we don't have too many students who have had that kind of an experience. They may have never been down to the [name of city] symphony or even maybe the ballet, and it's nice then for you to do that for your students. Oh, I've seen varied differences in interest this year. Because I have had several students at [name of school] in the fine arts department, and you may or may not know, that {name of school] was a fine arts magnet school. I've

noticed the difference in these kids compared to the ones who haven't had it (music appreciation). It's just tremendous. They know exactly what you are doing. In other words, the elementary students there seem to be more experienced having had the exposure Definitely. than those at the high school here. Definitely. How is that though? Does it deal with their behavior? How is it when you play for them in the classroom? Yeah. How is it? How do they behave? How do they accept it? Oh, it hasn't been so much behavior. In the third grade I had four of the students I have now. And I taught them violin. They can say, "Can I see that?" (violin or viola teacher keeps in her high school classroom) And they pick it right up, and they can play it. So your instruction from way back when they were small has lasted over the years? Right. Do you know if any of them have had the experience to continue with the violin or the viola? They haven't. So it stopped at the elementary? Well, some of them went to middle school and had an orchestra, and they took it to about eighth grade. But see, we don't have an orchestra at the high school level, so they have quit there. Do you think that makes a difference in your teaching to have some student who have had an experience and then some who have had none? Oh, yes. Definitely. You can't teach to the ones who have had experience and pick up where they are, because then you would have 96% that don't know anything. How do you work that in your class? I know you have a mixture obviously. How do you handle that then? You have to teach the basics and get the ones who are more experienced to help the others. Where did you learn to do that, to have others help? I learned that from my father. So he's been like a mentor as well? Yes. Yes, you mentioned that. Do you have anything else you would like to add maybe having to do with teaching and ideas and students and so forth from your early violin instructor? Oh, [laughs] I learned so much about teaching in the first place from violin. How is that? Violin is more of a discipline. It is the hardest instrument to play, and it more a discipline. You have to, for example, you have to practice each day. You can relate that to the kids today, and say, "well, you have to think about this and go home and rewrite your notes or something each day, or else it's not going to continue with you." Is this something your violin instructor instilled in you then? Oh, yes. Definitely. So it's almost like you say, the violin is a discipline. Maybe teaching any discipline. The fact is you go home and you practice. Right. In other words, you reread your notes, you rewrite them as you explained, and you study. Right. Violin is a life style. It's a way of life. Like a violinist that wants to get anywhere at all is going to practice between 30 minutes to an hour a day when they are little (beginner). In their teen age years (intermediate) more than that, even up to two hours. And then in college, three and four hours. It's just something that has to be done. You know that's the way it is. For example, our music classes (college) always started at 8 o'clock because it was a discipline. You could weed people out that way. So those early morning classes at college were a way to weed out the not-so-serious musicians from those who were taking the whole program seriously? Right.

Getting back to this idea of mentoring and learning. My last question at this point is: What do you think, for instance, when your violin instructor talked with you, was that element within his mentoring, his advising, or whatever you want to call it that helped you to learn from that experience?

Well, the fact that I admired him so greatly. Was he a professional? Yes. And I just admired him so greatly, and anything he said was just the way it should be. [Laughs]

ELLEN
Written Protocol
Written Between First and Second Interviews

My father majored in piano at Julliard School of Music and transferred to Columbia when he and my mother married in 1949. I was born a year later. He has a masters + 60 in music (all he lacks is the thesis) and my mother holds double masters in music as well as English. Music has always been my second language, and I grew up listening to them critiquing music by day, and hearing Liszt or maybe Chopin as I was going to sleep each night. Since I was the oldest, I started piano lessons very early in life; a little at 2 and 3 but seriously at 4. Mom and Dad used to fight over who would teach the next lesson; Mom was a church organist at 15 and a serious singer in her own right. Dad usually taught the lessons but was too demanding.

When I was in fourth grade, Mom asked me if I would like to learn the violin. I thought this might keep my Dad from being so hard on me (little did I know it was still music). I played violin all through high school and college, taking lessons privately with Dr. [name of professor].

My father switched from teaching music to learning disabilities when I was still in junior high school, but he and my mother continued teaching private music lessons after school. If he had anyone with very much talent, he would get "wound up" and lessons would become very long. My siblings and I watched our parents teach and analyze music during our whole childhoods and knew very little else.

When I was in high school. my mother became music therapist at [name of handicapped children's center]. I volunteered quite often and learned a lot about music therapy and handicapped children.

Soon after I went to college then married and had children. When my oldest daughter started to school at [name of school] Elementary, where my dad taught, I really began to appreciate my father's teaching skills! He could relate to any child and teach a door knob to read.

When my children were all school-aged, I started teaching full-time. The first room I taught in was his first room in which to teach, in [name of city].We talked a lot about teaching, discipline and curriculum. Dad was loaded with experience and ideas. We talked for hours and he gave me ideas. He had just retired and relished the chance to continue his career, even in this way! I have to admit, though, that very often I felt like a little girl again, even though he treated me like a colleague. This musicianship and understanding of children are two traits that are precious. I wish I could have been a fly on the wall when he taught in the '60's! I only volunteered in his room during my daughter's kindergarten year, but it was an experience to be treasured!

One time, when I first started teaching music, I related to my father how difficult it was. As we talked, he questioned me about the things the children were doing and listened to the problems I was having. We talked about classroom management, including room arrangement, and then about certain activities in the classroom. He suggested several things but mostly related his knowledge of my experiences, and reminded me that I should use those to relate to my students. We talked about several experiences, and he questioned me about what caused those things to happen, and what someone had done or

said to create those feelings within me. Then he would say, "See, you can use that in your classroom! Those kids would probably benefit greatly from that experience."

While we talked about these things, a period of several months, with trial and error, and fine tuning, and more suggestions, and rehashing of problems went by. Sometimes I would feel like a little girl talking to "Daddy" and sometimes I felt that I was being advised by a colleague.

Ellen
Interview #2
May 18, 2002

I have marked some sentences on the transcription copy of your protocol writing, and just have a few questions for clarification. In this protocol writing you talked about your father as a mentor. Yes. You said that one time, when you were talking about certain problems you were having in the classroom, he said to "use [your] experience to relate to your students." That's right down there. He suggests several things, that "mostly related his knowledge of my experiences and reminded me that I should use those to relate to my students." Yes. Do you think that this is what mentoring might be? To look inside yourself to see what you could see about what you may or may not have done to create a situation?

Yes. I think that is a lot of it. I think he had the advantage because he knew me so well. We are all products of our environment and our experiences, and his luck was that he knew my experiences. I think that is what good mentors do. You have this, you have that. Remember when we were talking in the library, and you asked me, "Have you played the violin for them [her students]?" Yes. Same thing. So it's more or less suggestions by a person. Yes. to have you think about what you have already done, what you already know? Right. Right. Sort of reflect on them? Because most of us know an awful lot, but we don't realize it. Sometimes a suggestion causes you to look inside yourself, and it's almost like putting yourself in the student's shoes too. Exactly right. What do you think would come from that then, if you have an experience and you can relate it to your students? One child's experience, can I say his name? Yes, that's fine. Okay, in my experience with [name of student], I related that experience with my brother. We grew up in spite of [name of brother]. So I knew what he [her student] was feeling, and what he had felt, and the experiences he probably had at school. How do you think this has affected your student, [name of student] today? Oh, I think it's made a lot of difference. I think it has really helped [name of student] in many ways. I think it has helped him to realize that he is valued by a teacher, for one thing. I remember [name of brother] negative experiences with school, so when [name of brother] wrote that letter to [name of student], my brother related that he had been told by a counselor that he would never make it in college, and certainly not in anything math related. Then here he [her brother] is an engineer, and his minor was in math. He was able to tell [name of student] to hang in there and be the best man he could be, and if you believe you can or you can't, you're right. It's all up to your mindset. [Name of student] could relate to that, because that's exactly the way he is. I assume [name of student] felt good that there was someone who could understand him? Oh, yes. That's not an experience you [a teacher] get out of college. Nobody is going to teach you that. Do you think that is part of a good mentor, someone to understand these things about others to more or less elicit responses from them? Right. Right. Somebody that can pull that out of you. Do you think that is the way we learn in mentoring? Oh, absolutely! Not only the mentor asking the right questions to elicit, but maybe also causing us to look inside ourselves and reflect? Yes. It has to be. Do you think we can mentor ourselves? I think we probably could, but I think it would take some experience with others mentoring us first. For example, we can be our

own psychologist, if you have been to a psychologist enough. If you know how it's done. There has to be some sort of stimulus then, someone who is knowledgeable? Right. The worse thing, I guess, is someone who is a so-called "practicing psychiatrist." They have never been to school, but they know what's wrong with themselves. Exactly. The worst thing in the world is a little bit of knowledge. That makes us dangerous.

Let's go back to the idea of reflection. How would you apply or acquaint this looking inside yourself or reflection as a learning process?

[Long pause.] Oh, yes. I think we all have the tapes in our head. When you do something, you know, you have this immediate tape in your head that tells us, "Oh, that was dumb or that was good.." I think you can know how to dub your own tape, in other words. You can rewind? Right. Fast forward it and dub it in? Right. Uh uh. We don't want that. That's a neat way to make a point about a learning. [We laugh.] But it is the way the brain works, isn't it? Ain't that good? Miss creative. [Laughs.] I appreciate that!

Is there anything else you would like to add to this? You talked about your father as the mentor, and how he asked you to "think about this and how you can apply it to students," but really it meant, "look back to what you had been through." You also talked about your violin teacher in college as your mentor, and you admired him so greatly because he was a professional. Let's talk about one incident when you might have considered him actually mentoring you. Was there an issue when he mentored you?

For example, one thing he told me was, "Always be prepared. Always keep something in your repertoire" that you knew, that you had memorized, and that you could just pull it out and play at any time. Otherwise, people would think, "Oh, she doesn't really know how to play." You can't just come up with something. That way, you have it in mind, you have it memorized, you can do it right then. Why do you think he would have told you that? So that I would be prepared because there are different times in a music teacher's life when people want examples. Different principals I have had have wanted me to play for them, to show them what I could do. If I had not had that [repertoire], I wouldn't have been able to. I would have been too nervous. This was to perform in an interview process? Right. Right. With your violin professor you had to perform all the time. Yes. Were there any times where he would stop you and mentor you, other than just telling you to be prepared with something, in case you were asked to play? Definitely. When I would be playing, he would say, "I'll show you this way, but when you have a student in the classroom, you're going to show them this way because it's easier for them to understand." Because I was on a much higher level [violin accomplishment level] by then, or course, than a sixth grader would be, for example. So he understood that you would be teaching music to students? Yes. Yes. And the way he mentored you always dealt with application to your students? Right. What did you think about that? I didn't really understand the wealth of information I was getting at the time, but it was. Do you rewind your tape to come back and use some of the things he mentioned? Yes, definitely. This is why you admired him then? It was.

Anything else?

There were a lot of things I left out of my protocol writing, and I wondered if you wanted to know those things. Oh, please tell me. When I took piano from Dad, he was too demanding. I was the oldest child. Since he had perfect pitch, if I made a mistake, he could correct me from the kitchen, but I would be in the studio. I wanted a childhood. I wanted him to leave me alone, so I took up the violin thinking, "He doesn't know anything about the violin, this will be great." Well, it's still music. [We laugh.] He could still come out of the bathroom and call, "B flat!" He'd correct you? Oh, yeah. [We laugh.] But at least he didn't insist that I practice five hours a day. That helped a lot. Being a school teacher as well as your mentor, do you think he recognized that fact that being young and a student, you couldn't spend all of your time practicing because you might lose interest? Right. Right. I think I probably would have. I know there was a time in the switch from junior high to high school where I thought, 'Okay, other people can live without an instrument, I'll do it too." I was determined that I wasn't going to play in high school. The high school band teacher called me and asked me about it, and why I wasn't on his list because he knew I played. He talked me into it. The main reason he talked me into it was because he was a man, and I knew better than to discount men. [Laughs.] How come? Because my father wouldn't permit it; so why would he? In other words, it was like insisting, a demand, that you will be here to play? Right. I'm glad now that he did, but at the time I felt I wasn't as good as Yasha Heifed, and so I might as well give up. Dr. [name of college professor] told me that he wasn't as good as Yasha Heifed either, but look at him, he could still play. He did well, and what was my problem? [Laughs.] It sounds like he gave lots of support along with his mentoring. He did. If you don't give that kind of support, a person is going to feel, "Well, I'm not really getting what I need out of this. They will wander off eventually.

That idea has come up before, that not everybody can be mentored.

I don't think so. I think you have to be ready to be mentored. I do. Because it would almost be like a barrier then, you think? That the mentoring would not do any good, or else it just wouldn't happen at all, or what? I think people are not going to take your advice unless they ask for it, and then they are not always going to take it. I think they are going to want it, to be looking for something. And sometimes when you give it to them, they don't realize that's what they need. But if they are not looking for it, they are just definitely going to discount it. Do you think at sometime, even though they discount it but remember it, that eventually they might think, "Hey, that will work!", and then use it? Oh, yes. I remember some things my dad told me the first year I was teaching. At the time I thought, "No, that won't work, that won't work, that won't work." Then two or three years later, I think, "Oh, that was pretty smart." [Laughs.] So the mentoring, the advice, stays with you? Yes, it does. It does. And it's like that tape in your head. You're rewinding it and going back to certain places. Yes. Exactly. You listen to it again, and then, "Hey, I can apply it. It works." I know a big part of teaching is knowing yourself. It's self esteem. Knowing yourself that you've got it, and you can do it. I remember the first year I taught, I was at [name of school]. That's in [name of town], and it's not an easy school [to teach in]. I remember I was having trouble with the discipline with the fifth graders. Today you might have trouble with all of them [elementary students], not just the fifth grade. [Laughs.] I remember my dad saying to

me, "You've got control of that class, and the kids want you to have control of that class. You just don't know you have it." Now that I look back on that, he was absolutely right. I kept thinking, "Oh, that doesn't work, so I had better switch to this." I never stayed with anything long enough. That's what you realized then? Yes. To be consistent? Oh, yes. To stay with it. Don't give up. Do you think that when students see a little dent there, or you being lax somewhere, that they will take advantage of it? Oh, yes. They jump right in. [Laughs] Right. It's true. You lay the law down from day one, be consistent with your rules, make them very democratic, and the students learn the best they can. They are appreciative of what you have done for them. That's right.

APPENDIX F
Reba's Interviews and Written Protocol

REBA
Interview #1
May 23, 2002

My first question is: How would you define teacher mentoring?

Mentoring is a guidance and sharing of information and allowing someone to grow within their own needs to what will work for them rather than your way of teaching. Sharing a multiple of different ideas, different methodologies, and letting them choose what they want to work with.

During your teacher-in-training program at the university, had you opportunities to be mentored?

No. None at all? Not at all. Not once. The only thing I ever received as a pre-teaching training at mentoring was when we went for one day at the education service center for our induction, [Laughs.] and that was it. I had done an internship which everyone goes through that process, but as far as being mentored, no. Even an advisor or someone during choosing your teacher program at the university? Yes, but that person wasn't someone that you could contact. Unfortunately, I was not with someone who . . . I never once walked in and talked with someone. I had an advisor who just pushed me into my classes and I never saw them again. That's it. [Laughs.] I didn't know what mentoring was. What would you have learned from that experience that they were almost incognito, and they just shoved you into the classes? I didn't know that counselors were supposed to be anything but that [Laughs.] at the university level. A lot of the students I knew had the same experience.

Other than what you have written in your protocol, can you think of another incident that was of interest to you that dealt with you being mentored?

[Long pause] The only mentoring I had ever received was when I had searched out myself. I went to teachers other than those in my area of expertise because I felt that they were very good teachers. Even though they were not in my discipline, I was able to gain a lot of information from them and get some help that I needed. Unfortunately, it didn't come from my area of training. So, in other words, one of the prerequisites for you to find a mentor would be that they were a good teacher. Would you explain "good teacher?" Good teacher, someone who had good classroom management, who respected the student, and spent a lot of time on task with the students not just chit chatting in the classroom. I had observed a lot of that, and I didn't want any part of it. Can you talk about your experience then, with this other teacher out of your area? Yes. Organizational skills, politics within the school [Laughs.], how to get things done were basically the most important information I got. I really had no mentoring. I was in several different schools, as you will see in my protocol. I had been in a number of different places, and only once did I receive any kind of training and that was the induction speech they gave us for half a day at [name of school district] education service center. I was stuck in classrooms where

I was always a first year teacher for that particular classroom that had no books, no materials, and none coming. I made everything. When I walked into [name of school], I was in the classroom stuck over by the pop machine. Nobody else was in my area. All the other special ed teachers were over in a middle hallway by the cafeteria. I was isolated by myself, no materials, no books, nothing. What was the situation that you had no materials? They needed a new teacher. They had too many kids, and they just created a new position, but they didn't provide for that person. There wasn't any money. It was an amazing situation. This was when you first started teaching? In [name of school district], my very first year in [name of school district]. That would have been, what twenty years ago? Oh, a long time ago, my goodness. 1979. Was this when the new National law had just been enacted, in other words, where special education students were to be integrated into the regular classroom? I believe seventy-five, seventy-six was when that first started. 1975, I believe. Mid seventies anyway. It was all new, and they didn't have a lot of things for teachers at that time. The district didn't know much about it, so everyone was fledgling to begin with. There were only a few teachers with experience from 1968, but it had not become a National law. That would have been my next question. Perhaps it was new to the district, and It was new to everybody. the district could not coordinate things for you, so you had to shift for yourself. Yes, you see, when I went into it in college, I just wanted to be a teacher. I didn't know what kind of teacher I was going to be. As a matter of fact, I had trained in violin and was going to be a concert violinist. My husband had trained in learning disabilities in special ed. Well, I didn't want to do the same thing he did, so I chose MR, the mental retardation. The only reason I chose special ed is that they said there were good job opportunities becoming available. [Laughs.] So I thought, well, okay, I'll do that. That's the only reason I got into special ed. I am so thrilled that I did because I love it. I love what I am doing.

I have one more question. In your own terms, how would you define that element within mentoring that allows a teacher to learn from that mentoring experience?

The fact that they are allowed to choose what works for them and what their needs are. They get to define their own needs rather than someone telling them what they are doing right or wrong. I feel that is far more beneficial than someone trying to dictate to you what you should do. You can grow within yourself, especially if you love what you are doing. You will find the things you need to improve on, the things you need to give a little fine tuning to, or as a lot of people say, tweak. [Laughs] I think it makes an everlasting impression on someone when it's something that is a personal need. Learning to grow within yourself is more important than anything anybody can teach you anywhere, whether it be through public education or reading. Reflection on finding where your strengths and weaknesses are and improving on that for the benefit of the students has a monumental influence on your ability to be a good teacher.

What you just described, would you also call that mentoring yourself? Do you think you can mentor yourself?

I think a good mentor teaches you to mentor yourself. Yes. I do, and that's what National Boards teaches you, is how to, through reflection on what you have done and how the kids have improved, to see what it is you can do to do better. What can make a

better contact with the children. What worked well, and what didn't and modify it. Just continue to grow and develop in your practice for years and years to come. That's what makes teaching so exciting. In other words, once you have been mentored, and you like the idea of freedom of choice especially. Yes. what information you can get from mentors you use it, you refine it, you apply it, and then you can go back and fine tune it, as you say And fine tune it, modify it, and redo it. It's a continuous, cyclic process. It's where you go through and you do the changes, and what works and doesn't work. You pull out what works and keep it, and everything else you toss out. You just continue to grow from there. It's a continual learning experience. I don't care how many years you've taught. Is it cyclic? Yes. but it's infinite almost? Yes, if you're teaching. It doesn't matter who it is you are talking to, as I mentioned in the protocol, you can learn from anyone. (Reba's protocol writing was written prior to the first interview, but it was not delivered to me until after the first interview.) I don't care whether they have had teaching experience or not, there are things you can pull from anyone, and so we are here to help each other. It's such a wonderful learning community. Is that a collegial thing, do you think? Yes, and also from the parents. I have learned a tremendous amount about my students from the parents, and I think they are an essential part of the educational process. My kids have benefited tremendously from the relationships they have developed with their parents. They are their mentors too though? They are. It's all a process of mentoring. The students, when they have seen you mentor them or their parents in a situation, they learn to mentor others. It's like a drop in a pool of water. It just continues to affect all those around us. It's like a smile, it's contagious.

What would you consider inadequate mentoring? You talked about that a little bit earlier.

"If you need something, come to me." That's inadequate mentoring, because you don't know what you need to begin with. [Laughs.] I loved the process we went through in PDI mentoring because the things that were brought up, talked about, discussed gave the teacher ideas about ways that they could improve without saying, "You need to do this, you need to do that." They'll go, "Oh, I haven't thought of that." They will start looking at things in a different light. There is no end to the learning. Mentoring, I would consider proper mentoring, something that acts as a stimulus would work, because it gets not only the mentor thinking but then also the mentee, the other teacher, in this case. Yes. That's the wonderful thing. Sometimes that's all we need, just a little stimulus to get us thinking in the right direction and go with it. That's all it takes. It's just a little guidance. We've been doing it for years. [We laugh]. We sure have.

REBA
Protocol Writing
Written Prior to the First Interview but not Presented to Researcher Until After the First Interview

I have never had an official teacher mentor assigned to me at anytime during my 21 year teaching career. It would have saved tremendous confusion and frustration if school systems had implemented a program to help us floundering novice teachers, but that was not a reality after my initial induction to teaching.

My experience with being mentored happened quite by accident. I had been through my first year of the Professional Development Institute's Mentor Teacher Training and was assigned mid-year to a wonderful mentee, [name of mentee]. At that time, I had been teaching 20 years, three school systems, in five buildings, under nine different principals; a comprehensive experience. [Name of mentee] was different than any other mentee I had met. He came to our building with nine years as a Paraprofessional prior to becoming an entry year teacher. He was not a novice to the teaching practice.

As the Mentor for [name of mentee], I provided many insights into ways to help him gain a cohesive, cooperative learning environment for his students. One such continuously reminded input was to allow the students ownership of the classroom as opposed to the environment being referred to as "My classroom." Students tended to become confrontational if they view the environment as belonging to the teacher rather than a joint ownership. The students have been much more responsive to corrections made by reference to, "In this room we behave in such a way," "This is the way it is done in room 301." "We do not behave that way in this classroom." . . . etc. The kids just love him and consider him fair and equitable.

What surprised me was that I gained as much knowledge from [name of mentee] as he received from me; it was a two way, win/win situation. [Name of mentee] was excellent in his organizational skills and was delighted to share some of his tricks. One example was the use of tabs placed in the roll book for easy access to each class period; no more flipping past paper clips to find the appropriate class. It sounds so simple and yet it was such a time saver. [Name of mentee] had a variety of classroom management tips I had not seen used by any other teacher.

From my experience mentoring [name of mentee] and the knowledge I gained from him, I learned that everyone has something to offer. Whether it is an insight, technique or emotional support, we can continuously help each other grow in this wonderful profession of ours. Teaching is not limited by anything. Imagination, energy and willingness to share with colleagues keeps us fresh, efficient and excited by what we do every day. This is an experience that is contagious. It impacts the learning environment for everyone; other teachers, administration, parents and most importantly, the one reason we are here to begin with, our students.

REBA
Interview 2
May 30, 2002

These questions are simply for clarification of some of your comments written in your protocol writing. First of all, you mention [name of mentor] "excellent organizational skills" and give an example of the tabs on the grade book that separate classes. Can you give specific examples of other class room management skills that helped you?

[Name of mentor] always kept his materials neat, graded and out of sight. He didn't have clutter in his room. The only things visible when you walked in the classroom were the items needed for that particular day's assignment. I usually visited [name of mentor] every day after school for thirty minutes. By the time I got to his class room each afternoon, he was in the process of making sure everything from that day's assignment was back where it belonged, and was preparing for the next day's activities. Everything always looked neat and clean. Only a person with good organizational skills can teach the type of hands-on science lessons he provides for his students and maintain a clean environment. (Mentor teaches science to special education students.)

You mention the idea of "emotional support." Can you give specific examples of how your mentor gave you emotional support?

[Name of mentor] went through a traumatic time this past several years; classroom assignment changes, physical classroom changes, the death of several family members, and the death of his beloved Sheltie collie who had been with him for many years. I have always been there for him through all of these situations to provide moral support, listen, suggest multiple solutions to problems, provide teaching materials for his classes when he had emergency substitutes for a week at a time. As they say, what goes around comes around. [Name of mentor] has gotten to know me well professionally. We often discuss problems he has had with particular students. I am honest and let him know when I am having the same difficulties, or how I have managed to provide a successful remediation to that particular student's problem. After I became comfortable with [name of mentor] and we had shared/solved a variety of student issues together, I grew to trust and value his judgment and listening skills. [Name of mentor], being a caring, interested person, usually always asked me how my day had gone. For a long time I felt it only appropriate to share class room methods, curriculum, faculty/administrative concerns; staying on the positive side of most issues. Not often, but several times of extreme frustration . . . I have sat down with [name of mentor] and let him know how a really bad day went. Those couple of times, having a good listener who understands the need for confidentiality has been a blessing. Teachers who keep their frustrations inside, burn out on the profession. When we can share our good and bad days with each other it makes the enormity of some of those situations diminish and more tolerable. I discovered a two-way street of professional support and sharing with [name of mentor].

How did your mentor's mentoring impact your teaching in the classroom?

Watching [name of mentor] maintain student attention, even with those students who fall asleep or cause problems in most other teacher's classrooms, was refreshing. It was great to see a special education teacher really teach the class subject. Special Education has unfortunately been associated with being a holding ground for problem students, and all that is really going on is baby sitting, not real education. I enjoyed watching someone teach who cared about what he was doing for his students and making a difference every day they were with him, not just during administrative observations or evaluation. The things I see going on in [name of mentor] room reinforce all of the skills and standards that I believe a teacher should uphold. Knowing someone else in the building was a serious teacher in the area of special education was comforting and reaffirming that I wasn't just spinning my wheels. When I first started to improve my practice and apply what I was learning through National Boards, I had a [name of school] special ed teacher walk up and say, " What are you doing?!!! You keep doing all of this "stuff" . . . and they are going to expect all of us to start doing it." No names mentioned, but Collinsville just inherited that ambitious individual.

How did [name of mentor] mentoring impact your students?

His mentoring of me helped me keep those few extremely frustrating situations in perspective. I was able to step back and look at the student with a fresh outlook and give that student additional opportunities to correct their problems before it became a self-destructive situation for that student. Through talking with [name of mentor] about a situation, I was able to see it in a different light and see possible solutions that at that moment eluded me due to my closeness to the situation. As I said before, I do not think it is appropriate for a mentor to have that kind of relationship with their mentee until the rapport and trust become equally shared after a period of time. All teachers can enrich each other's practice by sharing what works for them in their class rooms. We are all professionals whose combined knowledge far exceeds the potential of any individual. We must be a supportive learning community to best benefit our students.

APPENDIX E
Dodie's Interviews and Written Protocol

DODIE
Interview #1
May 13, 2002

The first question is simply, how would you define mentoring?

Ahh, let's see. Mentoring, to me, is when, I guess I'll just put it in reference to my college experience, specifically my experiences with my masters. Teachers took a great interest in me and my work and helped me express my own ideas, and would give rapport and allow for personal growth, while being there, very supportive and encouraging. How did they do this? Did you do any one-on-one conferencing or journal writing where they responded to you? Let's say professors where they responded to your journals? Actually both. I had one professor since who I have in mind who's been a wonderful, wonderful mentor. I just feel so lucky to have had her. It started with one-on-one, just support during class time, acceptance, the feeling of acceptance, the feeling of encouragement from the very beginning all the way through both masters and my doctorate, my doctoral program. And then there were classes that had some journals also with the comments and that and the constant feedback. Not only in writing, you know, but constant feedback They were just very good about that. By the way, I didn't ask you. You're finishing up your courses in your doctoral program? I have one last course this summer, and I'm through chapter two on my dissertation. I'm working on chapter two, that's where I am in my work. Over what? It's educational psychology. That's my program. You had mentioned mentoring during your masters program. Did you have any mentoring during your teacher training program? Let's say your education courses while working on your bachelors degree? No, not really. No, not to speak of. Not in undergraduate courses. In high school there was some, but my college experience was pretty bereft of any mentoring. {Laughs] It would have been helpful. It would have been nice because I think I might have gone an English route if I had had that because I was in an English program and not a teaching program. And then when I did my teaching at [name of college], I did that kind of after the fact and went back and got those 15 hours. And there wasn't anything, any mentoring there.

Consider the one mentor you talked about. As far as that experience is concerned, how has it impacted your teaching and your ideas about teaching?

It has revolutionized my teaching. She has a lot of experience in teaching, and my masters program was in gifted and talented. It has just really changed the way I have taught. I always made it my philosophy to be one of loving kindness within a structure. I always wanted to teach gifted and talented children, and I knew when I went back to school and got a job in it that I needed to be educated in that area. From the day I entered the classes, the classes I took, directly transferred to my classroom, my real low classroom in the middle school situation. So I loved everything I got, it was so helpful. And it helped me mentor other teachers and become a professional, help in professional development in [name of school district]. And not only teaching other gifted teachers or

mentoring them, and supporting them, but also regular classroom teachers because that's just good teaching. That's what I was really learning, just good teaching.

How did these experiences also impact your students in the classroom then?

Well, God, I'm sure in a multiplicity of ways. I could probably do another interview on them to see. I think probably for gifted and talented it gave me a sound philosophical base from which to work to know so that I could be consistent in my approach to my teaching of gifted. Also help me with underachievers and recognition of twice exceptional children. That there can be gifted and LD, gifted and mentally disturbed. It helped me to recognize the need for free choice, and even within a gifted class, I would need to differentiate for those kids because I would have a range of students even within that. And even within that range they may have been the brightest of the bright but needed monitoring, and then some wouldn't. So I just learned so many skills, so many techniques along with my philosophical base to help me teach gifted children. I think it really impacted them a lot. I know I get a lot of feedback. I get a lot of griping while they're in school, but then they all come back forever. I get calls telling me that it was a good experience [her gifted program], I'm hoping that it was. I'm hoping also that you will take one of those experiences , especially with your mentor, and write about it. Just choose one that really stands out and describe it in complete terms and definitions. And talk about also nature of the mentoring. What I am trying to figure out is the nature of mentoring. What element is it within mentoring that helps us to learn. There's lots and lots of research on the mentoring process and what a mentor is and all, but I have always thought that there has to be something there. What is it? This is what I am trying to get at in my research. So when you do write your protocol, do go into a great about your feelings and emotions and ideas that come to mind . I have one in mind, it's my thesis experience. That whole experience was one of needed support, but just the right amount of support, not ever doing it for me, but comforting me. No micromanaging? No, but still the beliefs that I can do it, would do it, would do something difficult and engaging but with support but not with, you know, not being, I mean, I did the works! [Laughs] This is what makes them what they call an advisor. You need someone like that to get you through the process, because getting just this far has been difficult. Even though I don't have children at home any more, it's time consuming [writing a doctoral dissertation], it's a 24 hours a day thing right now. Uh huh. I'm glad it's at the end of the school year because then I have 24 hours a day to finish this. I know. I keep thinking, "If I can make it just six more days." I want to give 100% to my children at school, but I know I really need to get back into what I am doing. That's why I won't be going back next year full time, because I can't. I got to finish this [doctoral dissertation]. Right. If you can finish it in a year, then you would need that time. I can vouch for that.

The last thing is, in your own terms, how would you define that element I was talking about, in mentoring, that helps us learn? Do you have an idea? Have you thought about that? Well, yes, because I think it has to be partial free choice. You don't want to make an error in logic and say that it is any one thing, but that it is a combination of things. It's the knowing that your professor is there and cares about you enough to make contact, get on a little bit of personal basis with you. But at the same time, expect a high degree of

work effort. You know you can ask questions. I always felt like she was open for any question, any support, and if I need something walked through, step-by-step, she would do that, but she would never, ever, I mean, it was always my work. I would do the work. High, high expectations. When I was done, and there were lots of emotions about it, sometimes I would be down. Sometimes I would be crying, and sometimes I would be elated because I had done something to elicit an accidental praise. She didn't believe in praise. That was her philosophy, no reward, just punishment. She lived her philosophy, a total role model, I guess is what I'm trying to say. My admiration for her and her ability to live her philosophy, and then the high expectations, and getting it done and knowing I did it myself. So it was So that was actually the process you went through? Right. Then as you write your protocol, think about that, of course, but, in the end, what was it about all of this that helped you to learn from this. It sound crazy, but that's what I'm looking for. So you're looking a particular element? Like you say, it might be a combination, but there has to be something in the mentoring process, not the process itself, but something within it that goes on that helps us to learn from it. That's what I'm getting at. I may not find anything. I don't know. But I've has some wonderful conversations with my other five teachers.

Do you have any questions because I know you need to run off.

Well, no, not at this point. I'll have some things that I'll write, and I certainly will be thinking if I can reduce it to an essence or an element. If you have an idea, that's good, because that's something I'm doing now, gathering ideas. My conclusions, or an idea about a conclusion, will come after I have gathered all of this together. I would like others and your input on this as well. I'll be thinking about it, and I'll get it written and get it back to you. Well, I appreciate this very much, and I'm sorry about your family. It sounds like you have several members with medical issues.

DODIE
Written Protocol
Written Between First and Second Interviews

Because of a wonderful mentoring experience, my thesis was a journey full of learning peppered with only small doses of confusion and trepidation. I had established a relationship with my advisor through the three years of my masters degree course work. We seemed to think alike and had similar philosophies and ways of teaching. I admired her teaching from the first class and was extremely disappointed if any other professor took her place ([during] summer classes). She encouraged all her students to think . . . no she demanded that they think for themselves. She provided a psychologically safe environment [in which] to work and experiment with ideas. She was very demanding, but in a way that asked you for the excellence that she just knew was there. She was always encouraging and inviting. She constantly asked you to step a little farther in what you perceived you could do. The environment was never threatening. She did not preach or act like she was the only road to learning. She was, however, extremely knowledgeable and was always willing to share. She was a guide and she became a friend. She made learning exciting and fun. During my work on my thesis, she pushed me to do something I was extremely proud of . . . she encouraged me to take chances by biting off what appeared to me at first glance, more than I could chew. She wanted me "to put something down on paper" and we would work from there ... once I started "putting something on paper" and reading the literature . . . my confidence grew. If I got really frustrated . . . she was there. She helped me with the data and with doing an inter-rater reliability on an instrument that I used . . . this meant staying up for two days until well past midnight . . . she always acted like it was just part of her job . . . but I now know . . . from talking to other grad students that she gives so much more than most other advisors. . . . She does this for all her students . . . not just me . . . she is fair and kind . . . and has made my school experience challenging but with the knowledge I could do what I set out to do. I think that the gift she gave me was that of helping me gain the confidence I needed to do the work I had always wanted to do . . . she demanded your best while providing the scaffolding that I needed. There were times that I was frustrated, but I could talk it over with her . . . sometimes I chose to keep it to myself because I learned that there was always another day to do better . . . or to fix what needed to be fixed. I cried a couple of times in the process, but never considered quitting . . . I think crying helped to relieve the frustration of not seeing the end of the process, but trusting that my advisor would help me get there. Mostly, I felt competent to do the work and excited by the atmosphere of learning that always surrounded her.

This experience transferred directly to my own teaching. Every thing seemed to be applicable to my classroom. My advisor helped me to become a much better teacher. She was an inspirational role model. I try to live up to her standards every day.

DODIE
Interview #2
June 5, 2002

I pose these questions to clarify certain points you have brought up in your first interview and your protocol writing. You mention that your experiences with your college mentor "revolutionized" your teaching [1st interview], and they "transferred directly to your own teaching" [protocol writing]. Would you please give specific examples of how these experiences actually revolutionized and transferred to your teaching practice and your students in the class room?

{Mentor's name] classes were conducted in a manner that allowed free choice, and as a student I have never felt threatened in any way. She met you where you were and guided you from that point. Class was always interactive and she was very knowledgeable. Her teaching resonated with my feelings about how learning should take place; therefore, she was someone I wished to model. I used her same techniques in my own class. I tried to make subject matter more relevant and encouraged free choice. I let students assess their own work with my help and suggestions. I tried harder to make my class more interactive with student discussions and student led lessons. I constantly worked on a psychologically safe environment where mistakes were expected and normal. Students just learned to build on them. and I also encouraged students to make the environment safe for all. We often discussed why such an environment was so important. {Name of mentor] also never hurried a response. This wait time became something I strived to do as well. The impact on the students was positive. I think they enjoyed learning more and became accustomed to saying what they really felt. Respect for all became more common. Students would correct other students if negative comments were made to their peers.

In your first interview, you say "what I was really learning [was] just good teaching." Would you please define" good teaching?"

Good teaching is respect for your students. I call it loving kindness. This doesn't mean lack of discipline or structure, but it does mean treating them at all times with the respect that you would want for yourself. I do not believe in a behaviorist class room; however, there are consequences for inappropriate behavior. Actually, I didn't have many behavior problems.

In your first interview you say that you learned from your college mentor "many skills . . . techniques along with [your]philosophical base to help [you] teach gifted children." Would you please explain or define this "philosophical base" and give examples as to how it helps you teach gifted children?

A philosophical base is a belief in holistic education: teaching the whole child, the mind, the body, the spirit, and the soul. Another way to categorize this is multiple intelligences. This philosophy also includes loving kindness as I have already mentioned. I also believe that curriculum should be differentiated. The needs of the student should be what drives the curriculum.

Would you please briefly explain or define the element or elements within mentoring that help one to learn. What are your ideas here?

I guess that academic freedom and a psychologically safe environment are the two most important ways a mentor can support and encourage a student. Together these elements help to form a bond of trust and a desire to learn.

Thank you, and good luck on your dissertation research!

APPENDIX G
The Researcher's Written Protocol
April 15, 2002

van Manen (1990) reminds us that in human science research the research question "must not only be made clear, understood, but also 'lived' by the researcher. . . . So, we adopt a phenomenological perspective in order to help us to bring to light that which presents itself as pedagogy in our lives with children" (p. 44). It is with this thought in mind that I write a brief autobiographical excerpt of my own experiences with the idea of mentoring.

In all the years I have taught German and English, I have had few mentors. Perhaps this was because I had begun teaching at an older age than most newly graduated teachers, and people assumed that I needed no assistance. I began my work on a bachelors degree in German at thirty-seven years of age. My children were all in public school finally, and I took advantage of this time to begin my college career. There was no mentoring involved as I planned my own program, and this included all of the required courses for a degree in secondary education. Because I loved languages, literature, and writing, I ended up completing a degree in education with a double major in German and English.

While I completed my masters degree, my advisor was a wonderful mentor. He always reminded me to complete a degree in the areas I was most interested and to build on this interest. He suggested particular courses I should take to complete the requirements of a masters degree, and he also suggested other programs I could take advantage of to satisfy my interests as well as the masters requirements. As a result, I experienced a wonderful, and very satisfying State writing project program. I also worked as one of the State's writing project consultants and gave state-wide seminars to teachers and administrators on the writing process, writing language curriculum, and writing criteria for administering and assessing state writing competency tests. I also was published for the first time.

I cannot say enough about the wonderful mentors I have had during the time I have been working on my doctoral program. This I will not discuss at this point because my dissertation is still an ongoing project.

I think professional growth should be an on-going project for all teachers. If we teachers do not keep on top of things in the business of education, then that is our and our students' loss. Our business is to teach the students, yes, but teachers need to continue to learn to remain good teachers. During my teaching years I have attempted to do just that. I regularly attend conferences related to curriculum development, foreign languages, and language arts. In addition, I have completed certification for secondary principal, and I have also completed a State university's Professional Development Institute for training teacher mentors program.

I have taught in three different public senior high schools so far in my nineteen-year teaching career. It has been a wonderful and fulfilling journey, and there has been only one time so far that I felt I was in over my head as far as my teaching practice was concerned. Two years ago, during summer vacation, my assistant principal called me and asked if I would help her develop a ninth grade English accelerated reading course for the

incoming freshmen. I quickly checked the school district's schedule of the different courses the district offered for ninth grade students and found one called "Accelerated Reading." It was a semester-length elective course. The description of what the course's objectives were and the content to be covered guided me in my construction of such a course for our school. I had attended a reading conference in Nashville the preceding November, so I was able to develop a course that focused on reading and writing skills through pre-, during-, and post-reading activities that followed up with writing activities. The assistant principal approved the course for our school. I was then slated to teach the course because, as the assistant principal noted, "You wrote the course, so you should teach it too."

When school began in August, I found that I had five large classes of freshmen students, along with a sprinkling of sophomores and juniors. By the second week of school, I realized that the majority of my students were not accelerated readers, or writers for that matter, and what I had hoped they could experience in my classroom was not going to work with these students. I talked with the students' counselors who filled me in on the students' progress, or lack of progress, during their middle school years. Believe it or not, none of my students had even passed the eighth grade reading and writing competency tests, but here they were, in high school! I thought, "How can this be? Why have we allowed this to happen?" The more I reflected on this, I found myself in a quandary because I could not answer these questions. My frustration level rose about ten points, but not to be daunted, I decided to get some answers to my questions.

I thought, "Let's go to Plan B." I visited with the head of the Special Education department at our school and asked her about testing these students for reading and writing ability levels. What test would she suggest, and how would I go about testing these students? She suggested that I contact the special education teachers who regularly tested all freshman students each year to see if they had not already gotten such test scores for my students. I then contacted the two teachers who normally tested freshman students, but they had not tested students yet that school year. In fact, they couldn't find the test they were to administer that year. They finally referred me to another of the special education teachers who, as they put it, "was better organized" and maybe she would have a copy of the test. This teacher taught math to emotionally disturbed students.

She was an absolute godsend. I approached her during my plan period, and we made plans to meet after school that day to talk about my concerns. I did not tell her what those concerns were, but she graciously agreed to meet with me anyway. I related my situation to her, and she just patiently listened. Then she said, "I understand. Now what do you want to do?" I told her that I really needed to know where my students were at this point in their reading and writing abilities, so that I could come up with activities that would build on those abilities. I suggested testing the students in the reading and writing areas and then I would go from there. In response to this, she showed me a specific test that met my needs. She explained how I was to administer the test and calculate the different student's reading and writing levels from their test scores. As our meeting came to an end, she said, "When you get those scores, come see me, and we'll set up a plan for your students."

When I initially tested my students, the results showed that all but twelve of my students could not read or write above the third grade level. Some students scores were so low that I could not calculate an ability level for them even at the first grade level. The test results furthered my frustrations, and so I went to my assistant principal for more suggestions to help me in my situation. The principal said she would contact the district reading specialist to come and talk with me. Maybe she could help. Otherwise, there were some monies for the course if I wanted to order some materials.

I went back to my mentor with the test results, and I talked with her again while she patiently listened. Yes, my student assessments according to the test results were correct. My frustrations about the situation finally came out when I said, "I am a regular English teacher, not a special education teacher. I had only one course for exceptional students and one developmental reading course during my education program in college. How am I ever going to do right by these students? Where do I begin?" My mentor then asked, "What do you think is best for your students? Where do you want to begin?" I told her that I did not want to turn off these students to reading and writing. I wanted to make sure that what they studied in my course would be interesting and fun, yet help them grow beyond where they were presently. She agreed that this was a good plan.

My mentor took a copy of my student class rolls and proceeded to tell me those students who were currently special education students. Those students she was not sure about she would confirm with the special education department files. She also mentioned that it would be the responsibility of the special education teachers who taught these students English to assist in my class room if they and I had common students who needed help.

Within a week of having conferred with the head of the special education department, the department head brought me a bag of elementary level materials she had picked up at the State teachers convention the previous fall. She was apologetic and could not come up with any logical reason as to why I was teaching such a course. I told her it was because I wrote the course. She answered, "Yes, but you do not have students who can handle an accelerated reading course. Where are the counselors in this mess? They and the assistant principal are the ones who scheduled these students into the course." I had no answer for her, but I decided then and there, that I would keep meticulous records of all my students' progress and failures. I also ordered some readers for my students from the monies that my principal said was available. They consisted of classic stories and novels in comic book form and other readers that featured sports figures, minority cultures, mysteries, and science fiction stories. The principal sent in an emergency order for the readers, and they arrived within three weeks.

I reflected a long time on how I would approach my students. Could I work with them like I have done in the past with my regular and advanced students? I had to do something. So to initiate a plan of action with these students, I began by asking each class for input into what they would like to study. This was an established practice I had always used with my students, no matter what language or grade level I taught at the time, and it had always worked before. I told them about the readers I had ordered for them, and that we should study some vocabulary and do some writing too. Then I asked them to get into groups of threes and come up with at least four subjects or areas we could consider for the semester. These students didn't exactly know what was expected of them because they

had never before been granted this privilege. It was a noisy process, and they came up with some wonderful suggestions, and even some of the silly ones, if they were acceptable to the students, turned out to be workable.

About this time the school district's reading specialist showed up in my class room, and we had a nice conversation. She finally understood the situation, but not until after I had related to her about the testing, the results, and the students' plans of study for the semester. She noticed that there were thirty-two students in the class I was teaching when she arrived, and I mentioned that this was one of the smaller classes. I had others that contained thirty-eight students. Her only comment was, "This is an on-sight problem, not yours." The reading specialist then complimented me on my "game plan," as she put it, and that it seemed I was "doing everything right that [she] could see." This made me feel a little bit better about the welfare of my students. Maybe I was going in the right direction on their behalf, after all.

My mentor checked with me from time to time to see how things were going. Her upbeat attitude about these kinds of students seemed to rub off on me, and this made my teaching efforts much easier. The other special education teachers who taught my students English did not participate in my classroom or help with our common students even though I requested this from them. I had given them the students' plans of study and how we were going about completing different activities. They didn't seem to have issues about the course objectives, the grading scale, or the students' plans, because none asked any questions or voiced any concerns. One special education teacher said to me though, "Well, your course is a remediation course, isn't it?" Maybe I was too dense, but I did not figure out what she meant by that comment.

But at the end of the first semester, the principal decided that the course was going to be extended into a full year's course. It seemed there was no way to schedule these students into another semester course because none had been provided for the ninth graders. This again raised frustrations for me because I was not prepared for a year's course. I had exhausted student activities with the readers and the students' plan of study, now I would have to come up with something different for the second semester. So my students made a plan for the second semester. This time we included the students' favorite stories or legends, and they came up with some fun activities that dealt with movies or videos they had seen. One in particular was the story of Moulan, the Japanese girl/heroine. We had some wonderful discussions about the Japanese culture, including their religions and language and what this culture expected out of men and women and girls and boys, the Japanese idea of heroes, and individual strengths.

At the end of the school year, I retested the students, and there were very few who had not improved their levels of reading and writing skills. My mentor helped me organize these individual student scores from the initial and final tests into a coherent presentation. I gave copies to the head principal and the assistant principal. The principals never responded to them or said a thing to me about these students.

Despite a school year that seemed to run on the rails of an emotional roller coaster for me, I appreciated the students' efforts and the results of their efforts. I found ways to help groups of students with a variety of skill levels and ability levels achieve in my classroom, and I think they had interesting times in the process. I realized that students can meet the expectations of their teachers if they are personally involved in setting those

expectations in the first place. It doesn't make any difference as to the grade level or the ability level of the students, they all can learn to a certain degree, perhaps to the best of their abilities.

My mentor helped me get through a very difficult teaching experience. Her quiet, patient guidance allowed me to survive that school year without losing a sense of professional pride in what I consider my chosen profession. She has become a great friend and trusted confidant. I truly appreciate our relationship. We continue to email each other during school hours, at home during spring or summer breaks. At school during the school year, we have lunch together whenever our schedules permit. This experience seemed to reinforce my idea as to what mentoring is all about. It is a process where teachers can share with one another an idea or information that will help them grow professionally and personally.

After nineteen years of teaching English and German, I still feel it is important to students' learning to give them a choice of what they want to study in my courses. I supply a list of possibilities for the students related to the different requirements or standards to be met by the students in the course. This helps them to come up with their own specific topics and activities for the course. I think this sense of ownership sets a democratic tone for the class room and what goes on in it from day-to-day.

I have always expressed to my students that none of us is perfect -- and that includes the teacher. I tell them, "We are all in this boat together. You will learn from me, and I will learn from you." This seems to break the ice during those first few awkward weeks of class time, and students learn to question and discuss issues and concerns that are important to them throughout the school year. Many times these issues are not course related but have personal overtones. We exercise the right of freedom of speech, thought, and expression by writing about these concerns in our journals. I write in my journal along with the students. Many wonderful ideas and discussions that were related to different literature sources we studied came from these journal writings.

I also require my students to maintain a literacy portfolio. Again, students choose what items they submit to their portfolios, along with a letter explaining why they submitted these items. Usually students submit items they feel are their exceptional or best work, and the students defend their choices. I think allowing choice, free expression of ideas, and opportunities to defend their choices and ideas give students a sense of personal worth and helps them to grow intellectually and socially.

APPENDIX H

Margaret L. Jewell
8530 E. 37th Place
Tulsa, Oklahoma 74145

Richard Jones, Principal
Spooner Senior High School
11300 E. 61st Street
Tulsa, Oklahoma 74133

Dear Mr. Jones;

I am a doctoral candidate at Oklahoma State University and currently working to complete my dissertation on teacher mentoring. This letter is a request for permission to interview _____, a Nationally Board Certified teacher, who is a member of your teaching staff. I would especially like to interview this teacher in hopes that s/he has mentored teachers or is being mentored currently and would be interested in this topic. The interviews will be held away from your school site and will take approximately three hours of the teacher's personal time over a three month period. Confidentiality will be maintained in the study. The identities of the teacher and school will not be disclosed in any written reports.

On Wednesday of next week, I will call to confirm that you have received this letter and perhaps get your permission to interview _____. I sincerely thank you in advance for your cooperation in this venture. If you have questions, please contact me at (918) 660 - 0725); or my dissertation advisor, Kathryn Castle, Ph.D.., at (405) 744 - 8019; or Sharon Bacher, IRB Executive Secretary, at (405) 744 - 5700.

Best Wishes,

Margaret L. Jewell
cc: tchrmntr file

APPENDIX I

Margaret L. Jewell
8530 E. 37th Place
Tulsa, Oklahoma 74145

Sandra Jones
Hook High School
1773 E. 14th Street
Tulsa, Oklahoma 74119

Dear Ms Jones;

Congratulations on attaining your National Board Certification in Adolescence and Young Adulthood/English Language Arts. As a fellow teacher, I know this is a wonderful source of professional achievement and personal pride for you. Expanding our professional expertise is important to improving our teaching in the classroom.

My efforts to improve my own teaching expertise are currently being applied to a doctoral dissertation on teacher mentoring. I have contacted you in hopes that you will serve as a participant in the data gathering process of my research venture. Teacher mentoring is also a source of professional development, and I am sure you would be able to add some insightful comments about mentoring from your own experiences in this area. The sharing of your experiences would be of benefit to all teachers who are interested in mentoring, and the results of this study will be made available to you. Participation will take no more than three hours of your time and will occur at your convenience.

I will contact you next week to set up a date and time for us to get together and discuss teacher mentoring. In the meantime, you may contact me at (918) 660 - 0725 or mljewell@earthlink.net. I look forward to working with you!

Sincerely,

Margaret L. Jewell
cc: tchrmntr file

APPENDIX J

INFORMED CONSENT

I, _____, hereby authorize _____ to perform the following procedure:

DESCRIPTION: to conduct a protocol writing and two taped interviews in which the teacher interviewee will respond to questions related to teacher mentoring.

The purpose of these interviews is to gather data that will be incorporated into an investigation titled TEACHER MENTORING. The researcher in this investigation is Margaret Jewell, a doctoral candidate at Oklahoma State University. Each of the two interviews will be approximately one hour's time. The protocol writing should be completed within one hour's time. The length of the study should be three months.

Interview data will be kept secure in a locked file cabinet in the office of the principal investigator. Identity of respondents will not be disclosed in any way. Fictitious names will be used in the written reports. Interview content will not become part of any permanent record and papers/tapes will be shredded/erased upon approval of the dissertation study. Risks for participation in the study are minimal and similar to what one might encounter in a conversation with someone on the topic of teacher mentoring.

I understand that participation is voluntary. There is no penalty for refusal to participate. I am free to withdraw my consent and participation in this project at any time without penalty after notifying the project director.

CONTACTS:	Margaret Jewell 8530 E. 37th Place Tulsa, Oklahoma 74145	Principal Investigator 918-660-0725
	Kathryn Castle, Professor Oklahoma State University 235 Willard Hall Stillwater, Oklahoma 74078-4042	Advisor 405-744-8019
	Sharon Bacher Oklahoma State University 203 Whitehurst Stillwater, Oklahoma 74078	IRB Executive Secretary 405-744-5700

I have read and fully understand the consent form. I sign it freely and voluntarily. A copy has been given to me.

Date: _____ Time: _____(a.m./p.m.)

_____

Name Signature

I certify that I have personally explained all elements of this form to the subject before requesting the subject to sign it.

_____

Name Signature

Oklahoma State University
Institutional Review Board

Protocol Expires: 3/31/03

Date: Monday, April 01, 2002 IRB Application No ED0298

Proposal Title: TEACHER MENTORING

Principal Investigator(s):

Margaret Jewell
8530 E. 37th
Tulsa, OK 74145

Kathryn Castle
235 Willard
Stillwater, OK 74078

Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

Dear PI :

Your IRB application referenced above has been approved for one calendar year. Please make note of the expiration date indicated above. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval.
2. Submit a request for continuation if the study extends beyond the approval period of one calendar year. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of this research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved projects are subject to monitoring by the IRB. If you have questions about the IRB procedures or need any assistance from the Board, please contact Sharon Bacher, the Executive Secretary to the IRB, in 203 Whitehurst (phone: 405-744-5700, sbacher@okstate.edu).

Sincerely,

Carol Olson

Carol Olson, Chair
Institutional Review Board

VITA

Margaret L. Jewell 2

Candidate for the Degree of

Doctor of Education

Thesis: The Nature of Teacher Mentoring

Major Field: Curriculum and Instruction

Biographical:

Personal Data: Born in Huntington, Indiana, the second of four daughters to Marcellus J. (deceased) and Waneta P. Poehler.

Education: Graduated from Huntington High School, Huntington, Indiana; received Bachelor of Secondary Education degree in German and English from the University of Wisconsin, Whitewater, Wisconsin in May, 1978; received a Masters in Education and Professional Development from the University of Wisconsin, Whitewater, Wisconsin in August,1985; completed the requirements for a Doctor of Education degree at Oklahoma State University in December, 2002.

Professional Experience: Taught secondary German and English in Wales, Wisconsin, 1978 through 1985; taught secondary German and English, Apopka, Florida, 1986 through 1990; Adjunct Instructor, English and Communications Department, Wake Tech Community College, Raleigh, North Carolina, 1991 through 1992; taught secondary German and English, Tulsa Public Schools, Tulsa, Oklahoma, 1994 to the present.

Professional Memberships: Association for Supervision and Curriculum Development; American Association of Teachers of Foreign Languages; National Council of Teachers of English; Kappa Delta Pi; Phi Kappa Phi.