MENTORING RELATIONSHIPS:

A MENTORING IN ACTION EXPLANATION OF A

STATE RESIDENT TEACHER PROGRAM.

By

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If I have seen further it is by standing on the shoulder of Giants.
Sir Isaac Newton

As I discuss mentors and their impact on new teachers, it is only fitting that I acknowledge the mentors in my own life.

The first mentors in my life were my family – my parents Dave and Janet Bittle, siblings Kim Larin and Dusty Bittle, grandparents Bob and Marge Kirkpatrick, and countless others who guided me while growing up. Thank you for your continuous support and love, I could not have done this without you.

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CHAPTER I

INTRODUCTION

As first-year teachers enter the school environment, they are faced with a laundry list of tasks that have to be completed before the year begins. This list can range from generic procedures of the district to course specific tasks such as ordering supplies and materials. During this stressful time, the presence of a mentor to guide the first-year teacher can be crucial in ensuring that the school year begins smoothly (Ganser, 1995). Most first-year teachers don't realize that there is a lot more to teaching than presenting content instruction. The classroom management issues of parents, homework, students, furniture, faculty, and administration are aspects of teaching that many first-year teachers do not consider (Ganser, 1995).

One of the most common tools used to orient new teachers is a formal mentoring program. These mentoring programs vary greatly with regards to their specific aspects, such as, the of length of the program, the activities of the participants, professional development opportunities for mentors, attention to the matching of mentors and mentees, compensation for the mentor, the school culture framework, and selection of participants (American Federation of Teachers [AFT], 2001).

Problem Statement

Mentoring relationships help individuals grow in their professional development. Thus, many private and public organizations set up formal mentoring processes to aid employees in their professional growth. For example many states have implemented formal mentoring programs designed to help first year teachers in their professional development (Education Commission of the States [ECS], 1999).

The relationship between the first-year teacher (mentee) and the mentor is designed to guide and support the mentee through his/her first year in the classroom. Mentees experience many situations during their first year. These situations range from subject content, to classroom management, to situations outside of the classroom. There are factors at work inside the classroom, and out, such as the organization of the school, the values of family and community, and the public image of schools and teachers that each affects the environment of the classroom. One of the jobs of a mentor is to be aware of these factors and assist the mentee in navigating them (Ganser, 1995).

However, research indicates that formal mentoring programs are sometimes successful and other times not successful. Successful mentoring programs need roles that are clearly defined, support systems for the mentor, and ongoing evaluation and monitoring of the program (Megginson, Clutterbuck, Garvey, Stokes and Garrett-Harris, 2006). Some mentoring programs, however, are established and then not supported, thus causing the programs to fail (Gravett, 2003). In other programs, administrators underestimate the resources,

(e.g. time, staffing, and funding), that are necessary to ensure a successful mentoring program (Dunn & Moody, 1995).

The success or failure of mentoring programs may exist for a number of reasons. Potential barriers to success such as program administration, participant trust, and participant image have been identified (Dunn & Moody, 1995). Additionally, the amount of time that the mentee and mentor interact with each other can also contribute to the success or failure of mentoring (Clutterbuck, 2005, Ganser, 1995, NEA, 1999). The lack of a clear agenda or objective of the program, relationship, or meetings can also contribute to the failure of the mentoring program (Clutterbuck, 2005).

There is little research disputing that mentoring programs are beneficial; the success or failure appears to be in the implementation and support of the program (Gravett, 2003). One reason for incongruities in research on mentoring programs regard differences in how these programs are explained. Megginson et al.'s (2006) *Mentoring in Action* framework has primarily been used to explain mentoring programs in business organizations. Can this model be used to explain mentoring in Oklahoma's Resident Teacher Program in three schools? Megginson et al. (2006) for example, posit that mentor-mentee roles and relationships are important and that successful mentoring programs consider a range of issues such as voluntarism, training, ongoing support, matching, establishing reviewable ground rules, ongoing review, following the mentee's agenda, and evaluating and monitoring of the program.

Purpose of the Study

Teacher mentoring programs have been used in the United States since the 1980s (Marable & Raimondi, 2007). Almost half of the states now require mentoring for entry-level teachers and 47 states have some form of mentoring program (ECS, 1999; Brown, 2003). These programs are used for a variety of reasons from professional development to decreasing the rate of teacher attrition (ECS, 1999; Ganser, April 1995). Specifically, Oklahoma requires all first year teachers to participate in a formal mentoring program, for at least 120 days, as part of the certification process.

Oklahoma Resident Teacher Program

The resident teacher program in Oklahoma was first enacted thru legislation (70 O.S. § 6-195) in the 1982-83 school year. The goal of this legislation was to establish qualifications for new teachers to ensure that children in all accredited schools were taught by teachers of demonstrated ability. In 1992, the state published an Entry Year Assistance Program Framework along with program time lines and forms (see Appendices A thru E) to guide the mentoring team in accomplishing the tasks of the program. This publication was an attempt to reduce the variations in the program across the state. In 1995, the "Oklahoma Teacher Preparation Act" (HB 1549) was mandated to establish a more "competency-based teacher preparation system (Appendix A). This mandate required the State Department of Education to collaborate with teacher education programs, school districts, and the Oklahoma Commission for Teacher Preparation. The resulting Oklahoma Resident Teacher Program was patterned

after the medical model for doctor training and induction (Oklahoma State Department of Education).

A major focus of the program is a year-long systematic review by a three member Resident Teacher Committee. This committee consists of a mentor teacher, school administrator, and a university representative who teaches in the university's school of education. Ideally, the mentor teacher will have experience in the teaching field of the mentee, however if that is not possible, the legislation states that at least one member of the committee will have experience in the teaching field of the mentee. The Resident Teacher Committee is responsible for:

1. Assisting the mentee in matters concerning classroom management and professional development,
2. Making a recommendation regarding certification, and
3. Recommending a professional development program for the mentee designed to strengthen the mentee's teaching skills in any area identified by the committee. (Residency Program, 1995)

The Resident Teacher Committee officially meets with the resident teacher three times during the school year and each member of the committee will conduct three official, independent observations. The Oklahoma State Department of Education outlines specific procedures and a timeline for the committee to follow throughout the school year (Appendices B & E).

Each member of the committee is required to make two independent observations, using the state-provided observation form (Appendix C), with the

mentee before the second committee meeting, which should occur between the 70th and 100th day of the mentee's employment. The third observations are completed after the second committee meeting, and note progress of recommendations made to the mentee during the second committee meeting. The third and final committee meeting is held after April 10, and discusses not only the members' third observations of the mentee, but also whether to recommend certification of the mentee. At this final committee meeting, all copies of the observation instruments are given to the mentee, along with a copy of the certification recommendation form (Appendix D).

The observation instrument (see Appendix B) collects data on the mentee's (a) practice, including classroom management and instructional skills and (b) products, such as lesson plans, student files, and grading procedures. The instrument lists specific criteria to be observed for each component and provides space for the observer to record observed strengths of the mentee, concerns, and recommendations. These observations instruments are then discussed with the mentee during the second committee meeting, signed by the observer, and a copy is given to the mentee.

The Resident Teacher Program legislation defines the role and responsibilities of a mentor teacher (see Appendix A). A mentor teacher is defined as "any teacher holding a standard certificate who is employed in a school district to serve as a teacher and who has been appointed to provide guidance and assistance to a resident teacher employed by the school district"

(Residency Program, 1995). The legislation goes on to further state that the mentor must be a classroom teacher and have at least two years experience.

A mentor teacher is selected by the building principal and assigned within the first 10 teaching days of the mentee. The legislation states that it is the school district's responsibility to "ensure that a mechanism be provided whereby the mentor teacher will provide guidance and assistance to the beginning teacher a minimum of 72 hours per year in the classroom observation and consultation" (Residency Program, 1995). The legislation further states that "when possible, a mentor teacher shall have successfully completed a mentor teacher professional development institute and be assigned to the same school site and have similar certification as the resident teacher" (70 O.S. § 6-195).

The purpose of this study is to explain the mentoring process of selected teachers in selected Oklahoma secondary schools using the theoretical framework outlined in Megginson et al.'s (2006) *Mentoring in Action: a Practical Guide* to. The following questions will guide the study:

1. How do mentor-mentee relationships in differing school environments work?
2. How does Megginson et al.'s Mentoring in Action (2006) framework explain the areas of mentoring in each environment?
3. What realities are not explained by this framework?
4. How useful is Megginson et al.'s Mentoring in Action (2006) framework in understanding this study?

Methodology

This qualitative study uses the theoretical framework outlined in Megginson et al.'s (2006) *Mentoring in Action: a Practical Guide* to explain the mentoring process of selected teachers in secondary schools in three school districts in Oklahoma. The districts in this study have differing community and student demographics. Multiple data collection techniques are used: (1) individual and group interviews with mentors and mentees; (2) observations of classrooms and Resident Teacher Committee meetings; (3) participant responses to open ended reflection questions; and (4) document analysis.

Data Collection

Data were collected over one academic year of two semesters in three different school districts. By choosing to study multiple school districts, differing perspectives of mentoring are shown. For this study, multiple cases were used to enhance the degree of transferability of the research. By using multiple cases, this study provides detailed descriptions of each case and themes within the case, followed by a thematic analysis across the cases, as well as assertions or an interpretation of the meaning of the case (Patton, 2002).

Initial interviews with both mentors and mentees were conducted, in the fall semester, to discover their opinions of the mentoring relationship and the formal mentoring program thus far. These interviews also focused on the culture of the school and how that culture affects the mentoring relationship. Observations were conducted of the mentees' classrooms, interactions between the mentor and mentee, and resident year committee meetings. The information

gleaned from these interviews and observations was then analyzed for aspects of the Megginson et al.'s (2006) framework. These discoveries then guided the questions of subsequent interviews with mentors and mentees.

Theoretical Framework

In reviewing the literature on mentoring programs, the references to mentors using other adjectives (coach, guardian, counselor, and facilitator) led to David Clutterbuck's (1998) book *Learning Alliances: Tapping into Talent*. In this book, Clutterbuck refers to the Mentoring In Action Framework and how it has been used in business organizations to research different mentoring programs. Mentoring in business organizations began in the 1980s by companies in the United States as an attempt to formalize the informal mentoring that was already occurring (Clutterbuck, 2008). Due to the increased interest of business in education; and the use of mentoring to guide and support business professionals, a theoretical framework from business organizations was chosen to study the mentoring of teachers in education.

Since the passage in 2001 of the federal No Child Left Behind Act, business organizations have become increasingly involved in educational policies (Traiman, 2008). The influence of big business in education has created an emphasis on student assessment, i.e. the finished product (Brown, 2003). The focus on accountability for student assessment has changed mentoring programs from improving teaching learning to improving student testing. Many states and local school districts are partnering with local businesses to provide resources for students and teachers. In Oklahoma, the Achieving Classroom

Excellence (ACE) Act set forth guidelines that changed the curricular requirements graduation, required student passage of four out of seven end of instruction exams (specifically Algebra I and English II), and established mandatory remediation by school districts for seventh and eighth grade students who do not score satisfactory on state exams (70 O.S. § 1210-525). The ACE Steering committee which established these guidelines was composed of business representatives, legislators, and educators (70 O.S. § 1210-525). Because of the influence from business and the emphasis on student assessment, using a framework to study the Oklahoma Resident Teacher Program that had previously been used to study mentoring in business was chosen. This framework is based upon the mentoring relationship, organizational culture, and mentoring program design.

Mentoring In Action Framework

The theoretical framework in Megginson et al.'s *Mentoring in Action: a Practical Guide* (2006) outlines six areas in which mentoring can occur. These areas are represented by Megginson et al. as concentric circles that illustrate the interdependence of the areas (Figure 1a). The center area is the mentoring moment, followed by the mentoring technique, mentoring episode, mentoring relationship, mentoring scheme design, and the mentoring culture (Megginson et al.). The figure used by Megginson et al., illustrates the framework from a top-down perspective. A vertical representation of the framework showing the mentoring culture as the base is shown in Figure 1b, this is the representation that will be used in the rest of the text.

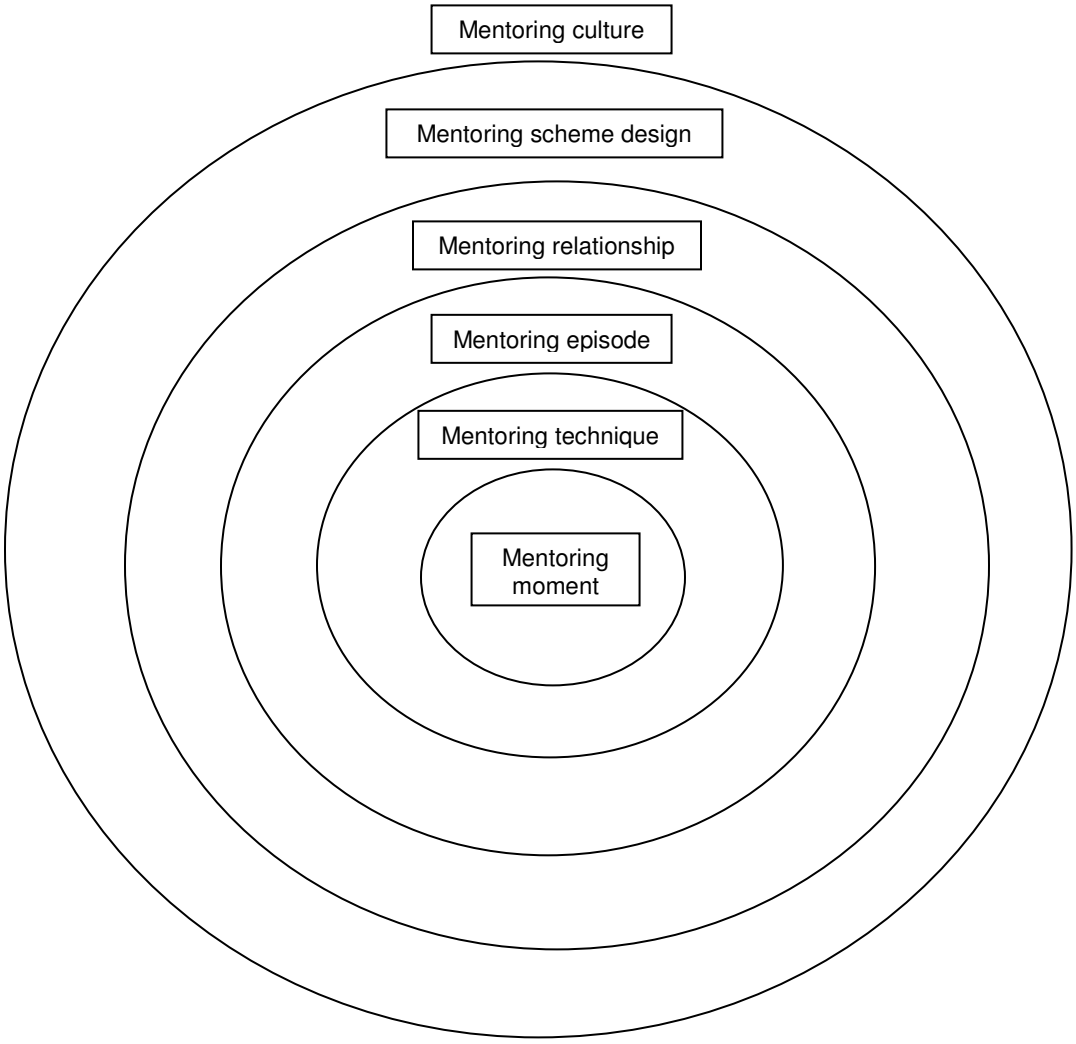

Figure 1a. Levels of Mentoring from Megginson et al., 2006, pg 4. Reprinted with permission.

Figure 1b. Levels of Mentoring, vertical representation.

Mentoring Culture

The culture of an organization can not only affect every aspect of the organization, but also the ways in which employees perceive ideas and interact with each other. Megginson et al. (2006) researched mentoring cultures in business organizations and found that there were eight common characteristics of high-level mentoring organizations:

1. clear link to a business issue, where outcome is measured;
2. part of culture change process;
3. senior management involved as mentees and mentors;
4. link to long-term talent management established;
5. mentees in the driving seat;

6. light-touch development of individuals and scheme;

7. clear framework, publicized, with stories; and

8. scheme design focused on business issues and change agenda (p.7).

Mentoring Schemes

Mentoring schemes are developed in response to a need. In the case of education, the purpose of mentoring programs are moral support, teacher retention, curricular guidance, improving skills, long-term professional development, state mandates, and understanding the unique customs and culture of the school in which the teacher works (Ganser, April 1995) . According to a study by Darling-Hammond and Sykes, 20% of new teachers may leave teaching after three years and closer to 30% quit after five years (2003). Teacher turnover is 50% higher in high-poverty schools than in more affluent ones (Ingersoll, 2001), and new teachers in urban districts exit or transfer at higher rates than suburban counterparts (Hanushek, Kain, & Rivkin, 1999).

Analyzing data from the 1999-2000 Schools and Staffing Survey, Smith and Ingersoll (2004), found that new math teachers are about ten percent more likely than other teachers to leave the profession. They also found that having a mentor in one's field reduced the risk of leaving at the end of the first year by 30% and having a mentor outside one's field reduced the risk of leaving by 18% (Smith & Ingersoll, 2004). According to the NEA Foundation:

> "Ideally, mentoring helps to ensure that new teachers have access to the accumulated instructional knowledge and expertise of their colleagues in

ways that contribute to student success. In this formulation, mentoring is a mechanism to articulate and share the genius of teaching" (1999, p. 2).

Formal mentoring programs have many stakeholders, primarily state departments, administration, mentors, and mentees, all of who need to understand the purpose of their particular program. The communication of the purpose, expectations, and goals is vital to the success or failure of the mentoring program. The lack of common understanding of purpose may make the mentoring scheme prone to failure and experience conflict and tension amongst the stakeholders (Megginson et al., 2006). Other aspects of the mentoring scheme are evaluation (both of the program and participants), recruitment and selection, training and development, matching, supervision and standards (Megginson et al.).

Mentoring Relationship

The next layer of the framework is the mentoring relationship. This relationship is different for each pairing; it will evolve over time as the mentor and mentee get to know each other. The relationship will change and adjust due to differing philosophies and methods of mentoring, and external factors may also influence the circumstances of both the mentor and mentee (Megginson et al., 2006). Some of the factors identified by Megginson et al. that influence circumstances are:

- The social environment in which the relationship occurs;
- The level of formality of the relationship;

- The gap in age, influence, experience, ability and so on of the participants;
- The expected and actual duration of the relationship;
- The degree of rapport felt between the participants;
- The extent and nature of the support that the mentor may be able to provide and that the mentee is seeking;
- The motivation of both mentor and mentee to achieve change (in circumstances or self) through the mentoring relationship (2006, p. 15).

The need for clarity of expectations and goals is paramount for the success of the relationship to sustain these circumstances. Research done independently by Clutterbuck (1998) found that the support of the organization did not have a significant effect on whether the mentor and mentee had a positive or negative experience; instead, the quality of the relationship is the critical factor (Megginson et al., 2006).

Mentoring relationships evolve through different stages as the relationship progresses. Megginson et al. (2006) have identified five-stages that mentoring relationships evolve through (Figure 2). These stages are building rapport, setting direction, progressing, winding up, and moving on. The progression from one stage to another is dependent upon the participants in the relationship and often there is overlap and backward movement depending upon the circumstances being encountered by the mentor and mentee (Megginson et al.).

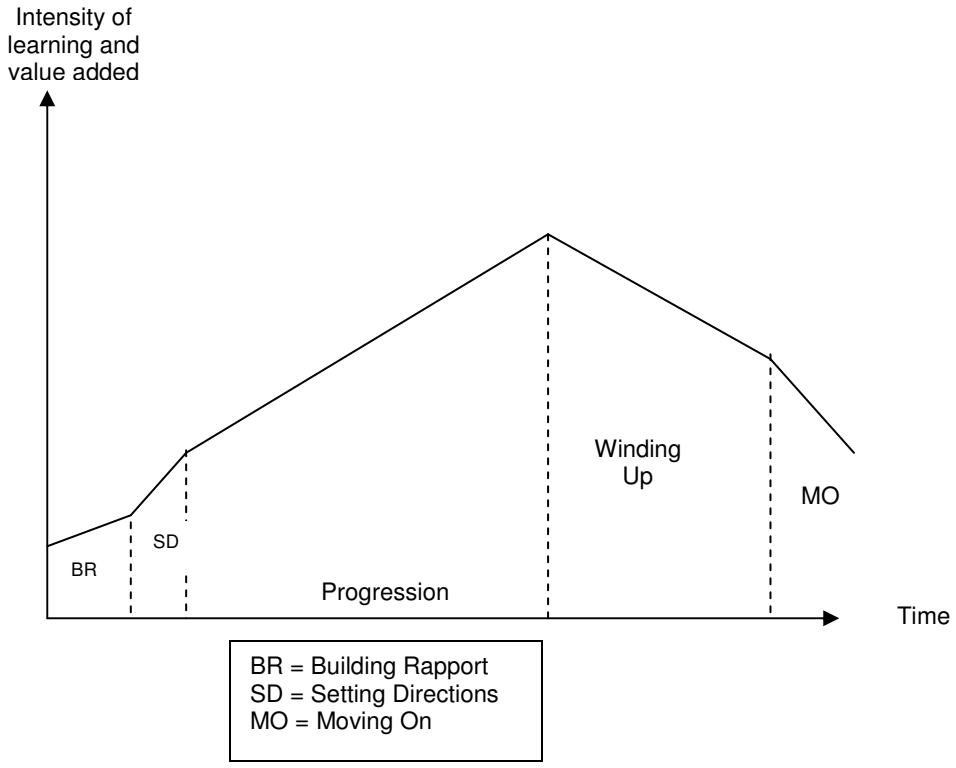

Figure 2. Phases in the mentoring relationship from Megginson et al., 2006, p. 20. Reprinted with permission.

Rapport building is the first stage of the mentoring relationship. In this stage, the mentor and mentee begin exploring whether or not they can work together. Some factors that can determine the ability to establish rapport include personal values, degree of mutual respect, broad agreement on the purpose of the relationship, and alignment of expectations about roles and behaviors (Megginson et al., 2006). This rapport happens through dialogue between the mentor and mentee. If rapport is not built, it is important that the issue be addressed and not ignored. The outcome may be a rematch of the mentee with another mentor or an understanding that the mentor and mentee have differing views and some degree of learning is still possible (Megginson et al.). Research

suggests that the expectations both parties bring to the relationship will have a significant impact on their behaviors toward each other (Clutterbuck, 1998).

The second stage in the mentoring relationship is direction setting. During this stage the mentor and mentee "refine what the relationship should achieve on both sides" (Megginson et al., 2006, p.20). The progression of the relationship, long term goals, and day-to-day interactions are discussed and established during this state. Rapport building is still occurring during this stage as the mentor and mentee respond to each others ideas about the relationship.

The third stage is the progression stage. This is the core period for the relationship and will last for the greatest amount of time. During this stage, mentor and mentee become more relaxed with each other, begin to challenge each other's beliefs and perceptions, explore issues more deeply, and experience mutual learning (Megginson et al., 2006). During this stage the mentee begins to take the lead in the relationship and the mentoring process. This is the most intensive stage in the mentoring relationship where experimentation and learning proceed rapidly (Clutterbuck, 1998).

The fourth stage is the winding up stage. At this stage of the mentoring relationship the mentee has achieved most of his/her goals, begins to feel confidence, and outlines plans for his/her future professional journey. During the winding up stage, the mentee is becoming more self-reliant and the relationship becomes mutual in terms of learning and support (Clutterbuck, 1998). This stage is referred to as winding up, reviewing and celebrating what has been achieved, rather than winding down, drifting apart (Megginson et al., 2006).

The final stage of the mentoring relationship is the *moving on* stage. At this juncture the relationship is typically reshaped into a friendship where both parties are equal and a source of network contacts (Megginson et al., 2006).

Mentoring Episode

> The whole point of the mentoring process is to create a reflective environment in which the mentee can address issues of career, personal growth, the management of relationships and the management of situations, both current and predicted. It is a bubble of concentrated conversational energy in the soup of a working environment, which may often be over – or under – stimulating (Megginson et al., 2006, p.21).

During a mentoring episode, there are three things that need to occur – exploration, new understanding, and action (Megginson et al., 2006). If the intent of the mentoring process is to create a reflective environment, then appropriate exploration will help gain new understanding and subsequently, actions can be taken in relation to the understanding. To achieve exploration, the mentor may use strategies of leading discussions, developing the relationship, clarifying objectives and goals, discussing ground rules, and supporting and counseling of the mentee (Megginson et al.). The mentor can help the mentee gain new understanding by offering feedback, demonstrating skills, and continuing support and counsel. Action is achieved by helping the mentee examine options and consequences, monitoring the relationship, and assisting in the negotiation and development of an action plan (Megginson et al.). These three components will

not always occur in a linear fashion and often there will be wavering between the exploration and the new understanding.

Mentoring Technique

According to Megginson et al. (2006), a mentoring technique is defined as "a process to assist the mentee to address a specific purpose within a particular context as part of an ongoing development relationship" (p.26). There is debate over the use of techniques in the mentoring process. The main argument is that mentors who are not sufficiently trained will not use techniques appropriately. This could create an environment where the mentor is simply prescribing a solution for the mentee rather than allowing them to figure out a solution for themselves. There is also concern that a mentor will take a one–technique–fits all attitude (Megginson et al.). The argument for the use of techniques states that mentors can be more helpful by using techniques and are more able to address a variety of situations and mentees. The use of techniques also tends to relieve some of the anxiety that mentors may have about making interventions with their mentees (Megginson et al.). Techniques are primarily used in the situations such as clarifying situations, understanding behavior, deciding upon action, managing behaviors, and reviewing the relationship (Megginson et al.).

Mentoring Moment

Mentoring moments can occur anywhere at anytime. A mentoring moment is when there is a transition or change. This transformation may occur gradually over time or may be a sudden "ah ha" moment. This transformation is a result of the exploration, new understanding, and action that occurred within

the mentoring episode. “Mentoring can be viewed as a moment in time when our pasts confront our presents, and mentoring can prepare us for dealing with the moments” (Megginson et al., 2006, p.29).

Operational Definitions

Developmental Mentoring – Mentoring where the primary focus is on the personal growth and learning of the mentee (Clutterbuck, 1998).

Formal Mentoring – A formal mentoring program is comprised of specific requirements and a defined mentoring process including an evaluation (Dunn & Moody, 1995). For the purpose of this study, a formal mentoring program is studied in which the matching of mentors and mentees was done by the organization.

Informal Mentoring – Informal mentoring programs have no requirements and little or no evaluation component (Dunn & Moody, 1995). These programs are entirely voluntary and the mentee finds a mentor without the formal assignment of the organization.

Mentee – A mentee is the learner in the mentoring relationship. For the purpose of this study, mentee refers to a first year teacher. Mentees have the opportunity to gain knowledge, experience, and direction from their mentors. They gain a support system which can aid them in acclimating to the campus and to the community (Dunn & Moody, 1995).

Mentor – A mentor is often more senior or experienced than the learner. The mentor has a role to help the learner grasp the wider significance of

whatever is happening, where at first sight it might appear trifling or insignificant (Megginson et al., 2006).

Mentoring – "off-line help by one person to another in making significant transitions in knowledge, work, or thinking" (Megginson et al., 2006, p.4). The purpose of the relationship is primarily learning or development, although a result of learning may well be better career management by the mentee (Clutterbuck, 1998).

Reality Shock – According to Simon Veenman, reality shock is the "collapse of the missionary ideals formed during teacher training by the hard and rude reality of everyday classroom life" (Veenman, 1984, 143).

Resident Teacher – A first-year teacher also referred to as the mentee.

Semi-formal Mentoring – Semi-formal mentoring programs possess guidelines that are individually determined and have little or no evaluation component (Dunn & Moody, 1995).

Sponsorship Mentoring – Mentoring where the primary focus is on the career of the mentee (Clutterbuck, 1998).

Summary

The development, support, and retention of beginning teachers is an issue that affects students, parents, veteran teachers, administrators, teacher educators, policymakers, and taxpayers, as well as the beginning teachers (Brewster & Railsback, 2001).

Studies have shown that mentoring programs are one tool used to address the needs of beginning teachers. These studies are reviewed in detail in

Chapter II, focusing on the mentoring process in general, as well as specific aspects of the mentoring process.

Megginson et al.'s (2006) *Mentoring in Action* framework has not been previously used to study the state-mandated formal mentoring program researched in this study. The use of this framework to examine the mentoring program allowed for the study of the mentoring process as a whole, as well as specific aspects of the mentoring program. Chapter III describes the research methodology for this study, and Chapters IV and V describe the data collected and the analysis of this data through the lens of Megginson et al.'s framework. Chapter VI summarizes the findings of this study, as well as areas of future research.

CHAPTER II

LITERATURE REVIEW

Many different terms exist to describe the learning relationship between two people. Terms such as coaching, teaching, tutoring, counseling, facilitating, or mentoring are often used interchangeably. Clutterbuck (1998) makes the distinction between these terms in this way:

> In broad terms, teaching and tutoring are about acquiring knowledge; coaching about skills; mentoring about wisdom. What transfers between mentor and mentee can rarely be found in books. It is personalized and adapted to the circumstances, drawing on a mixture or accumulated experience and contextual understanding (p. 90).

The literature reviewed for this study focuses on mentoring, but these other terms are sometimes referenced.

Mentoring and Professional Development

Mentoring relationships help individuals grow in their professional development. Thus, many organizations set up formal mentoring processes to aide employees in their professional growth. Mentoring combines the impact of learning with the compelling human need for connection; it leaves individuals better able to deepen their personal capacity and maintain organizational vitality in the face of continuous challenge and change (Zachary, 2005). These challenges and changes for mentees have been described as reality shock, “the

collapse of the missionary ideals formed during teacher training by the hard and rude reality of everyday classroom life" (Veenman, 1984, p.143). In light of this reality, mentoring programs are one of the most powerful developmental approaches available to individuals and organizations (Clutterbuck, 1998).

Adult Learning Theory

Teacher mentoring programs are used for a variety of reasons from professional development to decreasing the rate of teacher attrition (ECS, 1999, Ganser, April 1995). Whatever the reason for the program, the main relationship deals with the learning of two adults, mentor and mentee. Andragogy is the core set of adult learning principles (Knowles, Holton, & Swanson, 2005). There are six core principles of andragogy that can be applied to all adult learning situations. These principles are (1) the learner's need to know, (2) self-concept of the learner, (3) prior experience of the learner, (4) readiness to learn, (5) orientation to learning, and (6) motivation to learn (Knowles et al.).

> The approach to adult education will be via the route of situations, not subjects. Our academic system has grown in reverse order: subjects and teachers constitute the starting point, students are secondary. In conventional education the student is required to adjust himself to an established curriculum; in adult education the curriculum is built around the students' needs and interests. Every adult person finds himself in specific situations with respect to his work, his recreation, his family life, his community life, etc. – situations which call for adjustments. Adult education begins at this point. Subject matter is brought into the situation,

> is put to work, when needed. Texts and teachers play a new and secondary role in this type of education; they must give ways to the primary importance of the learners (Lindeman as cited by Knowles et al., 2005, p 37).

Knowles et al. (2005) cite Lindeman further by stating the key assumptions about adult learners that he identified; adults are motivated to learn as they experience needs and interest that learning will satisfy; adults' orientation to learning is life-centered; experience is the richest source for adult's learning; adults have a deep need to be self-directing, and individual differences among people increase with age. These assumptions have been supported by later research and constitute the foundation of adult learning theory (Knowles et al.). Since mentors will be working with mentees that are adults and not children, the mentors should be familiar with the basic principles of adult learning theory (Ganser, April 1995).

Benefits of Mentoring

One of the objectives of a mentoring program is to help the mentee link the theory of instruction learned in their teacher preparation programs with the practice of classroom techniques. Harrison, Dymoke, and Pell (2006) state that "it is through effective mentoring that beginning teacher education can adopt a learner-centered approach, modeled on the best practice found in pupil-centered classrooms" (p.1055). According to Lona Lewis at the South Dakota Education Association, "one of the long-term benefits of mentoring is how it helps teachers

to learn from and collaborate with one another on an adult-to-adult level," (NEA, 1999).

The ability for the mentee to develop insights is one of the main benefits of mentoring, but Hale (2000) expands these benefits to also include open upward communication, proactive career management by the mentee, an appreciation of the organizational culture, improved understanding of informal structures, and an understanding of the challenges faced by the organization's leaders. The wisdom to navigate the unspoken organizational rules and correctly interpret sequences of events are also benefits of mentoring programs (Clutterbuck, 1998).

The mentee is not the only beneficiary of mentoring programs. A 2005 study by Garvey and Garrett-Harris found that the benefits of mentoring were fairly equal for the mentor, mentee, and organization. This study found that 40% of the mentoring benefits were for the mentee, 33% for the organization, and 27% for the mentor. These percentages of benefits were broken down even further to describe the benefits for each stakeholder. The mentee benefited from improved performance and productivity, career opportunity and advancement, improved knowledge and skills, and a greater confidence and well-being. Teachers who participate in mentoring programs, as mentees, are usually better prepared for their jobs, more confident in their professional skills, and more likely to remain in teaching (AFT, 2001). The mentor benefits were improved performance, greater satisfaction, loyalty, and self-awareness, new knowledge and skills, and leadership development. The benefits to the organization were

described as staff retention and improved communication, improved morale, motivation and relationships, and improved business learning (Megginson et al.).

Job Satisfaction and Retention

The importance of mentoring is exemplified by the number of states mandating programs and seeing results. In 2001, 33 states had legislated mentoring programs. California reported a reduced teacher retention rate from 39 percent to 9 percent after the implementation of their program (AFT, 2001). In Blue Valley School District in Overland Park, Kansas, the creation of a mentoring program for new teachers has reduced the number of yearly new hires from about 200 each year prior to the program to only about one per year since the program was implemented in 2000 (Vail, 2005).

There have been many studies on the effects of mentoring induction programs in education and teacher retention (Smith & Ingersoll, 2004; Ganser, April 1995; NEA, 1999; Dunn & Moody, 1995, Trubowitz, 2004). Smith and Ingersoll (2004) reports that 50% of new teachers leave within the first five years of entry into the occupation.

In 2006, the National Center for Education Statistics (NCES) released preliminary results from the 2004-05 Teacher Follow-Up Survey that reported 65.4% of public school teachers who left education after 2003-04 for another field felt their current workload was more manageable than the workload in education (Marvel, Lyter, Peltola, Strizek, & Morton, 2006). This report further stated that 64.7% of these former teachers felt that the ability to balance personal life and work was better in their position outside of education. In contrast, beginning

teachers who participate in mentoring programs were less likely to leave the occupation. The research analyzed data from the 1999-2000 Schools and Staffing survey and found that having a mentor in one's field reduced the risk of leaving at the end of the first year by 30%, a result that was statistically significant at the 90% level of confidence (Smith & Ingersoll, 2004). In a non-education quantitative study by Ragins, Cotton, and Miller (2000) the results found that non-mentored individuals had less job satisfaction, less satisfaction with opportunities for advancement, less organizational commitment, less career commitment, less organization-based self-esteem, and less procedural justice than individuals in effective formal mentoring programs.

Further research reported by the NEA Foundation (1999) found that the effectiveness of mentoring was directly linked to the amount of time that the mentor and mentee work together:

> Only 36 percent of protégés who work with mentors 'a few times a year' report substantial improvements to their instructional skills. That figure jumps to an impressive 88 percent for those who work with mentors at least once a week (p.5).

This time together focused on activities that included adequate opportunities to observe each other, model good teaching, and discussions of instructional strategies and resources (NEA, 1999).

Mentoring Program Purpose

The goals and purpose of the mentoring programs are various. They can range from the basic aspects of helping new teachers navigate the daily duties

and routines of the school building (Dunn & Moody, 1995) to professional aspects of improving teaching, sharing of materials and ideas, and developing leadership skills (Ganser, April 1995; Hale, 2000). A research study by Ragins et al. (2000) found that programs which focused on career development had a significantly stronger relationship with attitudes than programs designed to simply orient new employees.

Not only do new teachers experience the reality shock of the classroom described by Veenman (1984) at the beginning of this chapter, they can also encounter a political shock when their personal beliefs and actions conflict with existing organizational norms, power, interest, and negotiations (Achinstein, 2006). Wang, Odell, and Schwille (2008) allude to these reasons by stating "how they [new teachers] are prepared to teach, which is often consistent with curriculum standards, is not always supported by their existing school cultures" (p. 133). Gagen and Bowie (2005) describe the need for mentors:

> in addition to the traditional burdens of school rules, deadlines, procedures, and expectations, today's schools present many new challenges: schedules are tight, standardized testing is a much more stringent requirement, and teachers are busier than ever trying to keep up with new content, new technology, and new methodologies (p. 40).

These reasons for mentoring are echoed by Algozzine, Gretes, Queen, and Cowan-Hathcock (2007).

Overall, the primary focus of the mentoring relationship is the learning and development of the mentee, which could in turn result in better career choices

(Clutterbuck, 1998). In a developmental mentoring relationship, mentors must stress the understanding of a situation, rather than simply offer a bag of tricks to the mentee (Trubowitz, 2004). Table 1 summarizes the nuances of the developmental mentoring relationship as described by Clutterbuck (1998).

Table 1

Developmental Mentoring is:

Always …	Sometimes …	Never …
Listening with empathy	Using coaching behaviors	Discipline
Sharing experience	Using counseling behaviors	Appraisal
Mutual learning	Challenging assumptions	Assessment for a third party
Professional friendship	Being a role model	Supervision
Developing insight through reflections	Opening doors	
Being a sounding-board		
Encouraging		

Organizational Culture

Teaching can be a profession of isolation. The collegial culture of developmental mentoring programs provides opportunities for collaboration and intellectually stimulating conversations with mentors and others (Vail, 2005). According to Zachary (2005), a mentoring culture is inclusive and intentional in its reach. This type of culture is supportive of learning through mentoring, coaching

and training interventions (Hale, 2000). Mentoring cultures enhance substantive learning opportunities and utilize action learning to foster cognitive, affective, and behavioral learning (Zachary).

Mentoring cultures celebrate learning (Zachary, 2005). The empowerment of mentees and the promotion of professional development for all employees are results of this type of organizational culture (Harrison et al., 2006). Mentoring cultures have to some degree, aspects of alignment, accountability, communication, value and visibility, demand, multiple mentoring opportunities, education and training, and safety nets (Zachary). These cultural aspects will be discussed more fully in subsequent pages.

Formal and Informal Mentoring Programs

Multiple mentoring opportunities include both formal and informal mentoring situations. Informal mentoring relationships are usually described as unstructured, casual, and natural (Zachary, 2005) and develop spontaneously without the organizations assistance (Ragins et al., 2000). The relationship is self-directed and proceeds at its own pace and on its own timetable. Informal relationships develop by mutual identification: mentors choose mentees who they see as younger versions of themselves and mentees choose mentors who they view as role models (Ragins et al.). These informal mentoring networks of collaboration, collegial, and support from experienced teachers are sought by novice teachers in the absence of formal mentoring structures (Harrison et al., 2006).

Formal mentoring partnerships are usually attached to a specific program, process, or initiative and require conformity to at least some minimal expectations (Zachary, 2005) and are developed with the organization's assistance (Ragins et al., 2000). Formal mentors are often contracted to focus on career goals that are short-term and applicable only to the mentee's current position (Ragins et al.). In formal mentoring programs, the mentor and mentee are either matched by the organization without input, or the organization seeks the input of either the mentor or mentee in the matching (Clutterbuck, 1998).

The research study by Ragins et al. (2000) found that there was not a significant difference between the job satisfaction and socialization of mentees that were involved in either an informal or formal mentoring program. There was however, an increase in the reported job satisfaction of mentees in effective mentoring programs, formal or informal, over non-mentored individuals.

Mentoring Programs and Degrees of Success

Research indicates that formal mentoring programs are sometimes successful and other times not successful. The mentoring process can be impeded by several different factors; some are program specific and others universally problematic.

Range of Success

Common keys in successful formal mentoring programs are mentor training, similar matching, trust between mentee and mentor, mentees developing their own solutions to problems, and mentors in a non-evaluator role (Brewster & Railsback, 2001). Brewster and Railsback (2001) studied beginning

teacher assistance programs, district-run programs, and a National Science Foundation collaborative of teachers in Montana. They also researched how unions and state departments were supporting beginning teachers. These five keys were the elements that all of the programs had in common. This research echoes the cultural requirements discussed earlier and how grounding the work in the culture is a prerequisite to sustainability for organizational mentoring (Zachary, 2005).

The scope of the mentoring program needs to extend beyond the aspects of teaching techniques and curriculum development. Mentors need to provide support and guidance to mentees in all aspects of the job, such as parental interaction, collaboration with colleagues, student interaction, professional development, and the recognition that teaching goes beyond the walls of the classroom (Trubowitz, 2004).

The most successful mentoring relationships are those in which the mentee is most active and the mentor least active (Clutterbuck, 1998). In these relationships, the mentor guides the mentee through situations and supports their efforts.

Many mentoring programs have a dual purpose: to help mentees adjust to the culture of the school and to develop the mentee's teaching skills. However, programs need to be cautious; helping mentees adjust to the school culture does not automatically lead them to increase the effectiveness of their teaching (Wang et al., 2008). There is ample evidence that good mentoring leads to positive

outcomes, but some studies have shown that bad mentoring can be destructive and possibly worse than no mentoring at all (Ragins et al., 2000).

There are two types of reasons for why formal mentoring programs fail implementation and relationships. The implementation reasons for the failure of formal mentoring programs: lack of time, untested assumptions, inadequate training, lack of thoughtful pairing, failure to act on past lessons, a feeling of being blindsided, unclear program goals, failure to monitor mentoring implementation, breach of confidentiality, failure to anticipate resistance, and lack of internal alignment (Zachary, 2005; Dunn & Moody, 1995; Gravett, 2003; Clutterbuck, 1998). A lack of cultural congruence is one of the primary reasons that mentoring fails to take hold in an organization (Zachary).

> The classic case of poor planning for a mentoring scheme is the retail chain that sent out to every one of its managers in its several hundred stores a long memo telling them that henceforth they were mentors. The complete absence of any support, other than a few scrappy notes in the memo about what mentors do, and the lack of any follow-up not only ensured that virtually none of the 2,000 managers took the role seriously but prevented the introduction of an effective mentoring scheme for years afterward (Clutterbuck, 1998, p. 111).

One of the primary components of successful mentoring partnerships is trust (Dunn & Moody, 1995). Mentoring relationships depend on the trust and candor of the mentoring partners, yet supervisory mentoring potentially sets up barriers to authentic communication. It is difficult for mentees to be candid and

open with someone who also evaluates their performance, assigns work, and determines their bonus (Zachary, 2005). Formal mentoring programs that suffer from a lack of mentors, unreliable chains of command, confidentiality concerns, and ill-matched partnerships have difficulty maintaining trust.

Image can be a barrier to a successful mentoring partnership. Many first year teachers are concerned that their lack of knowledge about certain situations will make them appear to be incompetent. These teachers fear that the personal and professional openness required for effective mentoring will cause the mentee to lose respect for them and lessen their perceived power by seniority (Hale, 2000). Because of this fear, many residents will not ask questions of their mentors and risk being ridiculed. Likewise, some veteran teachers regard first year teachers as bothersome and will not participate in mentoring programs, feeling that it is not worthy of their time (Dunn & Moody, 1995).

Another potential component of image is the matching of mentor and mentee. There is the potential that mentees may be seen as the protégés of their mentors. In schools where there is a culture of hostility and eroded collegiality, there is the potential for mentees to automatically be disliked because of the mentor's perceived hidden agenda (Vail, 2005). If there is a bad match, or one of the partners is not well liked among the faculty and staff, the negative feelings could be transferred to the other.

Clutterbuck (2005) identified seven reasons why mentoring relationships may not deliver the maximum outcome. These reasons are:

- not enough meetings/contacts

- only dealing with short-term problems, not long-term personal development
- no clear agenda/objectives for relationships and individual meetings
- no development activity between meetings
- mentee not driving the relationship:
    - no perceived need/desire to meet
    - problem with mentor relationship
- lack of mentoring skills
- geographical/logistical problems (PowerPoint, slide 5).

Hale (2000) supports Clutterbuck's reasons by stating that one of the major pitfalls of mentoring programs is poor matching of mentor and mentee. Trubowitz (2004) expands upon the harmful effects of only focusing on short-term problems and the mentee not driving the relationship by warning mentors not to assume the role of savior and fix all the problems, thus preventing the mentee from developing and working through a solution to the issue. The research expands this further by stating that a mentor should help the mentee act upon their strengths, not impose ideas on the mentee (Trubowitz).

Ragins et al. (2000) found that mentees participating in a dissatisfying formal mentoring relationship were at a greater risk of quitting the profession than those who were not involved in a mentoring program. However, Ragins et al. go on to state that some mentors and mentees intentionally create dissatisfying and dysfunctional mentoring relationships. "Perhaps these marginal relationships serve needs that are simply dysfunctional; some individuals may seek

dysfunctional work relationships just as they seek dysfunctional home relationships" (Ragins et al., p. 1190). Some people need to become involved in the problems and issues of others as a substitute for tackling his/her own. To look inward at oneself is too painful: it is far easier and more comfortable to transfer the anxieties to someone else (Clutterbuck, 1998).

Programs that underestimate time, resources, staffing, activities, funding, and cooperation of participants are more likely to fail than those programs that are cognizant of these issues (Dunn & Moody, 1995). These programs are often created to operate under the assumption that mentoring programs will be a cheap replacement for the professional development of employees (Clutterbuck, 1998).

Emergent Themes

Although there are various reasons for the success or failure of formal mentoring programs, the research has identified some emergent themes. These themes are mentor characteristics, matching of mentor and mentee, and mentor training. They were present in most of the successful mentoring programs, and absent to some extent in most of the failed formal mentoring programs.

Mentor Characteristics

The qualities of effective mentors can be organized into four general categories: attitude and character; professional competence and experience; communication skills; and interpersonal skills, (Appendix F) (NEA, 1999).

Clutterbuck (1998) expands upon the category of attitude and character to include an interest in developing self and others, good behavioral skills, integrity,

and a sense of humor. The category of professional competence and experience can be stated as expressing complex ideas and/or making their tacit knowledge explicit (Clutterbuck). Communication is expanded to having reasonably good explaining skills and a good listening ability. Effective mentors typically talk for about 20 % of the time, encouraging the mentee to do most of the talking (Clutterbuck). Clutterbuck repeatedly states in his research that the core skill of a mentor is knowing when and how to shift behavioral style, from role model, to sounding board, to critical friend, within the boundaries of the relationship. "Mentors need to be advocates, collaborators, problem solvers, and strategists on behalf of both themselves and the novice teacher. They are the experts on their school and they should know the policies and procedures that are in place in the event of a problem" (Gagen & Bowie, 2005, pg. 41).

Additional research by Gravett (2003) expands the categories of effective mentors even further. This research lists the ability to design quality activities and discussion with mentees and creativity in recommending various avenues and mechanisms for mentees as core mentor competencies. Gravett joins Clutterbuck in expressing the importance of active listening skills and the ability to provide constructive criticism (2003).

Finally, the mentor must have a tolerance for others' perspectives and viewpoints (Gravett, 2003). Mentors need to be accepting of the mentees as a developing person and professional and not judge the mentee for being poorly prepared, overly confident, naïve, or defensive (Rowley, 1999). Hale (2000) summarizes the characteristics of a good mentor by saying, "what differentiates

mentors from others is what they do, in other words, behaviors rather than innate qualities" (p. 226).

Matching of Mentor and Mentee

The matching of mentors and mentees has been the subject of several studies. Hale (2000) states that a key determinant of success in establishing a viable and successful relationship is that of finding a good match. Most of these studies state that there are certain criteria that should be met in the matching of mentees and mentors (Ganser, 1995; Haack, 2006; Lee et al., 2006). These studies find that matches should be made between mentors and mentees that teach the same subject matter, have compatible ideas about teaching, and are in close proximity to one another (Ganser, 1995).

Moreover, the reasons for these criteria are based upon creating the most effective relationship. Algozzine et al. (2007) found that positive outcomes from the mentoring process were found when the match between mentor and mentee was from the same subject area, provided collective planning, and collaboration on teaching units. The same subject area allows mentors to help residents with teaching strategies for specific contents. Similar ideas about teaching are conducive to learning strategies and techniques from each other. Harrison et al. (2006) describe the importance of close proximity between the mentee and mentor as increasing the availability for informal observations and discussions between the pair.

Consequently, the relationship between the mentor and mentee should be beneficial to both parties. The mentee benefits from the guidance and advice of

an experienced teacher and the mentor's benefit is inspiration from the enthusiasm and creativity of the mentee (Haack, 2006). Haack states that "many mentors say that they get more from mentoring than they give" (p. 61). This interpretation of the relationship by mentors is a result of an active involvement in the mentee, which is usually a by-product of a good match. The mentoring relationship is a two-way street of mutual effort and collaboration. In order to achieve the most out of the relationship, even the most experienced and dedicated mentor must receive a conscientious, reciprocal response from the mentee (Cohen, 1999).

The issue of matching mentor and mentee becomes even more difficult when there are a limited number of possible mentors. Brewster and Railsback (2001) cautioned against using an immediate supervisor as a mentor. Some mentoring programs use mentors from outside the building or district (Trubowitz, 2004; Achinstein, 2006). However, this type of match requires the mentor to learn the nuances of the particular building or district before being able to help the mentee.

Conversely, not all of the research agrees that the match is important. A study done in the United Kingdom Cox (2005) states that "the real needs of mentees do not emerge until part-way into the relationship, until after mentors and mentees are matched, then it is not possible, or necessary, to base the match on existing knowledge and background" (p. 412). This study goes on to cite other studies that suggest that the most benefit comes from relationships of differences. The example given suggested that the maximum learning occurred

when there is minimum similarity of experience and minimum similarity of personality (Clutterbuck, 1998, p.104). Clutterbuck uses an illustration to show that learning is actually minimized when there are similarities among the mentor and mentee in personality and experience (see Figure 3).

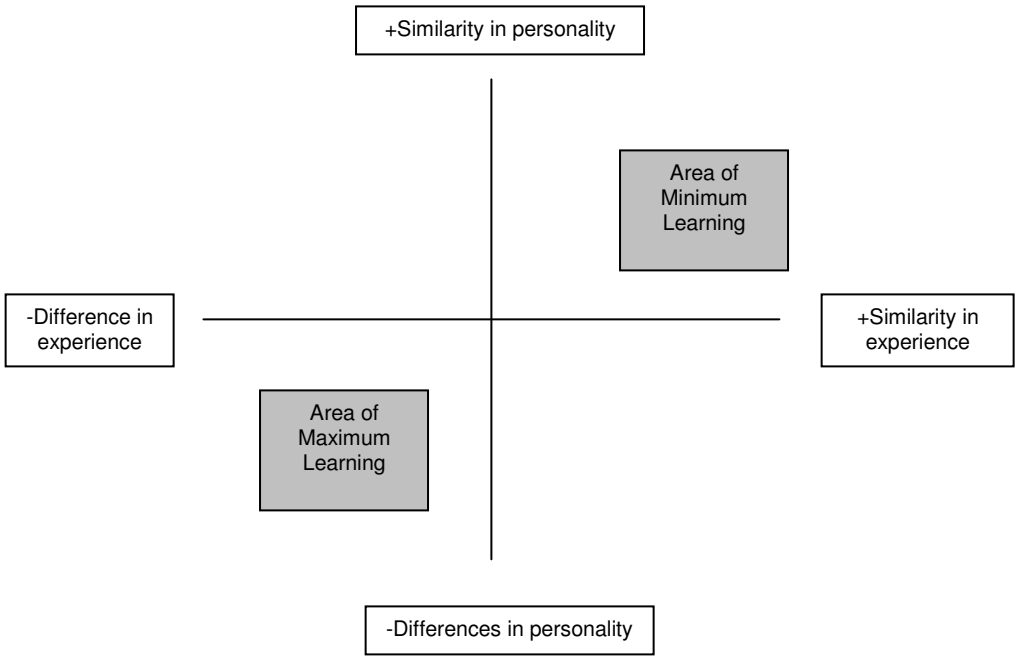

Figure 3. Similarity/difference Illustration (Clutterbuck, 1998, p.104)

However the match of mentor and mentee is made, it is important to realize that the relationship does not exist in a vacuum and will be affected by many circumstances beyond the matching criteria.

Mentor Training

NEA (1999) states that one of the most important characteristics of formal mentoring programs is providing training for the mentors (p. 12). Megginson, Clutterbuck, Garvey, Stokes, and Garrett-Harris (2006), state that mentor training can help to provide mentors with a portfolio of techniques to address the needs

of their mentees. These techniques enable the mentor to communicate effectively with their mentees, offer feedback on proposed instructional strategies and management routines, answer questions about designing effective lessons, establishing a productive learning environment, diplomatically address quality of instruction issues, and encourage self-reflection with mentees (Rowley, 1999; Achinstein, 2006). Previous research by Gagen and Bowie (2005) found that mentors who had not received training were more reluctant to make concrete suggestions for instructional and management issues, despite having outstanding management in their own classes.

However, the responsibilities of a mentor are vast and can appear overwhelming to an experienced teacher. Harrison et al. (2006) reports that because of the multi-faceted responsibilities mentors are expected to handle, mentor training should receive the same attention as the mentee induction program. Providing training for mentors can relieve much of the anxiety that is felt by veteran teachers who are faced with the responsibility of mentoring new teachers. Gagen and Bowie (2005) summarize the need for mentor training:

> When mentoring programs recruit experienced teachers to work with novice teachers, the mentors should be given the tools to allow them to achieve mentorship at the same level as their own highly effective teaching performance. Those academic tools are presented or refreshed most effectively in formal mentor-training programs (p. 44).

Research on *Mentoring in Action* Framework

Megginson et al. (2006) for example, posit that mentor-mentee roles and relationships are important and that successful mentoring programs consider a range of issues such as voluntarism, training, ongoing support, matching, establishing reviewable ground rules, ongoing review, following the mentee's agenda, and evaluating and mentoring of the program. In the book, *Mentoring in Action: a Practical Guide*, Megginson et al. (2006) not only explain their theoretical framework, they also report on former research using this framework in a variety of settings and the findings of that research.

Organization Cases

The organizational case studies presented by Megginson et al. (2006) can be divided into two categories: social and professional. These category descriptions are based upon the purpose of the mentoring within the organization and the source of funding for the mentoring program.

The mentoring programs in social organizations primarily focus on helping those who were disadvantaged in some way. The case studies presented involve youthful offenders, victims of domestic abuse, diversity, racism, gender, student learning, and promoting economic growth. These cases all have voluntary mentors and various amounts of mentor training and focus on helping the mentees develop interpersonal skills for success later in life. Many of these programs were originally implemented to address a need that was identified by a government agency and consequently suffered from funding issues.

The youthful offenders mentoring program was located in England and studied by Jill Simpson (2006). This program focused on raising the academic, personal, and job-related achievements of the mentees. This program had a high amount of contact between the mentor and mentee (three or four meetings per month) and worked to establish trust between the mentor and mentee. The mentoring was effective in helping the youth, but funding issues limited the number of available mentors and how many youthful offenders involved in the program.

The case study on victims of domestic abuse was done in the United States and studied by Judy Morgan as part of The Lantern Project (2006). This program focused on women who were victims of domestic violence and ways to break the cycle of violence. The mentors volunteered to participate in the program and were given training on the stages of abuse and the emotional needs of the victims. The mentees were referred to the program by law enforcement or other agencies. The main focus of the program was to help the women make lasting life changes through emotional healing and taking control of their own lives. There were also aspects of the program that focused on the children of domestic violence. The mentors had a support group of their own, and developed a good relationship with local law enforcement agencies. This program was highly successful but faced the same funding issues as the youthful offenders program in England.

Gender was the focus of two different case studies. The first study involved the gender stereotyping of women in the engineering, construction, and

technology industries in the UK (Merrick & Tobbell, 2006). This program had many levels of mentoring from encouraging school-age girls to work and study in non-traditional fields to supporting those women who had achieved upper management positions. This mentoring program focused on encouragement, support, and establishing a network for the women in traditionally male-dominated industries, such as engineering. The program was voluntary for both mentors and mentees and was successful. Both mentors and mentees reported benefits such as an increased confidence, increased motivation, career planning, enjoyment, and better inter-personal skills. One of the participants of the study stated that she "joined this mentoring programme to 'put something back', as I don't come across many women in the industry" (Merrick & Tobbell, 2006, p. 84).

The second case study that focused on gender was from Denmark and looked at women and leadership (Poulsen, 2006). This program was developed by a chapter of the Association of Business Women to support the careers of women and motivate women to take larger responsibilities in the business world. The program advertised for mentors and mentees but limited the program to 14 pairs. The program also allowed some men to be mentors in the program. One day of training for both the mentors and mentees was provided at the beginning of the program that allowed for the pairs to be introduced to each other. The pairs were then left to establish their own relationships before meeting together as a group five months later. Both mentors and mentees reported benefits from participating in the program; one of the male mentors reported that the program had given him a better understanding of the struggles of women in the workplace

and as a result he was hiring more women managers. His female mentee was grateful for the mentor's perspective in a very male-dominated company.

The post-apartheid era in South Africa was the setting for the mentoring program of black junior professors in historically white universities (Geber 2006). The mentoring program was developed to support, nurture, and guide aspiring black junior professors to become fully fledged professionals. The scheme of the program included 30 three-year contracts (ten per year for three years) for aspiring black postgraduates who wanted to become professors. This program provided a salary for the mentees as well as mentoring, attendance at conferences, and visits to overseas institutions. This program did not provide training for the mentors, who were also the direct supervisors of the mentees. The mentees felt antagonism from colleagues who were not part of the mentoring program. These colleagues described the program as a form of reverse racial discrimination. At the completion of the first year of the program, the program developers felt that the program had been successful, but that changes were needed. These changes included providing training for the mentors and not allowing direct supervisors to be mentors. It was discovered that the dual role of mentor and supervisor was not in the best interest of the mentee, since the mentors viewed supervision as their primary task.

The use of mentoring to address diversity was studied in Europe. This mentoring program was originally started by a large company to encourage diversity among its workforce and promote racial equality (Hussain, 2006). The main focus of the program was to support mentees in understanding the

organization culture, break the glass ceiling, and achieve their full career potential. The program has been very successful for over 10 years and has expanded to other organizations beyond the company. One of the mentors in the program expressed “the programme has really helped me understand cultural differences and had given me a real insight into my own personal filters and prejudices” (Hussain, p. 104). A mentee said “I have a better understanding of different cultures and religions” (Hussain, p.105). The company also received benefits from the program. The company workforce has an improved motivation, improved communication, and leadership development program. The diversity mentoring program in this company has continued to be successful and strong for many years. The company believes that the mentoring program has been “instrumental in promoting cross-cultural communications, raising cultural awareness, and breaking down barriers” (p. 109).

The final case study of mentoring for social reasons involves supporting economic growth (Gravells 2006). This study examined a mentoring program in England by a non-profit company that mentored individuals that were starting their own business or were already running a small business with less than ten employees in low socio-economic areas. This program addresses the need of the government to “close the productivity gap” (p. 144) in the small business sector. The program has clear guidelines regarding the selection of mentors, role and responsibilities of the mentor, provides detailed mentor training, and assess each volunteer mentor before assigning them to a mentee. The program also requires that the mentors agree to a set mentoring code of ethics. Despite

these guidelines, there are mixed feelings about the benefits of the program. The majority of the mentees were ambivalent about the effects of the mentoring on their business.

The other type of organizational case studies was of mentoring programs that focused on professional issues. The main focus of these programs was employee indoctrination, increased productivity, cultural change or continuation, and skill development.

An Australian company in the mineral industry implemented a mentoring program to assist in self-management of careers, staff retention, development of leadership skills, articulation of company values and culture, and improved communication across the company (Wareing 2006). This program was originally designed for the women, but during the implementation discussions were expanded to all of the employees. The program had some setbacks at first, but has adjusted to fit the needs of those involved. These adjustments include increasing awareness of the program in the company, providing funding for mentor/mentee interaction, training, and formally linking mentoring to management development.

One of the case studies was on a mentoring program at a UK engineering company (Garvey 2006). This company implemented a mentoring program to support a cultural change within the company and help to combat industry competition. The mentoring program was designed to be the change catalyst and was aimed at all levels of the workforce from senior management to hourly employees. The program administrator designed the program following the

models of successful programs previously researched. The program provided training for the mentors that distinguished between coaching and counseling and identified key mentoring skills. However, despite all of the time and research for the implementation of the program, there was not a willingness to commit to the time required and the mentoring program did not achieve the intended outcomes and dissolved.

Personal and e-Mentoring

The cases presented by for personal mentoring described mentoring relationships that had developed outside of the organization (Megginson, 2006; Garvey, 2006; Gravells, 2006). These relationships were long-lasting, some lasting 12 and 22 years. They may have originated within an organizational mentoring program, but continued long after the requirements of that program and continued despite job changes. Some of the case studies outlined personal mentoring relationships where the mentee actively sought a mentor for the intended purpose of career development. These case studies were more descriptions of work-place friendships than formal mentoring relationships.

The concept of e-mentoring was studied both in the context of organizational and personal mentoring (Kennett, 2006; Garrett-Harris, 2006; Hawkins, 2006). The advantages of e-mentoring are numerous and include the ability to overcome geographic issues, require less time than face-to-face, removes first-impression prejudice, allows time for reflection between sessions, can be accessed anywhere internet is available, can be done at any time of day,

and is easier to monitor. The challenges of e-mentoring are the accessibility to technology, login protocols, and the absence of face-to-face interactions.

Education Mentoring

One case study of mentoring as part of a teacher education program was also presented (Wainwright, 2006). This case reviewed two student teachers who were participating in a mentoring program as part of the completion of their teaching degree. The program lasted for seven weeks, included five meetings between the mentor and mentee, and included evaluator responsibilities for the mentor. The two student teachers felt that the mentoring was beneficial and had a greater appreciation for teaching after completing the program. They also felt that there was an air of mentor power within the relationship. The researcher described the mentor power as “the mentor does have the power to destroy the future of the student and equally has the ability to bestow blessing” (p. 73). The researcher also felt that the program was too rigid and was not mentoring, but rather performance coaching. This mentoring program did not provide training or feedback to the mentors and did not establish ground rules for the mentoring relationship. The research concluded the study by saying that mentoring in education was in infancy stages and needed to continue growing.

Summary

No Nice Prescription

Unfortunately, there is not a clear prescription for a successful mentoring program or relationship. The research shows that those involved in effective mentoring relationships have positive outcomes, while those in dissatisfying or

mediocre relationships have outcomes that are equivalent to those that are non-mentored. According to Ragins et al. (2000), the outcome of a mentoring program depends upon the quality of the mentoring relationship, and even the best designed and implemented programs cannot overcome poor mentoring relationships.

The mentoring relationship continues to emerge as one of the critical factors in success or failure. However, since the relationship is compromised of two human beings, each of whom coming with their own backgrounds and previous experiences, there is not a one-size-fits-all model for success. A once successful matching of two personality types does not guarantee that all future matches will also be successful.

CHAPTER III

METHODOLOGY

States and school districts have used teacher mentoring programs for a long period of time. Almost half of the states now require mentoring for entry-level teachers (ECS, 1999). These programs are used for a variety of reasons from professional development to decreasing the rate of teacher attrition (ECS, 1999; Ganser, April 1995).

The purpose of this study is to use the theoretical framework outlined by Megginson, Clutterbuck, Garvey, Stokes, and Garrett-Harris (2006) in *Mentoring in Action: a Practical Guide* to explain the mentoring process of selected teachers in selected Oklahoma secondary schools. The following questions guided the study: How do mentor-mentee relationships in differing school environments work? How does Megginson et al.'s framework explain the levels of mentoring in each environment? What realities are not explained by this framework? How useful is Megginson et al.'s framework in understanding this study?

Research Strategy

This study used the case study strategy of qualitative research. Creswell (2003) defines a case study as an exploration in-depth of a program, an event, an activity, a process, or one or more individuals. The case is bounded by time and activity, and detailed information is collected using a variety of procedures.

By choosing to study multiple school districts, differing perspectives of mentoring are shown. For this study, multiple cases were used to enhance the degree of transferability of the research. By using multiple cases, this study provides detailed descriptions of each case and themes within the case, followed by a thematic analysis across the cases, as well as assertions or an interpretation of the meaning of the case (Patton, 2002).

Multiple data collection techniques were used: (1) individual and group interviews with mentors and mentees; (2) observations of classrooms and meetings; (3) participant responses to open ended reflection questions; and (4) document analysis. The initial interview questions are presented in Appendix J.

Participants

Participants in this study included three mentees, two mentors, two school administrators, and one higher education representative from three different school districts in a southwestern state. These participants were chosen through purposeful sampling (Creswell, 2003).

The sampling was determined by contacting different school districts and inquiring if they had any first-year teachers, requesting permission to contact the first-year teacher about participating in the research study. If a district had a first year teacher and had given verbal permission to contact the teachers, a letter was sent (Appendix G) to the superintendent or building principal (depending upon district policy) requesting written permission to conduct my research in their school. After receiving written permission from the administration, potential participants were contacted by telephone and asked to participate in the research

study (Appendix H). At the initial interview with participants, they were asked to sign an informed consent document (Appendix I) that was discussed with them prior to the start of the interview. Follow-up communications were done via email and telephone to accommodate the schedules of the participants.

There were some districts with first year teachers that denied access to their teachers. These districts felt that participating in a research study would place an increased amount of pressure on the beginning teacher. One district had a first year teacher, and the administrator gave verbal permission, yet never returned the faxed written permission statement or responded to follow-up e-mails regarding written permission. Also, two of the three districts had two first year teachers; however only one of the first year teachers in each district agreed to participate in the study.

Role of the Researcher

Particularly in qualitative research, the role of the researcher as the primary data collection instrument necessitates the identification of personal values, assumptions and biases at the outset of the study (Creswell 2003). Patton (2002), states “the human factor is the great strength and the fundamental weakness of qualitative inquiry and analysis” (p.433). My perceptions of the state mandated formal mentoring program have been shaped by my personal experience with the program. Because of my previous experience as a mentee, I brought certain biases to the study. I view the first year of teaching as critical, filled with adjustments, frustrations, unanticipated surprises and challenges. Although I had a very positive experience as a mentee, I am aware that other

mentees do not. As a researcher, I made every effort to ensure objectivity, although my biases shaped the way I viewed and understood the data that I collected and the way in which I interpreted it. One of the components of my current job is to be a mentor to all of the math teachers in my district. As I was interviewing, observing, and interacting with the participants in this study, I was constantly reminding myself of my role as a researcher and not a mentor.

As a researcher, I am merely to observe, collect, analyze, and report data. From an interpretive position I can hope to highlight some specific cases, but there is not an absolute truth, an absolute right way or wrong way, there is not an absolute situation that will fit every mentee and mentor.

Data Collection

Data for this study were collected through multiple individual interviews with the mentees using a set of open-ended questions that were prepared by the researcher. After obtaining permission from the school administration to conduct research, the researcher contacted each participant requesting their participation in the study. The researcher then arranged a date and time that was convenient for the participant to be interviewed. The interviews took place in the participants' classroom as a convenience to them. Each participant signed a consent form before the interview.

At the beginning of each interview, the participants were informed that the interview would be audio taped and that the audio tapes would be kept in a secure file cabinet in the researcher's home. The interviews then followed the

previously prepared questions, with variations when needed to ask clarifying questions.

Data were also collected through observations of the mentees' classroom and Resident Teacher Committee Meeting observations. During these observations, the researcher observed the layout of the room and the interaction between the mentee and others. Data were only collected on those individuals who had signed a consent form. Document analysis of the state mentoring program timeline and observation forms (Appendices C and E) as well as school district demographic information was also used.

Data Analysis Procedures

Data analysis involves making sense of data. It involves preparation, analysis, deep understanding, representation, and interpretation of the larger meaning of the data (Creswell, 1993). The analysis of qualitative data involves creativity, intellectual discipline, and analytical rigor (Patton, 2002). Audio taped interviews were transcribed and typed using a word processor program. Transcribing the interviews included listening to the audio tapes and typing verbatim what was said. The completed transcriptions were saved on a specific secure jump drive and stored in a locked file cabinet in the researcher's home. The transcriptions were also printed, and then used as the researcher listened to the interviews again to make sure that the transcriptions were correct.

The observation notes, along with interview notes, were kept in the journal of the researcher. This journal also contained the names, dates, and times of everyone contacted in regards to the research. This journal was also kept in the

locked file cabinet in the researcher's home. An expandable divided folder was used to keep signed consent forms, permission releases from school districts, and district demographic information. This folder was also kept in the locked file cabinet. The analysis of the data collected from interviews, observations, and documents is presented in detail in Chapter V.

Significance of the Study

One of the objectives of a mentoring program is to help the mentee link the theory of instruction learned in their teacher preparation programs with the practice of classroom techniques. Teachers who participate in these programs are usually better prepared for their jobs, more confident in their professional skills, and more likely to remain in teaching (AFT, 2001). However, how the mentoring is conducted varies from state to state and district to district. The question is not if a mentor teacher is needed, but if the "right" mentor is needed (Smith, 2005). This research tried to discover how mentees and mentors were paired with each other. If their common characteristics, or lack thereof, had a noticeable affect on the mentoring relationship? As well as, how the culture of the work place influenced the mentoring relationship?

With an increasing population of school-age children, the need to have quality education, and the ever-changing technological environment, teacher supply and quality are more important than ever (Darling-Hammond & Sykes, 2003). This study looked at previous research on implementation of mentoring programs and the effects of workplace environment on these programs. The theoretical lens for this study is from the business arena and was used to

discover if mentoring relationships in education are similar to business mentoring relationships. The potential benefits of this study are multi-faceted. Not only will mentees and mentors benefit from this research; but legislators, state department officials, public school administrators, faculty members, students, and community members could also benefit by being made aware of issues that contribute to the experiences of everyone involved. This research could be used to change current mentoring program guidelines or to confirm that current guidelines are successful across a variety of school demographics.

CHAPTER IV

PRESENTATION OF CASES

Mentors and apprentices are partners in an ancient human dance, and one of teaching's great rewards is the daily chance it gives us to get back on the dance floor. It is the dance of the spiraling generations, in which the old empower the young with their experience and the young empower the old with new life, reweaving the fabric of the human community as they touch and turn.

The Courage to Teach, Parker J. Palmer (1998)

The purpose of this study is to use the theoretical framework outlined in Megginson, Clutterbuck, Garvey, Stokes and Garrett-Harris (2006) *Mentoring in Action: a Practical Guide* to explain the mentoring process of selected first year teachers in secondary schools. Data collected through interviews, observations, and documents from three different public secondary schools in Oklahoma, a southern state of the United States, are presented in this chapter as three different case studies. Pseudonyms are used to protect the identities of the participants. Pseudonyms were assigned to make it easier to identify with each participant and gender of participants.

Oklahoma

In accordance with state legislation, the Office of Accountability of the State Department of Education compiles a report each year for "comparison of

graduation rates, dropout rates, pupil-teacher ratios, and test results in the context of socioeconomic status and finances of school districts" (Office of Accountability, 2006). This report divides the information into three major categories (a) community characteristics, (b) district educational process, and (c) student performance information. The report uses data that is collected at the end of the school year and then verified and analyzed; therefore, the information in the most recently published report is from the 2005-2006 school year. The community demographic information is from the most recent U.S. Census for people residing within the boundaries of the school district as of April 2000 (Office of Accountability, 2006).

Due to great diversity in the communities of Oklahoma and the school districts in these communities, it is very difficult to compare educational effectiveness. To help alleviate this obstacle, the over 500 school districts of the state are divided into 16 community groups. These community groups use the Average Daily Membership (ADM) to break the districts into groups A through H and then give each group a designation of 1 or 2 based upon the percentage of students eligible to participate in the Free and Reduced Payment Lunch Program (Office of Accountability, 2006). The communities that have an eligibility percentage higher than the state average are given the designation of 2, while those lower than the state average are given a 1(Figure 4). The grouping of districts in this manner allows for the comparison of school districts serving similar communities.

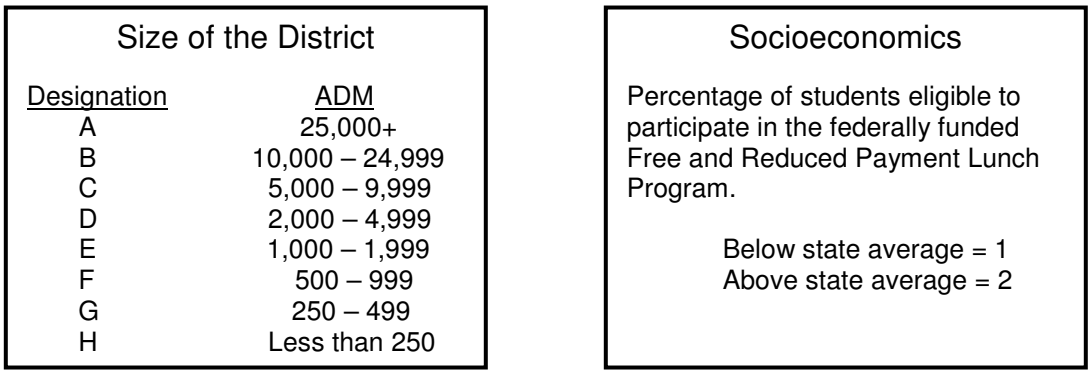

Figure 4. Community Group Designations.

The demographics of the state of Oklahoma are varied. The average school district in Oklahoma has a poverty rate of 15%, with an average property valuation of $33,063 per student. The average percentage of students who qualified for the Free and Reduced Lunch Program in 2006 was 55.5%. Oklahoma has an average 4-year dropout rate of 14.1%, with a graduation rate of 97.2% for high school seniors. An average of 70.8% of the students in the class of 2006 sat for the ACT (formerly known at the American College Test), with an average score of 20.6. On the average, there are 68.7 regular classroom teachers in a district with an average of 12.7 years experience. There is, on average, one teacher for every 16.8 pupils, and the average school district spends $6,882 per student each year. In Oklahoma, the average of students served by special education is 15.1%, and approximately 72.9% of parents attend at least one Parent – Teacher Conference per year (Office of Accountability, 2006).

Oklahoma has a formal mentoring program in which first year teachers (mentees) participate for the completion of their certification. The intent of this

program is to “ensure that the education of the children of Oklahoma will be provided by teachers of demonstrated ability” (Resident Teacher Program, 1995). Oklahoma’s mentoring program requires all first year teachers to have a committee consisting of a mentor teacher, school administrator, and a university representative who teaches in the university’s school of education. This committee is responsible for:

4. Assisting the mentee in matters concerning classroom management and professional development,
5. Making a recommendation regarding certification, and
6. Recommending a professional development program for the mentee designed to strengthen the mentee’s teaching skills in any area identified by the committee. (Residency Program, 1995)

Each member of the committee is required to make two independent observations of the mentee teaching before the second meeting of the committee.

Case One: Suburbia School District

School Context

Suburbia school district is located in a suburb of one of the two large metropolitan cities in the state. It has a community group designation of D1, indicating that Suburbia has an ADM between 2,000 and 4,999 students; and the percentage of students eligible for free and reduced lunch, 43.9%, is below the state average. The poverty rate of Suburbia district is 6% with an average property valuation of $19,600 per student. There are 13.5% of the students

served by special education and 18.5 students per regular classroom teacher. Suburbia's yearly pupil expenditure is $5,866. Teachers considered highly qualified by federal law teach 98.1% of the classes in Suburbia.

Suburbia has three school buildings; an elementary that serves students in early childhood (EC) through fifth grade, a middle school for sixth through eighth grades, and a high school that serves grades nine through twleve. The high school is located two miles from the elementary school and 1 mile from the middle school. The graduation rate for Suburbia's' 2006 seniors was 96%, with 13.8% of the students dropping out between their freshman and senior years. The class of 2006 had 71.4% take the ACT with an average score of 19.5.

The high school has 32.5 regular classroom teachers with an average of 13 years experience. There are 635 students in this building with 7.1% of them identified for special education. The Parent–Teacher Conferences (at the high school) are attended by 85% of the parents at least once each year. There are three administrators at Suburbia High School: one building principal, one assistant principal for discipline, and one assistant principal for curriculum.

This is the first year for Suburbia High School to be on a trimester class schedule. The trimester schedule has five class periods of 70 minutes each, and classes last for a 12 week period. On this type of schedule, students will cover the equivalent of three semesters on the traditional two-semester schedule. The teachers were provided with approximately one hour of training during the summer on how to teach an extended class period. It is also the first year for the math department to implement benchmark testing at specific intervals throughout

the year. These benchmark tests were implemented to help prepare the students for state mandated tests at the end of the year.

Formal/Informal Mentoring Programs

Suburbia participates in Oklahoma's state mentoring program that is required for all first year teachers. There is also informal mentoring occurring among the staff. At one of the summer department head meetings, Patrick Wright suggested that the school implement a partner teacher program for those new to the building. This wouldn't be a mentor so to speak, but rather a "buddy teacher." Suburbia does not provide any professional development for the mentor teachers in the district.

Participants

My initial interviews with the participants at Suburbia occurred in November, with subsequent interviews and observations in January and May. I did maintain contact with the participants via email and phone between these formal interactions.

Mentee

Tom Jones is a first year math teacher at Suburbia High School. He is also an assistant basketball coach for the boys' team. Tom originally wanted to become a teacher because he thought he would "get summers off," but soon realized that wasn't the reality. His motivation for being a teacher is being around the students. "I just wanna be around the kids, I think it's my niche; I think it is what I'm good at." Tom chose math because it was his best subject, his favorite subject. "All through high school I excelled in math, not only that but I

helped …, the students around me in math, so, I just felt like I've always been kind of a tutor with it." Tom's classroom is located on the second floor of the high school building.

Tom set the record for parent attendance at the fall parent-teacher conferences. He jokingly said that the faculty was giving him a hard time about having so many parents. Tom's interaction with parents has always been positive,

> I did give bonus to get the parents to come up here but even the parents that do show up are the parents that really don't need to show up. So, but, ah, and I've had to call, I've had notes, messages to call a parent back. I haven't actually had to call a parent for any reasons, but I do have parents e-mail me, I've had a couple e-mail me, and I think I've had just one actually call me wanting to know how their kid's doing in class.

Mentor

Patrick Wright, Tom's mentor teacher, is the math department chair and the girl's basketball coach. This is Patrick's second year at Suburbia High School, however, Patrick has taught in another school district where he taught in two different buildings before coming to Suburbia. Patrick's classroom is located across the hall from Tom. When Patrick was asked by the administration to serve as Tom's mentor, he gladly accepted. Patrick had also been a mentor at a previous school. He received mentor training at that district.

Administrator

Mr. Harding is the principal at Suburbia High School, and his office is located on the first floor near the front door. Mr. Harding has been the principal at Suburbia High for six years. He is actively involved in the mentoring process of the first-year teachers in his building, and tries to match mentees with mentors that are in the same content area. Mr. Harding does formal and informal observations of mentees in his building and has regular conversations with the mentees.

University Representative

Sandy Smith is a professor at one of Oklahoma's four-year universities. She works at the university's satellite campus that is located in the metropolitan area near Suburbia. She supervises student teachers, first year teachers, and also teaches classes in the education department. Sandy has done research on the Resident Teacher Program herself, particularly in the evaluative role of the mentor.

Organization of Presentation

Classroom Description

The stairwell is dimly lit and wide enough for two people. There are hand rails along both walls. At the top of the stairs, there is a set of double doors that are propped open. The hallway is wide, allowing for students to pass each other without trouble. The walls of the hallway are painted either a light blue or gray. Tom's classroom is the second door on the left at the top of the stairs. His door is solid wood with a vertical rectangular window above the door handle.

The door is located in the front of the room. There is a four foot square chalkboard with the coordinate plane printed on it next to the dry-erase board on the wall immediately to the right of the door. The student desks are separated into two groups, with a large central aisle between the groups. One group, the closest to the door, has 4 rows with 6 desks in each row and the other group as two rows with four desks in each row. There is an overhead projector at the top of the center aisle between the two groups of student desks. Tom's desk is located at the front of the room, in front of the two rows of student desks.

Along the wall opposite of the door, there is a small table with three chairs and a student desk in front of the only outside window in the room. The window is a vertical rectangle the starts about two feet off the floor and goes up about five feet; it is about three feet wide. There are not any blinds or curtains on the window. A television is mounted on the wall just in front of the table and chairs. The only poster on the wall is of a diagram of the buttons on the graphing calculator. This poster is located at the far end of the dry-erase board, slightly off of Tom's desk. Tom has some miscellaneous papers on the wall next to his desk. These appear to be pictures from a small child, school pictures of students, announcements, and student work. The back wall of the classroom has a clock and another chalkboard that is blank.

There are 11 girls and seven boys in the Algebra II class that I observed. Tom's university representative, Sandy Smith was seated at the table and chairs observing the class and I sat in the desk by the window. The students were scattered across the student desks in small groups. It appeared that most of the

students could sit where they wanted and were not placed in a seating chart by Tom. There are two boys and one girl seated at the front of the room that are talkative. They appeared to be friends with each other and that at least one of the boys was a member of Tom's basketball team. One of the boys brought in food and Tom teased the student about his classroom not being McDonalds®. Tom reminded this group to stay on task several times during the class period. Most of the other students are very quiet, only speaking to their neighbor to check answers to examples or homework problems. The only other sound in the classroom is the humming of the fluorescent lights (figure 5).

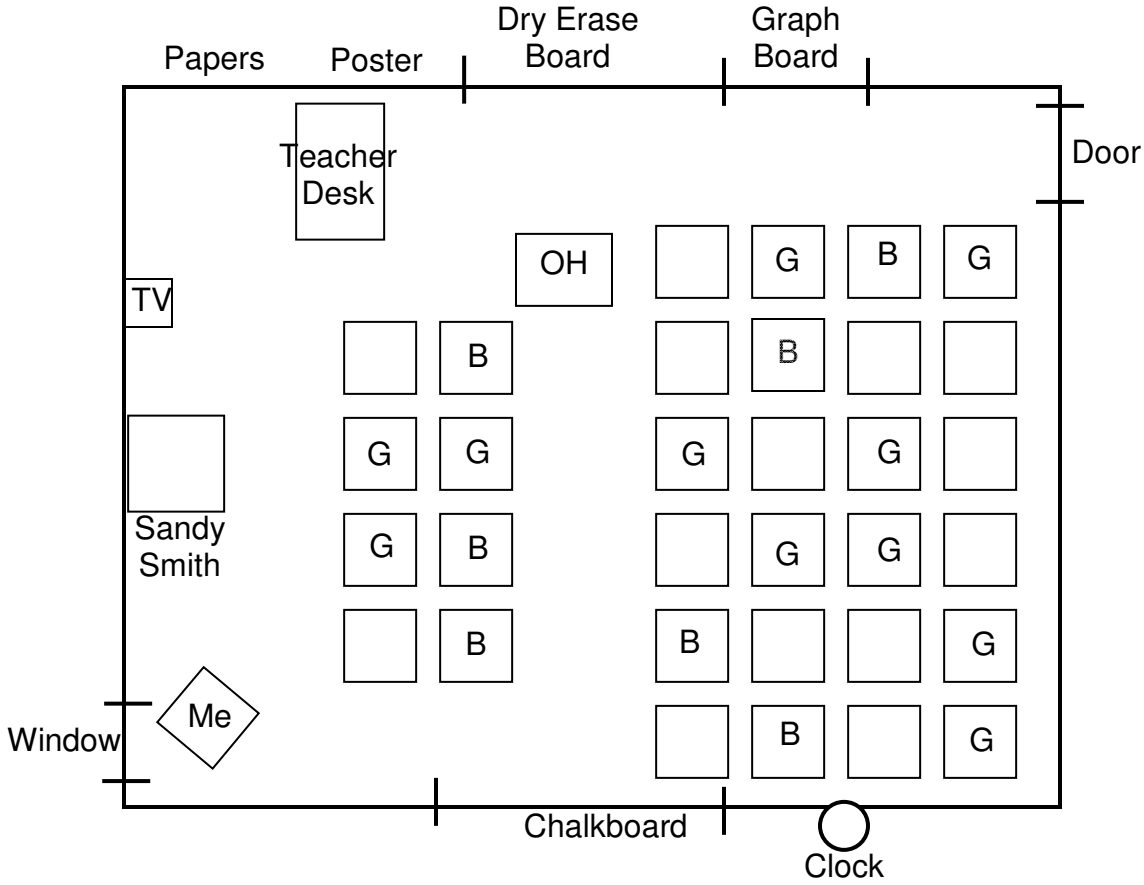

Figure 5. Diagram of Tom Jones' Classroom.

Field Note Vignette 1: Classroom Scene

The environment in Tom's classroom is conducive to student learning. Tom started the class period by handing out review worksheets of solving rational equations. The student scores on the quiz over this material were not good and Tom is covering the material again to increase the students' understanding. After all of the worksheets have been passed out, Tom assigned the first three problems to the students. While they are working on these problems, Tom wrote the first problem on the dry-erase board. He waited for the majority of the students to finish the three problems and then had them look at the board.

The problem was written in black ink, and Tom used blue ink to illustrate the first step in working the problem, and the final step is written in green ink. The students expressed understanding of how to solve this basic concept, and one of the students remembered that this problem had been on their quiz. Tom worked the next two problems assigned to the students on the dry-erase board. He again used different colored dry-erase markers to illustrate the different steps in solving the equations.

The second problem required a trinomial to be factored. The students provided all of the combinations of possible factors as Tom wrote them on the board, and then individually talked about whether the pairs will satisfy the problem. After working these problems, Tom asked the students if they had questions and understood the material better. The students responded in a positive manner, and Tom assigned the next two problems on the worksheet.

This format of assigning problems two or three problems and then working the problems on the board continues for 11 problems and 45 minutes. At the end of this time, Tom illustrated how this type of problem might look in a multiple choice format and showed the students a test-taking short cut for this type of problem.

While the students were working independently on the assigned problems, Tom was either writing the next problem on the board or walking up and down the aisles checking on student work. Some of the students worked ahead and finished the 11 problems early; they either read or colored pictures while the other students worked. At the end of the class period, the students told Tom that the review had helped a lot with their understanding. Tom expressed gratitude that it helped the students and reminded those students needing to make-up a quiz or re-take a test of the approaching deadline.

When I was observing Tom, he was asking for student input on how to solve examples on the board. The students provided these steps without hesitation. At one point, Tom made a mistake on the board; a student pointed it out to him, and Tom responded by saying “good catch” and made the correction. Tom also moved around the room checking on student work and keeping some students on task. Tom used the examples on the board to point out test taking strategies for multiple choice tests such as the ACT, state tests, and district benchmark tests. Sandy Smith had a student express to her that Tom’s classroom was a comfortable environment and it was safe to express confusion and to ask for help. Sandy goes on to further say that Tom “communicates that student learning is important.” Mr. Harding echoes this sentiment stating, “Tom

has a good rapport with students," and Patrick Wright describes Tom's classroom as "student-centered."

School Culture

Suburbia High School has a culture that expects a lot from both teachers and students. Teachers are required to turn in lesson plans on a weekly basis and do a weekly activity that is put on line for the school district. There are faculty meetings every other week, and the building also administers benchmark tests at certain intervals during the school year. The administrators do walk–through observations, popping in and out of classrooms on a random basis. For instance, Tom described Mr. Harding doing a walk-through observation of his classroom.

> So another coach came in, and he was at my desk and he was talking some defenses he was wanting to work on during his planning period, so I was showing him that, and in the back of my head I thought Mr. Harding could possibly come in sometime today; I got to get these kids to sit down and get started because I don't want Mr. Harding coming in and the kids be not doing anything on task. So the bell rang and I'm walkin towards the door with the coach, and I shut the door and I tell the class 'everyone sit down and be quiet, get your work out, Mr. Harding could walk by and about that time Sam, one of my basketball players, raised his hand – 'ah, coach he's in the back of the room sitting down.' So, it was like Oh! So he kinda slid in here before the bell rang and just sat down in the back, I

> just never even noticed him back there. But, things went, you know, much smoother after that, it was just kinda an embarrassing moment I guess.

Tom shared this incident to show how it was not uncommon for the administration to observe in teachers' classrooms. Both Tom and Mr. Harding felt that the incident was humorous. The administration is also really strict on student discipline, especially in the areas of cell phone and iPod usage.

The faculty works well together, and everybody seems to get along. According to Tom, "if I have an athlete that's ineligible or flunking or doing something in class, you know I can easily get a hold of them through email and they're good with working with each other." Mr. Harding thinks that Tom has a good rapport with the faculty and students.

Department Culture

The math department is supportive of each other according to Tom and Patrick. The classrooms around Tom and Patrick are other math classrooms, and the teachers communicate with each other on a daily basis. Although Patrick is Tom's formal mentor, Tom considers others in the math department to be mentors also.

> Anytime I see them in the hall, I'll just ask them, "What did you cover today? What sections are you on? I'll be a section behind or a section above them. Bob down the hall, he's actually the one I got the graph board from and didn't need, but I'm in contact with him. Harry, downstairs, he got me a classroom set of calculators, and he showed me different things.

The math department, which happens to be all male, has created the benchmark tests that they are administering this school year. Tom participated in the creation of those tests and described it as “a great experience” and “a really long day.” Patrick positively commented on how much Tom is involved with the department and the creation of the benchmark tests. This year’s school calendar allowed for the math department, as well as other content departments, to meet for a half day at the end of the first trimester in November. This was used as a day for reflection on the first trimester and preparation for the second.

> We’re going to spend a lot of time together in math teams, to find out what we are going to do second trimester compared to what we did the first trimester. And going over benchmark scores and…so that would be good to know before we start the next trimester (Tom).

Tom Jones and Patrick Wright have a good relationship and work well together. Not only are they across the hall and can speak at passing periods, they also eat lunch together and frequently are together in the gym after school during practices. They are very comfortable in their interactions with each other, and they appear to have become friends. Patrick is very positive about Tom’s teaching and praises him for always offering help to students. The proximity of Patrick to Tom helps the relationship.

> Well the other day, for instance, when I’m doing the benchmark testing and didn’t have all my answer sheets, didn’t have enough tests, I just run across the hall. I mean that he’s just across the hall whenever I need to bother him I can bother him and he can help me out there (Tom).

Tom describes this relationship further:

> We have a great relationship for the fact that he's the girls' basketball coach and I help with the boys so I see him in the gym, eat lunch together everyday. Anything I need to know math-wise, benchmark-wise, district-wise, even though his being here only his second year, he's definitely been a help to me, a help for me. We have the same planning period, same set up, same lunch.

Mentoring Committee

After my observation of Tom's classroom, I observed the meeting of his mentoring committee. This is the second meeting of Tom's committee and takes place in Mr. Harding' office. As you walk into Suburbia High School, there is an assistant principal's office to your immediate left, and straight ahead across the foyer is the receptionist office. Mr. Harding' office is located through the receptionist office. His office is approximately a 10ft. x 10ft. room. The door is on the wall separating his office from the receptionist along with a large window to the receptionist that is covered by blinds. On the opposite wall there is a large picture window to the outside. Mr. Harding has a large desk that faces the door and there is a credenza behind him along the wall under the window.

There are two chairs in front of Mr. Harding desk and a third against the side wall. Because there will be five people at the committee meeting, an additional chair is brought in from the receptionist area. Mr. Harding sits at his desk, with Tom in the far right chair, Sandy Smith in the middle, and Patrick

Wright on the left. I am seated in a chair at the side between Patrick Wright and Mr. Harding (Figure 6).

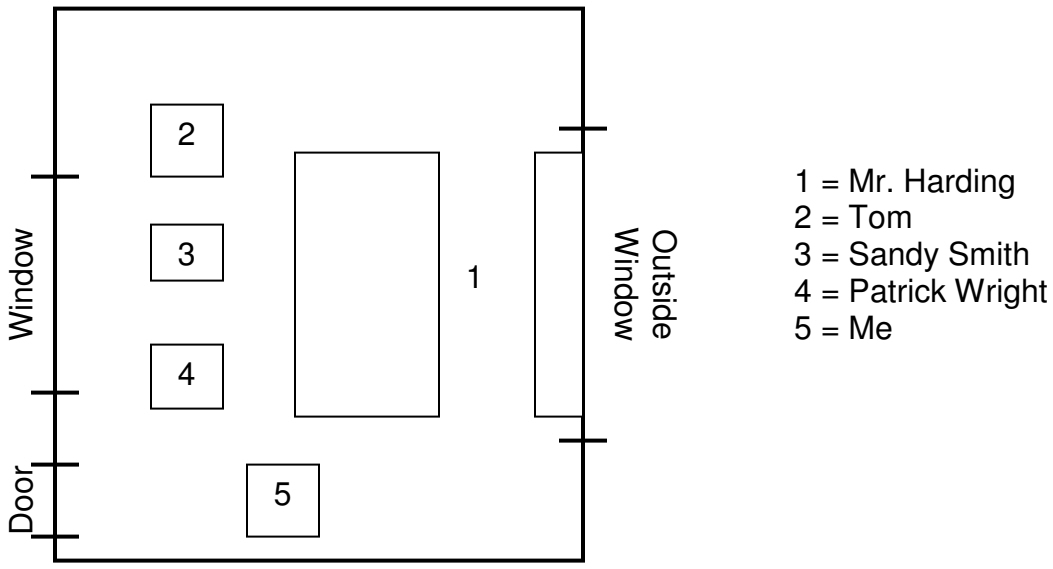

Figure 6. Diagram of Mentoring Committee Meeting in Mr. Harding office.

Field Note Vignette 2: Committee Meeting

The meeting begins with Mr. Harding reading from the state packet to ensure that everyone was aware of the purpose of the meeting. Each of the committee members, Mr. Harding, Sandy Smith, and Patrick Wright, have independently observed Tom twice and filled out the state required forms. These forms ask for the observer to list what they see as strengths, concerns, and recommendations. Patrick Wright read what he had listed in each area first, followed by Mr. Harding, and lastly Sandy Smith.

Patrick felt that Tom's strengths were his positive attitude, content readiness, classroom management, flexibility, school involvement, and department involvement. He also listed Tom's willingness to help students as a

strength. Patrick's concerns about Tom were that Tom involve students more in the working of examples and keep his grades current.

Mr. Harding had listed some of the same strengths as Patrick, but also added that Tom had good rapport with the faculty and students, was comfortable in classroom, had organized lesson plans, clearly stated objectives, was self-motivated and displayed a great work ethic. He felt that Tom had a calm demeanor in the classroom and appeared to always be in control. Mr. Harding did not have any outstanding concerns, just encouraged Tom to try different questioning techniques and continue to ensure that students were involved in the learning. He told Tom that he should take it personally when students "check out" during his class.

Sandy Smith reiterated much of what Patrick and Mr. Harding had expressed, but also included that Tom treated students with respect and dignity. She felt that Tom's responses to student questions and help were such that it didn't discourage future questions. Sandy also commented that she felt Tom was happy with his job and she had seen progress in his teaching from the beginning of the year. Sandy's suggestions for Tom were that he continue involving all learners by incorporating activities and that when presenting a new topic, Tom relate the topic to the students prior knowledge.

The tone of the meeting was very positive and upbeat. Tom addressed some of the comments by explaining his thought process for some of his statements and actions. Mr. Harding asked Tom if there was anything he needed from the committee, and Tom's reply was that they continue to give him

input so that he could keep growing as a teacher. All of the members of the committee sign the forms and copies of the forms are given to Tom. Mr. Harding refers to the state packet for guidelines on the next meeting. According to the state packet, the third committee meeting occurs after April 10 and the committee will make their recommendation on Tom's certification at this meeting. Sandy Smith, Mr. Harding, and Patrick check their calendars and set the third committee meeting for April 18.

During the meeting, Patrick shared that after his first observation of Tom, he had expressed concern to Tom about working too many of the examples without asking the students for input. Patrick suggested that Tom prod the students for input in how to solve the examples being presented on the board. Since I had just observed Tom asking for student input, I knew that he had taken Patrick's advice to heart and made changes in how he presented the examples in class. Mr. Harding encouraged Tom to continue using questioning techniques to assess student understanding.

While I had just observed Tom asking a few students for understanding, Sandy Smith was better prepared to help Tom understand how he was questioning students. Sandy had observed Tom's classroom during the same class period that I had and presented Tom with an outline of which students he had interacted with during the class period. She had made a diagram of the student desks and had kept tally marks next to the students each time that Tom interacted with them. This diagram allowed Tom to see which students he spent most of his time interacting with and which students he had missed completely.

Sandy also suggested that Tom vary the activities in his classroom to help with the diversified student levels and ask higher level thinking questions that focus on explaining the "why" behind the concepts.

All three members of the committee, Mr. Harding, Sandy Smith, and Patrick Wright, commented on what a positive and nurturing teacher Tom was. They were all happy with his job and the progress that he had made during the year.

The Rest of the Story

As the school year came to a close, I contacted, by e-mail, Tom Jones and Patrick Wright to get their final thoughts about the Resident Teacher Program and their experiences with it. Tom Jones did not respond to my e-mail, but Patrick Wright did offer his thoughts and opinions about the year.

According to Patrick, his relationship with Tom evolved throughout the year. At the beginning of the year, the conversations centered on policies and procedures, but grew into conversations focusing on teaching and state objectives. Patrick describes Tom as "eager to learn and improve," and willing to ask questions. Patrick also felt that the similarities between Tom and himself contributed to their relationship. Tom and Patrick are both male, coach the same sport, and have the like views about math, students, and teaching strategies. Patrick feels that one of the factors that contributed to the good relationship between Tom and himself was the proximity of their classrooms. "I think it helps tremendously when you can literally go into the hall between classes and discuss, question, and vent to each other."

Patrick believes that the Resident Teacher Program is worthwhile. He has been a mentor previously and felt that this year was much better than the first. Although Patrick received mentor training at another district, he expressed that the having more experience and being exposed to the policies and procedures of different school districts made him better prepared for being a mentor this time. "The years of experience and different environments (including different ages) really has prepared me to know how to bring along a new teacher, yet let them maintain their autonomy."

Tom Jones's Resident Teacher Committee recommended him for certification. He is returning to Suburbia High School for a second year.

Case Two: Smallville School District

School Context

Smallville school district is located in the middle of the state, 58 miles from a major metropolitan area and 26 miles from a university town. It has a community group designation of G2, indicating that Smallville has an ADM between 250 and 499 students; and the percentage of students eligible for Free and Reduced Lunch, 85.1% is above the state average. The poverty rate of Smallville district is 20% with an average property valuation of $9,113 per student. There are 12.3% of the students served by special education and 15.4 students per regular classroom teacher. Millville's yearly pupil expenditure is $6,887. 94.7% of the classes in Smallville are taught by teachers considered by federal law to be highly qualified.

Smallville has two school buildings, an elementary that serves grades EC-8 and a high school that serves grades 9-12. The buildings are approximately two blocks apart. The graduation rate for Millville's 2006 seniors was 83.3%, with 16.7% of the students dropping out between their freshman and senior years. The class of 2006 had 30% take the ACT with an average score of 21.5.

The high school is in a new metal-skinned building constructed next to the basketball and football facilities. The high school has nine regular classroom teachers with an average of 8.6 years experience. There are 107 students in this building with 9.4% of them identified for special education. The Parent-Teacher Conferences are attended by 75% of the parents at least once during the year. At the beginning of the 2007-2008 school year, the principal position at Smallville High School was vacant, and the Superintendent was juggling both his responsibilities and that of the high school principal. The position was filled in late September.

Smallville High School has a non-traditional schedule and grading scale. The high school utilizes the block schedule for its classes. This type of schedule has 80-minute class periods, and the students cover in one semester what is traditionally covered in a whole school year. The grading scale at Smallville High School is A, B, C, and F. There is not a D on their scale. The range for an A is 100-90, a B is 89-80, a C is 79-70, and an F is 69 or lower.

Formal/Informal Mentoring Programs

Smallville participates in Oklahoma's state mentoring program that is required for all first year teachers. There is also informal mentoring among the

faculty members. All of the participants that I spoke with at Smallville expressed how supportive the staff was of each other and the willingness of everyone to help each other. Mr. Manning, the principal, stated that of all the school faculties he had been associated with, “this is the faculty that I would take into battle with me, hands down.”

Smallville does not provide any professional development for the mentor teachers in the district.

Participants

My initial interviews with participants at Smallville occurred in October, with subsequent interviews and observations in January and May. I did maintain contact with the participants via email and phone between these formal interactions.

Mentee

Betty Brown is a first year math teacher at Smallville High School who teaches sophomore through senior level math classes. She is also the freshman class sponsor. Betty began her undergraduate studies as a pre-law major, but changed to education after College Algebra.

> The teacher I had for College Algebra really inspired me, that along with my high school math teacher, who was also my coach and still one of my friends today; so, she really inspired me too. So, I guess, that combined, I thought, “WOW! That would be something really nice”. And I liked math already, I was strong in it anyway, so I think that’s what influenced me to become a teacher.

Betty has a master's degree in Mathematics Education. Her classroom is located at the end of the hall next to the outside doors. She is across the hallway from the faculty lounge and her mentor.

Betty did not receive any professional development from Smallville on how to teach on a block schedule. She talked to friends from her math education classes who had either completed their internship or were teaching in districts with an extended class period; she also drew on her experiences from teaching four semesters of college classes.

> She [college friend] told me kinda how they set it up so I tried to set my classes up like – cover a little bit, do some homework problems on it, cover a little bit, do some homework problems. And actually, things are different with different classes. My first hour class, Algebra III, we did it just like college. We lecture on Monday, Wednesday, and Friday, and we do two sections Monday, Wednesday, and Friday. Tuesday and Thursday they have work days and they like it and they get a lot done and they get all their homework done.

My first contact with Betty Brown was in October. At that time she was nine months pregnant and due at anytime. She was planning on only taking 10 days (the number of sick days given to teachers each year) of maternity leave before returning to class. This is her second child, and she felt that with the upcoming holiday breaks, she would not need any more than the 10 days.

Mentor

Amy Anderson, Betty Brown's mentor teacher, is an English teacher who is located directly across the hall. This is her first time as a mentor, and she was assigned to Betty Brown by the superintendent. Amy Anderson has not had any training on being a mentor and is "just trying to do what was done for me." Although she hasn't had any training, Amy Anderson describes being a mentor as "fun" and she "would do it again." She also said that mentoring has "refreshed her enthusiasm" for teaching.

Amy Anderson believes that she was chosen to be Betty Brown's mentor because "there are only three experienced teachers on staff" and because of her proximity to Betty Brown's classroom. Amy Anderson's main influence with Betty Brown is in the navigation of the school procedures and school/community politics.

Administrator

Mr. Manning is the principal at Smallville High School. He started at Smallville the end of September. His first days at the school were filled with ordering all of the required state testing materials (because of the block schedule, Smallville took some of these tests the middle of October). Since then, Mr. Manning has become involved with learning the dynamics of the faculty and working with them. The pairing of Betty Brown and Amy Andersen was done before Mr. Manning became the principal at Smallville, but he thinks it is a good match and agrees with choosing Amy because of her proximity to Betty's classroom.

University Representative

Betty Brown's university representative is a professor in the College of Education at one of Oklahoma's four-year universities. Due to health issues of a family member, she did not attend Betty Brown's second committee meeting, and I was not able to speak with her. My attempts to contact her did not receive a response. Betty Brown has a previous relationship with her university representative through Betty's master's degree coursework.

Organization of Presentation

Classroom Description

The new high school building is large rectangle at the same location as the gymnasium and football stadium. The building has brick on the bottom third of the building and metal siding on the top. The building is positioned so that one of the long sides is visible as you drive down the street to the school. There is a front door on this long side that is next to the principal's office. The high school building shares a circle drive with the gymnasium with parking places along the outer edge of the drive. The sidewalk leads to double glass doors located on the shorter side of the building. There is not a sidewalk from the circle drive around the building to the front door.

The hallway is very wide and bright with square tile on the floor and halfway up the walls. The new smell of carpet, paint, and furniture is still faintly detectable in the air. There are digital clocks hanging perpendicular to the walls down the hallway, allowing everyone to see them as they travel from class to class. This hallway extends the entire length of the building, cutting it in half with

rooms on each side. There are banks of student lockers periodically along both sides of the hallway.

Betty Brown's classroom is the first door on your right as you enter from the double glass doors. The door to the classroom is inset from the hallway, creating a small porch-type area between the classroom door and hallway. Betty's door is solid with a vertical rectangular window above the door handle. The door is decorated with white paper that has a drawing of the school mascot and construction paper shapes with the names of students written in glitter. These decorations cover the entire door, blocking the window and the door handle.

As you enter the room, the wall immediately left has an eight foot long by four foot high white dry erase board with four foot square bulletin boards on either side. The overhead screen is pulled down in front of the white board, only leaving the ends of the board available for writing. There is a television hanging on the wall in the corner directly across from the door, with four metal four-drawer file cabinets pushed tight together against the wall underneath it. Next to the metal file cabinets is an L-shaped partition that is made from a rough linen-type fabric. The partition is positioned so that whatever is behind it will be blocked from the view of the class. Further down the far wall, there is a large picture window that looks out onto the circle drive parking lot and gymnasium.

To the right of the door, there is a portable interactive SMART board pushed back at an angle parallel with the wall. The cart with the LCD projector and a document camera are behind the board, next to the wall. The teacher's

desk is at the end of the SMART board. There is a computer stand between the teacher's main desk and the wall, creating an L-shaped work area for the teacher. A small dorm-size refrigerator is on the wall just off of the teacher's desk. There are pictures of small children and students on the door of the refrigerator.

The back wall of the room has built-in floor to ceiling cabinets that are flanked at each end with a built-in bookcase. Most of these built-in cabinets have doors, but there is one section that has exposed shelves. The exposed shelves have extra textbooks and 3-D geometric solids constructed from origami on them. There is a tall cart with a second television and VCR in the corner between the built-in bookcase and window.

There are five boys and five girls in the Trigonometry class that I observed. The students are seated at tables in chairs. There are two main sets of tables: one that forms a U around the overhead projector and teacher chair, and another that is a long section across the room. There are two single tables positioned behind the long table, in front of the built-in cabinets, where I was seated (see Figure 7).

The room is decorated with student work. There are student-created posters along the walls and bulletin boards. The content on these posters was created by using differing lengths of straws to illustrate the shape of the graph of the sine and cosine function in the coordinate plane. Each poster is different from the others, with the graph in a different position on the coordinate plane or showing a translation of the graph's parent function. There are 3-D geometric

solids hanging from the ceiling tiles. These are also student work, and show four different solids, pyramids, cubes, hexagonal dodecagons, and triangular tetrahedrons.

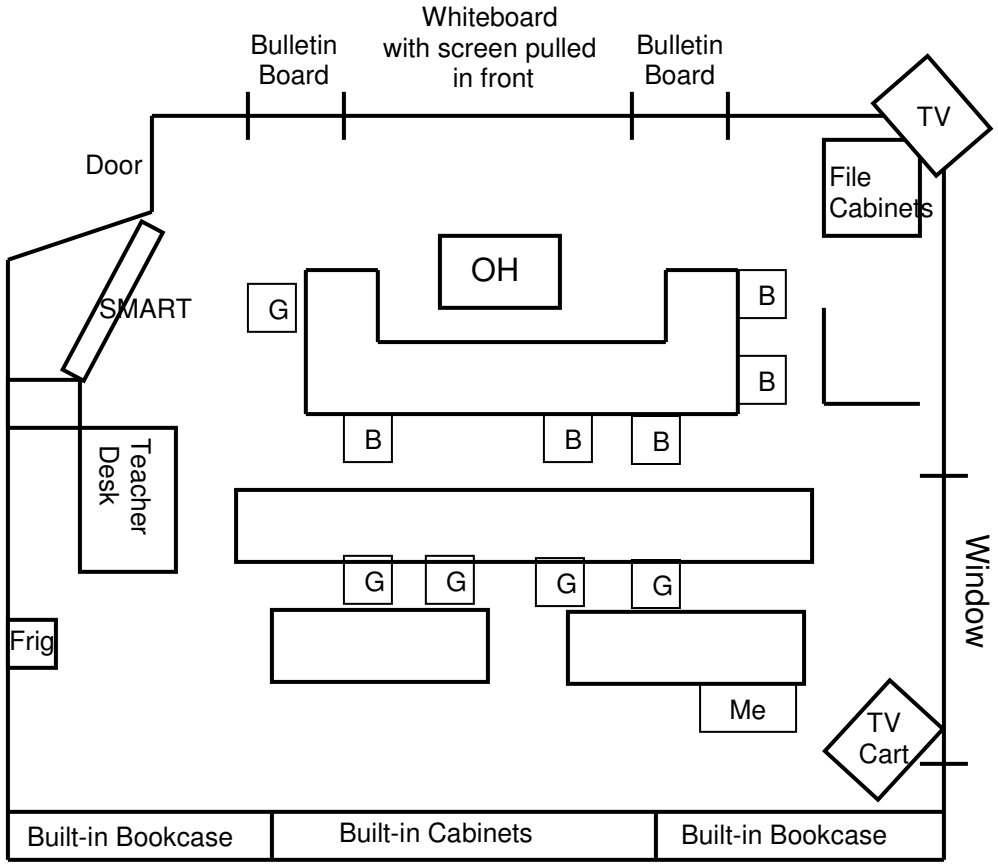

Figure 7. Diagram of Betty Brown's Classroom.

Field Note Vignette 1: Classroom Scene

Betty Brown begins her first hour Trigonometry class by raising the overhead screen and working problems from the homework that the students had trouble with. After answering all of their questions, she then gives the students a homework quiz. The quiz is six problems from the homework, written on the

board in the form of Page 365, #4. The students have 10 minutes to complete the quiz, and are allowed to use their books and homework assignments on the quiz. While the students are working on the quiz, Betty gathers materials next to the overhead projector. As the boys seated at the front table finish, they begin to speak with Betty Brown about various things. One boy tells a story about his dog, while another is trying to come up with gift ideas for his girlfriend on Valentine's Day. Betty Brown has great rapport with the students, and they are comfortable speaking with her about their lives. After everyone completes the quiz, the students pass their papers forward to Betty Brown. Betty asks if anyone had questions over the quiz problems; the students do not have any questions.

Betty goes to the door and turns off the overhead lights, pulls down the overhead screen, turns on the overhead projector and begins the lesson for the day, a continuation of a section started the previous day over proving trigonometric identities. Betty is seated next to the overhead projector cart and is eye level with the students. There is plenty of light in the room from the picture window to allow students to see. Betty Brown starts the lesson by writing an example on the overhead; she is writing directly on the glass surface and not using a transparency film. After writing the example, Betty reminds the students that they should only "work with one side of the equation, not both." She then asks the students for their input on which side of the equation to work with, and what steps she should do. Because of the small size of the class, multiple students offer steps, and Betty is able to address all of them without losing

control of the classroom. Betty works the problem using the steps provided by the students and proves the identity in four steps.

Wanting to show that there is not only one correct answer, Betty moves to the side of the problem and begins to work it a different way. She pauses after each step that she writes down, waiting for student questions. The students freely offer input for next steps and question the rationale for previous steps. The students are very relaxed and are not afraid to provide suggestions. The alternative method that Betty was demonstrating results in a dead-end and does not prove the identity. Betty uses this to illustrate that not all of the paths will work and encourages students to try to solve problems in multiple ways, “don’t be afraid to play around.” She goes on further to tell students that she is “trying to get you to think about all the different ways.”

Betty erases the overhead glass and writes down the second example, one that is slightly harder than the first. She reminds the students that “you can use all of your algebra rules,” and demonstrates this by factoring an algebraic expression and then a trigonometric expression. One of the boys expresses that this material is hard. Betty validates his feelings by agreeing that it is hard, but she communicates that it will get easier if the students continue to practice. She then shares with them her personal struggle with the concept in her college class. The students respond by stating that they think they can work the problems on the homework, but are worried about remembering everything for the test. Betty responds by telling the students that is why she introduced them to some of the skills on the last test, so this test wouldn’t be all new material.

After writing the third example, Betty instructs the students to not write anything down and just think about the problem. She has them visualize their plan for solving the problem and seeing if it will work before they write down the steps. Some of the students like this, while others need to write down the steps to be able to visualize them. After completing the problem, Betty instructs the students to put a period or box at the end of the problem to signify that they are done. They question her motivation for this, and her response is that the period or box celebrates the victory that the problem is complete. The students respond by teasing Betty about her excitement over math problems, “especially this early in the morning” (it is 9:00 am).

Students continue to offer suggestions on how to work examples. Betty questions the students on why they have chosen certain steps, forcing the students to communicate their thoughts for each step. Many of the students are frustrated with the examples, but Betty maintains an encouraging and positive tone and tells them to “just keep practicing.”

Each of the examples that Betty shows on the overhead utilizes another algebraic scenario applied to trigonometry and is getting progressively harder. When the students are completely lost, Betty moves to the side of the problem and demonstrates an algebraic example using the same skills. This reminds the students how to work the problems and allows them to continue working the trigonometric example. By the end of the examples, students are beginning to respond with “I remember this from algebra” and work the problems independently. With the students feeling comfortable in their skills, Betty gives

them the last 20 minutes of the period to work on their homework. She turns off the overhead, turns the overhead lights back on, and begins to move around the room. One of the boys asks for help on working a problem and then gives up working when Betty moves on to help other students. Betty responds by letting him sit by himself while she moves around the room helping others, and then redirects him back on task verbally from across the room.

School Culture

Smallville High School has a very supportive faculty. Although Amy Anderson is Betty's official mentor, Betty feels that all of the faculty members are mentors to her in some form or fashion. "All the other teachers help me too. I mean, if I need anything, they're all there to help, really helpful." This supportive attitude was echoed by both Amy Anderson and Mr. Manning who described the Smallville High School faculty as "very supportive."

There is also very good support for extra-curricular activities. Betty Brown says that "everybody gets pepped up and comes to all the sports activities." The unique grading scale of Smallville (A, B, C, F) "motivates the kids to do their homework and try to get their grades passing, so they have to have a C to play sports and eligibility goes out every week," according to Betty. However, she goes on to say "although I do think that the school places more emphasis on activities than on education."

The culture at Smallville High School is also influenced by aspects of the community, according to Betty.

> And we have a specific religion around this school and they don't care for homework, they won't let their children do homework, period – at home. So they think homework is supposed to be done at school during class, so if they don't have class time to do their homework, they don't get it done.

This community influence has caused several challenges for Betty. She has gone to Amy Anderson for guidance in how to handle situations with parents.

> Like I have one parent who (long pause) is difficult to get along with and, ah, e-mails me non-stop and if like, for instance, the other day she e-mailed me at 11:50 and then she called me at 11:58 to tell me to check my e-mail. And then she just kept e-mailing me until I respond, but since I'm having problems with her, before I respond to her I send it to the superintendent, I send a copy to my mentor, we talk about it and then I respond to her within the day, but I still have to have that communication and have to have a record of everything that's said with her. So she's very irritated that it takes me, you know, an hour or two hours to respond.

Betty has also sought help from Amy Anderson with how to pace the students' class work.

> Well, she said, well they're not used to it so what you're gonna have to do is, you know, give them that 80 minutes to start out with and then start weaning them back every time, that way, because they're used to having the whole class period, as much time as they need, plus after school, plus,

> you know, whenever they want to come in and finish it, the next day if they need to. That's what they're used to. So that kinda thing. I mean, she helps me with that.

Department Culture

The math department at Smallville High School is very small. Besides Betty Brown, there are two other teachers who have math classes. Betty described the members of the department like this:

> A husband and wife, they're both coaches so they teach, I think, a class a piece of Algebra I. And then I teach Algebra II; this semester I teach Algebra II, Algebra III, Pre-Calculus, and Calculus.

Despite not having colleagues who teach the same courses, Betty does feel that she has a resource for help with math content in the school librarian.

> If I have questions about content there's ___, she actually did math education. She taught at ___ for eleven years, in mathematics, teaching mathematics, so I can ask her if I have questions like, 'how did you, you know, try to approach this.'

Mentoring Committee

Before my observation of Betty Brown's classroom, I was able to observe the meeting of her mentoring committee. This was scheduled to be the second meeting of the committee; however the university representative was not present. The meeting is held in Mr. Manning's office.

When you enter Smallville High School, you come into the long hallway that runs the length of the building. Half-way down the hallway, there is a large

foyer-type area that opens to the left. This area is decorated with a design painted on the floor, trophy cases along the walls, wooden benches with rod-iron legs and arm rests, and artificial trees in decorative pots. On the opposite side of the foyer area, the right side of the main hallway is the entrance to the library. This foyer area is where the front door of the building is located and also the principal's office.

As you walk through the door of the office, there is a four foot tall counter to your right that holds sign in sheets and newsletters. This counter about 12 inches wide and then drops to the school secretary's desk. Behind her is large picture window to the front yard of the building with another counter that runs the length of the wall. The front counter extends for about six or seven feet, and then stops, the back counter continues with a built-in cabinet for the faculty mailboxes. The door to Mr. Manning's office is across from this counter about six feet on your left as you enter the door.

Mr. Manning's office is a large rectangular room, approximately 12ft x 14ft. From the door, there is a large window to the foyer area on the left wall that is covered with mini-blinds. The furniture in Mr. Manning's office is standard office furniture, with a wooden desk, credenza with a top hutch, and office chairs. Mr. Manning has the desk and credenza arranged in an L shape, with his desk facing the door and the credenza on the right side (Mr. Manning's right) of the desk. The hutch unit of the credenza blocks Mr. Manning's view of the window to the foyer.

For the committee meeting, Mr. Manning is seated at his desk, Betty Brown is seated directly in front of him, with Amy Anderson on her left and me on her right (Figure 8).

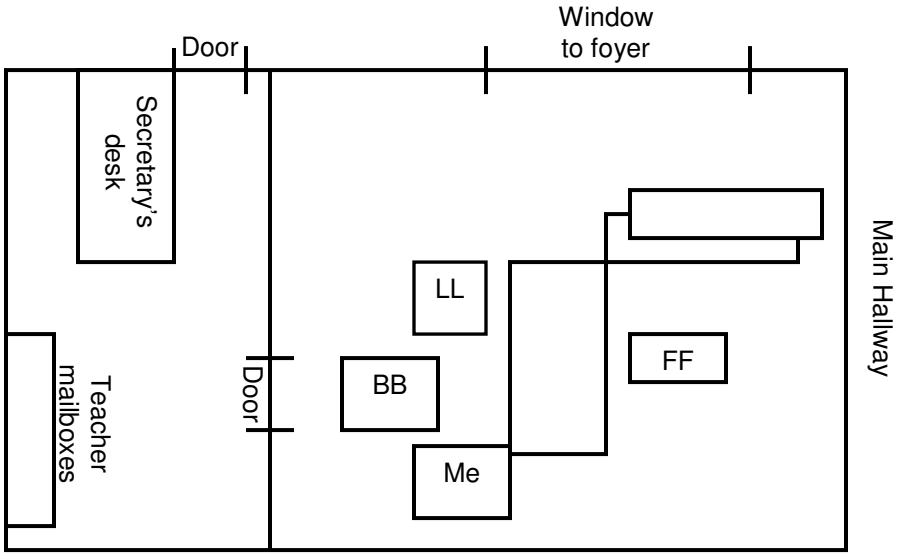

Figure 8. Diagram of Mentoring Committee in Mr. Manning's office.

Field Note Vignette 2: Committee Meeting

Betty Brown, Amy Anderson, Mr. Manning, and I are all sitting in Mr. Manning's office waiting on the arrival of Betty's university representative. As we are causally talking, Mr. Manning receives a phone call from the university representative, who explains that she will be unable to join us because of a sick family member. Betty Brown, Amy Anderson and Mr. Manning decide to discuss the observations anyway, despite the absence of the university representative.

Mr. Manning is very pleased with Betty Brown's job performance. He expresses that the kids are comfortable with her and that her classroom is a safe environment. Mr. Mango believes that Betty is very knowledgeable in her subject

matter, consistent in the classroom, and willing to tutor students after school four days a week. He also expresses that Betty works well with the other staff members.

Amy Anderson echoed many of Mr. Manning's sentiments. She commented that Betty was managing the block schedule very well and that she was always teaching. Amy Anderson also expressed that Betty Brown was involved in school activities, attending almost all of the school functions. The students knew Betty supported their activities and this had helped to establish rapport between Betty and her students. Amy Anderson went on to comment that she and Betty Brown had identified areas that both were going to work on for next year; parent expectations, class rules, stating class objectives, and closure.

The exchange between Betty Brown, Amy Anderson, and Mr. Manning was very comfortable and positive. There were many times that Betty blushed at the positive things that Amy Apple and Mr. Mango were saying about her. The only negative comment of the meeting was made by Mr. Manning in regards to the state mentoring program, he felt that this forced program was "to formal and placed added pressure" on the mentee.

The tone of the meeting was positive and Mr. Manning was very pleased with Betty's job performance and fully expected her to return as a teacher at Smallville High School next year.

The Rest of the Story

Betty Brown's and Amy Anderson's mentoring relationship has evolved into a friendship. Betty describes her conversations with Amy differing from the

first of the year, “now we talk about our families and we plan days for the faculty to get together and hang out.”

Betty feels that her first year of teaching went fairly well. She replaced a long term teacher and experienced some struggles early in the year getting students and parents familiar with the new teacher. Betty enjoys teaching and will continue in the profession; however she foresees staying at Smallville High School only one more year. Betty Brown’s Resident Teacher Committee recommended that she receive certification.

Case Three: Middleton School District

School Context

Middleton school district is located in a rural town that is approximately 55 miles from a major metropolitan area. It has a community group designation of E2, indicating that Middleton has an ADM between 1,000 and 1,999 students; and the percentage of students eligible for Free and Reduced Lunch, 62.1%, which is above the state average. The poverty rate of Middleton is 12% with an average property valuation of $17,442 per student. There are 20.9% of the students served by special education and 16.6 students per regular classroom teacher. Middleton yearly pupil expenditure is $6,857. 98.6% of the classes in Middleton are taught by teachers considered by federal law to be highly qualified.

Middleton has four school buildings; an elementary that serves students grades EC-3, an intermediate elementary that serves grades 4-6, a junior high that serves grades 7-8, and a high school with grades 9-12. All of the school buildings are located on the same campus. The graduation rate for Middleton’

2006 seniors was 97.1%, with 22.4% dropping out between their freshman and senior years. The class of 2006 had 60.6% take the ACT with an average score of 20.1.

The intermediate elementary school has 13.3 regular classroom teachers with an average of 11.4 years experience. There are 209 students in this building with 1.9% of them identified for special education. The Parent-Teacher Conferences are attended by 42% of the parents at least once each year. The intermediate elementary school has one administrator.

Formal/Informal Mentoring Programs

Middleton participates in Oklahoma's state mentoring program that is required for all first year teachers. There is not any professional development provided for the mentor teachers at Middleton.

Participants

My initial interviews with participants at Middleton occurred in November, with subsequent interviews and observations in January and May. I did maintain contact with the participants via email and phone between these formal interactions.

Mentee

Charlie Davis is a first year teacher at Middleton' Intermediate Elementary School. He is also a coach for sixth grade, eighth grade, ninth grade and high school boys' basketball and baseball. Charlie teaches fifth grade history during first period leaves the building to coach at the high school (next door), and then returns for sixth grade science during sixth period. His motivation for teaching is

being able to coach. Charlie was a lay coach at a different school while completing his college degree.

Charlie Davis spends most of his time at the high school were he coaches two sports. He usually only speaks to his mentor for help in teaching a science concept.

Mentor

Matt Sharp, Charlie Davis's mentor is a science teacher for fifth and sixth grade in the same building. Matt Sharp did not respond to any of my attempts to contact him, and I did not meet him when I observed and interviewed Charlie Davis. Matt Sharp was assigned to be Charlie Davis's mentor by the principal.

Administrator

Patty Cline is the principal at Middleton Intermediate Elementary School. When I arrived at the school to interview Charlie for the first time, Ms. Cline was seated in the reception area, in front of the secretaries' desk talking with the secretary. She did not stop the conversation when I entered the waiting area, and I did not know if she was a parent or school employee. When Ms. Cline's conversation with the secretary was over, I introduced myself to the secretary and asked for Charlie. At that time, still seated in the reception chair, Ms. Cline introduced herself to me. She informed me that she had matched Charlie with his mentor and that Charlie was only in the building for two hours during the day. She assigned Matt Sharp as the mentor to Charlie Cashew without contacting Matt first. Ms. Cline then left the area and went into her office. Although Ms. Cline was polite in her brief conversation with me, her body language indicated

that this brief conversation would be the extent of her participation in my research. The superintendent at Middleton had given permission to interview Charlie and observe his classroom.

University Representative

The university representative is from one of Oklahoma's four-year universities. The university representative came and observed Charlie in the fall and was scheduled to return in December, but cancelled to due to weather. The university representative did not reschedule and told Charlie that they would come back in April.

Organization of Presentation

Classroom Description

The intermediate elementary school is an older single-story building with a round-top design similar to many agricultural structures in the area. There is rock along the bottom of the exterior. The front doors open to a hallway and are directly across from the principal's office. The hallway is lined with student lockers and classroom doors.

Charlie Davis's classroom is off of the main hallway on a secondary hallway towards the back of the building. The door to his classroom is solid wood, with a narrow window beside the door that is the same height as the door. The door is in one corner of the room at the front of the room.

As you enter the door, the wall to your immediate left has a large white dry erase board and a bulletin board. There is a sentence written on the board, "I will do what I am supposed to do and be responsible student." The bulletin board

has the weekly schedule for Charlie Davis's history and science classes. His desk is directly in front of the white board and the cart with the television and VCR are at the far end of his desk. There is what appears to be a small closet in the corner directly across from the classroom door, on the other side of the television cart.

The door is at the end of the wall between the classroom and hallway. This wall has a built-in counter-top with a sink and cabinets underneath. The counter-top has baskets for papers and a pencil sharpener on it. At the far end of the counter-top, is a full cabinet, with two top doors and two lower doors. The back wall of the classroom is bare; the wall directly across from the door has a rectangular, vertical window next to the closet. The window is open, despite the fact that it is snowing and cold outside. The overhead lights are off in the classroom, but there is plenty of light coming from the outside and hallway windows.

Charlie Davis's classroom is large, and there is about seven feet between the counter-top wall and the student desks. The student desks are arranged in five rows with five desks in three rows and six desks in two rows. The desks are positioned in front of the teacher's desk and television cart, with the last row against the outside wall. The rows with six desks extend completely to the back wall (Figure 9).

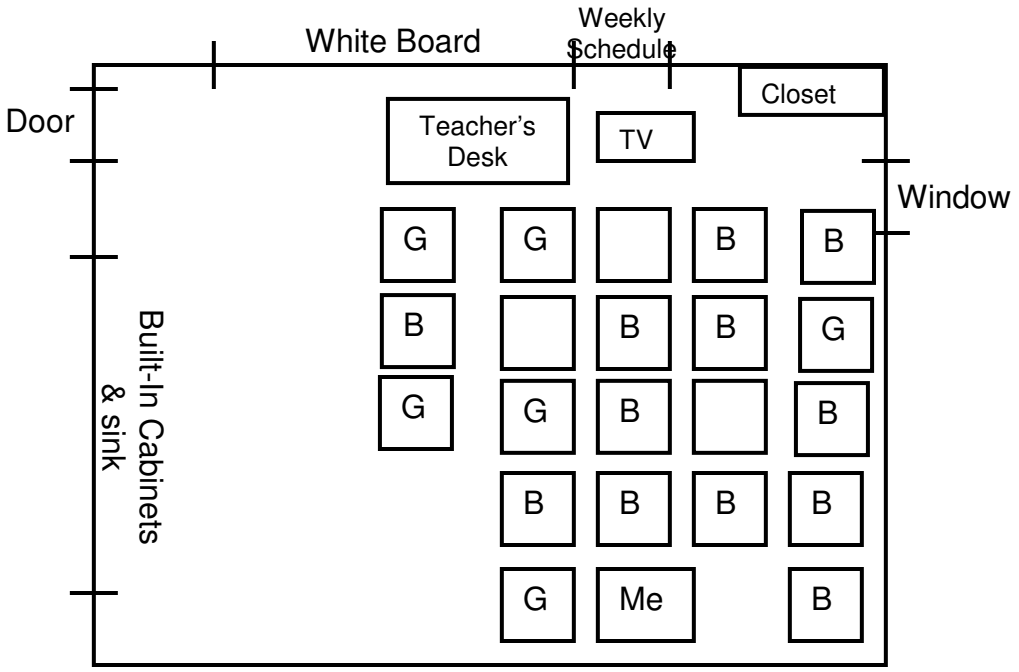

Figure 9. Diagram of Charlie Davis's classroom.

Field Note Vignette 1: Classroom Scene

There are 6 girls and 11 boys in the sixth grade science class that I observed. Charlie Davis begins the class by collecting the students' vocabulary assignment. He also collects tests from the students that they were to have signed by their parents. Not all of the students have their vocabulary assignment completed and Charlie explains the importance of turning in these vocabulary assignments. He tells them how it can affect their grades and reminds the students that "everything is worth 100 points." One boy needs to finish taking his test and Charlie excuses him to go next door and finish the test. While Charlie is taking up the assignments and discussing their grades, he speaks to a group of

boys in the corner about their behavior in the hallway; pushing, shoving, and trash-talking, and tells them that he will address this behavior if he observes it.

The class is beginning Chapter 3 on plants. Charlie sits at his desk and reads the text to the students. All of the students, except two boys in the front, have their textbook and are following along with Charlie as he reads. After reading the first few paragraphs, Charlie stops and asks the class who would like to continue reading. Several of the students raise their hand to volunteer, but Charlie calls on a boy seated near the front that did not have his hand raised.

After the student finishes reading his paragraph, Charlie Davis discusses the point of the paragraph. Many of the students appear to be confused, and Charlie makes an analogy to the text using the television show *Man vs. Wild*. Most of the students have seen this show, and the analogy appears to help them understand the concept.

Charlie refers back to the text and begins reading again to the students. He pauses after every two or three paragraphs and asks students questions over what he just read to them. The students remain in their chairs and are quiet unless Charlie calls on them to answer a question. Charlie remains seated at his desk during this time.

There are two main concepts that are addressed during the reading of the text; five things necessary to keep plants healthy and three requirements for photosynthesis. After each of these lists are given in the text, Charlie stops and has the students repeat the list in unison over and over again. Charlie continues reading from the text and alternately calls on the students to list the items on

these two topics. The students that Charlie calls on do not have their hands raised to answer the question. Some of the students are able to answer without hesitation, while others struggle with answering. One boy has a great deal of difficulty listing the five things necessary for healthy plants and Charlie sternly speaks to the student about following along in his book. This method of instruction continues until Charlie has completed the first section of the chapter and lasts for most of the class period. At the end of the section, Charlie assigns the first question to the students.

The students begin to move around the room after they are given their assignment. Charlie calls a few students to his desk, gives them their graded tests and tells the students to have their parents sign the tests and bring them back the next day.

Charlie has a strong presence in the classroom. Although he was seated at his desk, his voice is loud and carried throughout the room. The students responded to Charlie's tone of voice and there was some gentle teasing of the students by Charlie.

School Culture

Charlie feels that the culture of the Middleton Intermediate Elementary School is "okay." Charlie feels that he is doing well as a teacher and goes to his mentor when he needs help on how to explain a difficult science concept. Although he is only in the building for two hours, first and fifth periods, Charlie believes that the other teachers and principal are supportive of him as a teacher.

According to Charlie, the school is very lax on discipline. The school utilizes a weekly marking system to track student behavior. The teachers have a sheet of paper that they turn in weekly with marks next to students who have misbehaved in some way. Each student can receive up to five marks per week before discipline action is taken. Charlie feels that this method is to lenient on the students and that the students take advantage of the system by getting three or four marks every week without consequence.

Charlie feels that another difficulty in the school is the number of special education students. "We have a high number of special education students, the highest in Oklahoma." The large number of low performing students is "impossible to address" in the classroom, although according to Charlie "some are misplaced as special ed." Charlie goes on to say that the community has a lot of poverty, and that many of the students "wear the same clothes multiple days each week."

There is "little parent involvement," and "the parents aren't interested in their kids getting an education." This lack of interest is why Charlie requires students to have their parents sign the students' tests, "I want parents to know how their kid is doing in class, but it doesn't bother them to see a failing grade on the test."

Mentoring Committee

I did not observe a mentoring committee meeting. The university representative will not be back to observe Charlie Davis or meet as a committee until April (this observation and interview occurred in January).

The Rest of the Story

When I contacted Charlie in May and asked for his thoughts and opinions on aspects of the Resident Teacher Program, his responses were varied.

Charlie feels that his relationship with his mentor has grown. Charlie became more comfortable at the end of the year asking questions or borrowing materials. He continues to struggle with student discipline. He believes that the administration allows the students to get away with to much and thinks that the discipline policy should be stricter.

Charlie does not feel that the Resident Teacher Program is beneficial. He does not understand why the state feels the need to observe him after he is already hired by a school district. Charlie's opinion is that "if the school thought I was the right fit, they [a university] already gave me the degree, and I've passed all the tests, and then they [Resident Teacher Committee] come in and try to tell them [the school] I'm not [a good fit]." Charlie goes on to say that he can't recommend any changes to the program because he feels that it is "dorky."

Charlie's plans for next year are to remain at Nut teaching and coaching in the high school and junior high. I was unable to find out if Charlie's Resident Teacher Committee recommended certification.

Summary

The three case studies presented in this chapter are snapshots created from the data collected through interviews, observations, and documents. The vignettes are narrative representations of data combined from observations and multiple interviews. The descriptive demographic information at the beginning of

each case was found by examining state and school district documents. In the following two chapters, I will present analysis of these cases in regards to the literature reviewed and Megginson et al.'s (2006) *Mentoring in Action* framework, as well a summary of the researching findings and areas for future research.

CHAPTER V

ANALYSIS OF DATA

The power of our mentors is not necessarily in the models of good teaching they gave us, models that may turn out to have little to do with who we are as teachers. Their power is in their capacity to awaken a truth within us, a truth we can reclaim years later by re-calling their impact on our lives. If we discovered a teacher's heart in ourselves by meeting a great teacher, recalling that meeting may help us take heart in teaching once more.

The Courage to Teach, Parker J. Palmer (1998)

The previous chapter describes the case studies of Suburbia, Smallville, and Middleton developed from interviews, observations, and document analysis. School district demographic information from the State Department of Education was also used as a preliminary data source in this study to assist in comparing and contrasting the three districts.

This chapter provides analysis of these cases in the format described by Megginson, Clutterbuck, Garvey, Stokes and Garrett-Harris (2006) in *Mentoring in Action: a Practical Guide* to explain the mentoring process. Megginson et al.'s Mentoring *in Action* framework outlines six areas in which mentoring can occur (see Figure 1b). These areas are: mentoring culture, mentoring scheme, mentoring relationship, mentoring technique, mentoring episode, and mentoring moment.

Figure 1b. Levels of Mentoring, vertical representation

Mentoring Culture

The culture of an organization can not only affect every aspect of the organization, but also the ways in which employees perceive ideas and interact with each other. An organization's culture is communicated and revealed the clearest through the symbols the organization embraces (Bolman & Deal, 2003). Organizations have both goals and values. Unlike goals, values are the intangible non-verbal cues that define the fundamental character of the organization (Bolman & Deal). The statement of purposes, and the extent to which they are acted upon, serve to reinforce the values and beliefs of the organization (Bush, 2003). The actions and responses of leaders send important

signals to employees. Leadership support of mentoring is a critical factor for creating a mentoring culture (Zachary, 2005).

Principals have the challenge and obligation to develop a culture that not only attracts the best teachers available, but one that also retains and develops them throughout their career (Watkins, 2005). In the three case studies presented here, two of the administrators were supportive of the mentoring process with both action and language. The third administrator did not embrace the mentoring process in her actions or language, as described earlier in Chapter IV. Table 2 shows the aspects of mentoring culture that were identified through participant responses and observations.

Table 2

Analysis of Mentoring Culture in Case Studies

Mentoring Area	Suburbia	Smallville	Middleton
Culture	• Two Assistant Principals; one for discipline and one for curriculum • Strict on discipline • Administration supportive of mentoring	• Help from other teachers. • Superintendent involved in the discipline • Administration supportive of mentoring	• Reported by Charlie Davis • Administration did not exhibit evidence of mentoring support

Each of the first year teachers, Tom Jones from Suburbia, Betty Brown from Smallville, and Charlie Davis from Middleton, stated that they felt that the faculty and administration were supportive of them as teachers. Tom explained the support of the administration further by saying, “having the fact that we have

two assistant principals, one for discipline, one for curriculum really works, so if I have an issue with *this* I know who to talk to and I can get the answer right away." Betty Brown stated that "all the other [non-mentor] teachers help me too. I mean, if I need anything, they're all there to help, really helpful."

However, only Tom and Betty Brown felt that their schools had a culture of strict student discipline. Betty Brown described the discipline culture at her school by saying,

> Even the superintendent, we didn't have a principal when we first started out, so the superintendent was our principal and I think that really helped a lot with things because he could see how, like dress codes and students' attitudes towards detention and things like that. I think that really helped out with things quite a bit.

Tom described his administration as 'they're really strict on the discipline." However, Charlie Davis felt that his school was "very lax on discipline." His school utilizes a weekly marking system that gives students up to five incidents before facing consequences.

Mentoring Scheme

According to Megginson et al., "mentoring schemes are developed in response to a need" (2006, p.8). The formal mentoring program that these first year teachers are participating in was implemented by the state legislation with the intent to,

> establish qualifications of teachers in the accredited schools of this state through licensing and certification requirements to ensure that the

> education of the children of the state will be provided by teachers of demonstrated ability (Residency Teacher Program, 1995).

Mentoring schemes involve several aspects such as evaluation of the program, recruitment and selection of participants, training and development of mentors, matching of mentee and mentor, supervision of the program, and standards (or rules) of the program. After interviewing the participants, many of these aspects were addressed in their responses to interview questions.

Megginson et al., state that one of the important aspects of the recruitment and selection of participants is their motivation in participating in the program, "one of the key principles of mentoring is that it is conducted within a spirit of voluntarism" (2006, p.11). The mentees are "required to participate in the program during the initial year of teaching in an accredited school under the guidance and assistance of a Resident Teacher Committee in order to qualify for a state teaching certificate" (Residency Program, 1995). The three mentees in this study do not have a choice but to participate in the mentoring program in order to earn a teaching certificate. The state mentoring program defines the qualification of a mentor teacher as "a classroom teacher and have a minimum of two years of classroom teaching experience as a certified teacher" (Residency Program). Table 3 organizes the characteristics of the mentoring scheme in each case.

The importance of training and developing mentors is expressed by Megginson et al. (2006) as needed to equip mentors with the skills and ability to guide mentees and help them cope with weaknesses in their skills set. The

formal mentoring guidelines set by state legislation address mentor training and development by stating “when possible, a mentor teacher shall have successfully completed a mentor teacher professional development institute” (Resident Teacher Program, 1995). The National Council of Teachers of Mathematics (NCTM) addresses the issue of mentor training in their position statement on mentoring by stating “teachers who have been identified as mentors should receive significant and consistent training” (NCTM, 2007).

Table 3

Analysis of Mentoring Scheme in Case Studies

Mentoring Area	Suburbia	Smallville	Middleton
Scheme	• Required state mentoring program • Mentor chosen by administrator • Mentor training is not provided • Mentor same content and across hallway • Informal network of other teachers	• Required state mentoring program • Mentor chosen by administrator • Mentor training is not provided • Mentor different content, across hallway • Informal network of other teachers	• Required state mentoring program • Mentor chosen by administrator • Mentor training is not provided • Mentor same content, several doors down the hall

When I asked Betty Brown’s mentor about whether she had received any training on how to be a mentor, she responded by saying “no, I am just doing what was done for me.”

The issue of matching the mentee and mentor is an important aspect of the mentoring scheme. Megginson et al. (2006) states that the "criteria for matching are critical and should arguably come from what the scheme is designed to achieve" (p.11). The intent of Oklahoma's formal mentoring program to establish qualifications for licensing and certification requirements and "if available, qualified mentor teachers shall have expertise in the teaching field of the resident teacher" (Residency Program, 1995). In the cases studied here, two, Tom and Charlie Davis have mentors in their teaching field; Betty Brown's mentor is outside of her teaching field and was chosen by the administration because of her proximity to Betty Brown.

Mentoring Relationship

The quality of the mentoring relationship is the critical factor in relationship success (Megginson et al., 2006). The mentoring relationships will evolve over time and tend to follow a common pathway of evolution that includes building rapport, setting directions, progression, winding up, and moving on (Megginson et al.). Table 4 shows how the mentoring relationships have progressed.

Tom and his mentor interact with each other very well and appear to be friends. Tom feels that he can go to his mentor for help at anytime, saying "I mean that he's just across the hall whenever I need to bother him I can bother him and he can help me out there."

Table 4

Analysis of Mentoring Relationship in Case Studies

Mentoring Area	Suburbia	Smallville	Middleton
Relationship	• Daily interaction between mentee and mentor • Quickly developed into a friendship • Focuses on content as well as procedural issues • Mentee and mentor are similar	• Daily interaction between mentee and mentor • Gradually developed into a friendship • Focuses on procedural issues	• Limited interaction between mentee and mentor • No evidence of a friendship between the mentee and mentor

Tom and Patrick have gone through the first two stages of the mentoring relationship, quickly building rapport and setting direction for the relationship. This was aided by the similarities of Tom and his mentor.

> We have a great relationship for the fact that he's the girls' basketball coach and I help with the boys so I see him the gym, eat lunch together everyday. Anything I need to know math-wise, benchmark-wise, district-wise, even though his being here only his second year, he's definitely been a help to me, a help for me. We have the same planning period, same set up so, same lunch.

Their relationship appears to be transforming from a mentoring relationship into a friendship.

Betty Brown and her mentor started off with more difficulty than Tom's. Betty Brown's mentor is not in the same discipline as her and so the main focus of the relationship in the early stages was navigation of the school and community issues. During the time of building rapport and setting directions, the pair dealt with school issues such as angry parents, supervising lunch detention, and sponsoring class activities. At the first interview when Betty Brown was asked to describe her relationship with her mentor, she said,

> Well, they kinda have a clique, and they've kinda accepted me into their clique, so I think we're kinda friends; you know, like she gives me her cell phone number and stuff like that. Its like, "Call me if you need anything." I think probably not friend friends, like I would consider, like my good friends, but, definitely working on that friendship relationship.

When I observed the pair four months later, they had moved into a friendship and had already identified things that they would work on together for next year.

Charlie Davis's relationship with his mentor appears to be much different than the other two previously described. He expressed that he only communicates with his mentor for questions about teaching particular science concepts. Although Charlie Davis feels that the mentor is supportive of his teaching, I did not sense that there was a friendship between the two. I was unable to speak with Charlie Davis's mentor, because of a lack of responsiveness to my requests for an interview.

Mentoring Episode

Mentoring episodes are the sessions between the mentor and mentee in which there is exploration, new understanding, and actions considered.

> The whole point of the mentoring process is to create a reflective environment in which the mentee can address issues of career, personal growth, the management of relationships and the management of situations, both current and predicted. It is a bubble of concentrated conversational energy in the soup of a working environment, which may often be over- or under-stimulating (Megginson et al., 2006, p. 21).

In the three cases described in this study, I observed mentoring episodes occurring in two; Suburbia and Smallville (Table 5).

Table 5

Analysis of Mentoring Episode in Case Studies

Mentoring Area	Suburbia	Smallville	Middleton
Episode	• Student involvement in lesson • Questioning techniques of mentee with students	• Parent interaction • Structure of class period	• Lack of evidence that mentoring episodes occur.

In Suburbia, the mentoring episodes between Tom and Patrick Wright are both formal and informal, and cover both school routines and content issues. The formal episodes occur when Patrick Wright has completed a formal observation, discussed his findings with Tom and then there is action taken by

Tom, Patrick Wright, or both. During these observations, there is exploration of a topic through the observation of Patrick, new understanding occurs with the discussion, and then actions are taken in light of the understanding. The informal episodes occur on a frequent and daily basis through interactions and conversations in the hallway between classes and in the gym during basketball practice. There have also been mentoring episodes between Tom and his administrator, and Tom and his university representative.

In Smallville, the mentoring episodes between Betty Brown and Amy Anderson mainly involve school routines, particularly since they do not teach the same discipline. These episodes have ranged from parent interaction to daily procedures in the school. At the beginning of the year, Betty Brown struggled with how to structure her class period, she tried many different scenarios, but the students still struggled (exploration). Betty discussed with her mentor, Amy Anderson, the struggles she was having and Amy Anderson gave Betty some suggestions, “give them the 80 minutes to start out with and then start weaning them back every time” (new understanding). Betty tried this in her classroom, and was able to use her class time more efficiently and have greater student understanding (action). Betty Brown has also experienced mentoring episodes with her university representative for content issues. Charlie Cashew did not provide any information that mentoring episodes occurred at Middleton, nor was I able to obtain any evidence of mentoring episodes through observation.

Mentoring Techniques

In the *Mentoring in Action* framework, a mentoring technique is defined as "a process to assist a mentee to address a specific purpose within a particular context as part of an ongoing developmental relationship" (Megginson et al., 2006, p.26). The mentors would learn these techniques during a mentor training and would then be able to use the techniques to help the mentee with issues of content presentation, classroom management, and parent communication. The use of mentoring techniques in each case is presented in Table 6.

Table 6

Analysis of Mentoring Technique in Case Studies

Mentoring Area	Suburbia	Smallville	Middleton
Technique	• Mentor recorded which students were asked questions and how many times by mentee	• Lack of evidence that mentoring techniques are used.	• Lack of evidence that mentoring techniques are used.

There was only one mentor, Patrick Wright, who had received any type of training in mentoring. Patrick did use a technique to help his mentee, Tom, in using questioning techniques with students. Tom's university representative, Sandy Smiths, used a classroom diagram to show who Tom had asked questions to and who he had not. These techniques were a non-threatening way

to present information to Tom that was factual and not opinions. Mr. Harding, Tom's administrator also utilized observation techniques when observing Tom.

I did not observe, nor did any participant report the use of mentoring techniques by the mentors, administrators, or university representative at Smallville or Middleton.

Mentoring Moments

"Mentoring is about transition, change, and transformation" (Megginson et al., 2006, p.28). Through mentoring, we examine our past experiences through reflection, critical awareness, and dialogue with our mentors or mentees. This examination allows for us to take risks and be open in our responses to the moments in our classroom and teaching careers. Mentoring can help us to explore, think new thoughts, and realize a new future. It gives us an opportunity to not repeat our pasts. We do not know when crucial moments will happen in our careers, but through mentoring we can be prepared to respond to these moments. The mentoring moments occur in the gaps between mentor and mentee contact when the mentee reflects on the exchange (Kennett, 2006)

In this study, Betty Brown was the only mentee that had what I would describe as a mentoring moment (Table 7). Betty had an encounter with a parent on the second day of school regarding the amount of work she was assigning in class. This incident escalated into the parent e-mailing and calling Betty on a daily basis, with Betty responding to the parent only after discussing her response with her mentor and superintendent. The situation eventually eased, and when I spoke with Betty in February about the incident, she said that

she was now able to see the parent in public places without fear of a confrontation.

Table 7

Analysis of Mentoring Moment in Case Studies

Mentoring Area	Suburbia	Smallville	Middleton
Moment	• Lack of evidence that a mentoring moment has occurred.	• Parents and students are not the same as when mentee was in school.	• Lack of evidence that a mentoring moment has occurred.

The mentoring moment occurred when Betty Brown realized that parents and students at Smallville were not identical to her own. Betty Brown's past experience as a student and a graduate assistant in college had caused her to present information about homework in a certain way and also framed her initial response when questioned. Through mentoring, by Amy Anderson her mentor, and the superintendent of Smallville, Betty realized that her past was not the current reality of Smallville. Betty has now made changes to her classroom structure and her communication with parents to prevent having this incident repeat itself in the future.

Comparison

The findings in the school districts present similarities and differences. Detailed comparisons are presented in the tables above and a summary is provided in Table 8. While all three school districts are in the same state and participate in the same formal state-mandated mentoring program, there are

apparent differences among the districts. Suburbia and Smallville both had five of the mentoring areas observed; while Middleton had two observable areas (Table 8).

Table 8

Comparison of Mentoring Areas Observed in Case Studies

Mentoring Areas	Suburbia	Smallville	Middleton
Culture	Yes	Yes	Yes
Scheme	Formal/Informal	Formal/Informal	Formal
Relationship	Yes	Yes	N.E.*
Episode	Yes	Yes	N.E.*
Technique	Yes	N.E.*	N.E.*
Moments	N.E.*	Yes	N.E.*

* N.E. = No Evidence of Mentoring Area as defined by Megginson et al. (2006)

Suburbia presented a mentoring culture, scheme, relationship, episode, and technique. Tom reported that he felt supported by not only his mentor, but fellow faculty members and administration. Suburbia not only participates in Oklahoma's required state mentoring program, but the support and guidance of faculty and administration has also created an informal mentoring scheme. The relationship between Tom and his mentor, Patrick Wright has grown into not only a working relationship, but also a friendship. The close matching of content area and proximity has enhanced the mentoring relationship between mentor and mentee. There are mentoring episodes occurring between Tom and Patrick Wright, as well as, Tom and Sandy Smiths and Mr. Harding. These episodes

have produced new understanding for all involved and have had positive actions resulting from them. The mentoring techniques observed at Suburbia were from all three members of Tom's mentoring committee, Patrick Wright, Sandy Smith, and Mr. Harding. These techniques allowed for Tom to explore the realities of his classroom with evidence from the members, not opinions.

Smallville also presented a mentoring culture, scheme, relationship, and episode. It differs from Suburbia by having an observable mentoring moment and not having an observable mentoring technique. The culture of the school at Smallville is similar to Suburbia, with supportive faculty members and administration. There is also a culture of discipline for the students that allows for the focus to be on the learning environment. There is the required participation in the formal mentoring program, but a strong informal mentoring culture also exists. This informal mentoring is amplified by the low number of faculty members in the building, giving the faculty a family-type feeling with each other. The relationship between Betty Brown and Amy Anderson has also progressed from a working relationship into a friendship, but took longer to make this transition than in Suburbia. The difference in content area was one obstacle that had to be overcome in the relationship, but the close proximity to each other allowed for this challenge to be met.

The only mentoring area that I observed at Middleton school district was a mentoring scheme. Although, Charlie Davis reported that he felt the other faculty members and administration was supportive of him, I did not observe this support during my interview and observation with Charlie Davis. Middleton school

participates in Oklahoma's required formal mentoring program for first year teachers. I did not observe any sign of an informal mentoring network at Middleton school district. I choose to include this case in the study because of the different perspective that it adds to the research. I felt that this case emphasized the research from Chapter II, that the same mentoring program in different situations can have different results.

Summary

The differences between the three school districts of Suburbia, Smallville, and Middleton could be seen in a variety of mentoring areas. Suburbia and Smallville were the most similar, while Middleton was the most different from the other two. Both Suburbia and Smallville exhibited mentoring in five of the areas of Megginson et al.'s (2006) *Mentoring in Action* framework. There are four areas, culture, scheme, relationship, and episode that were evident in both districts, while mentoring technique by the mentor was only exhibited at Suburbia and a mentoring moment was only observed at Smallville. I was only able to gather evidence of mentoring occurring in two areas at Middleton, culture and scheme.

At Suburbia, there were well-established and communicated goals between Tom, his mentor Patrick Wright, and his administrator Mr. Harding. These goals of student learning and preparation for high-stakes testing were evident in the creation of regular benchmark testing and professional development days to discuss the data from this testing. The culture at Suburbia was a "we are all in this together" type feeling, but still expected a great deal from

each individual. Tom juggles two types of roles at Suburbia, teacher and coach, yet appears to give the same amount of focus and attention to both roles. When I think of Tom, my first thought of him is as a teacher and coach second.

At Smallville, the year began on a rough note with the absence of a principal from August until the middle of September. This rocky start was amplified for Betty Brown with confrontations from parents and students over expectations of work from the students both in and out of class. As the year progressed and the new principal Mr. Manning, settled into the school, the culture settled down and outside influences were eased for Betty Brown. By February, there was a strong, supportive, cohesive culture among the faculty with student learning as the primary focus. Betty Brown's main focus is in preparing her students for future classes in college and continues to push them in their work effort and rigor.

The culture at Middleton does not present a cohesive unit. Charlie Davis stated that he felt supported by other faculty and administration, and his principal, Patty Cline stated that there was a supportive atmosphere, but those statements are the only evidence that I was able to collect of a supportive school culture. I did not observe a supportive interaction between Charlie Davis and others; in fact, I didn't observe any interaction between Charlie Davis and other members of the faculty. This lack of observation leads me to believe that Charlie Davis functions in a culture of quasi-isolation when he is in the classroom. I did get the impression that he has more support from the athletic department then he feels from the academic department. My sense of the culture at Middleton is that due

to low socio-economic status (SES) in the community and high numbers of special education students, it is not expected for students to be able to achieve high amounts of learning. As I think of Charlie Davis, my impression is that he is primarily a coach and that teaching is secondary to his role in the school district.

CHAPTER VI

SUMMARY, CONCLUSIONS, BENEFITS, RECOMMENDATIONS, & COMMENTS

Summary of the Study

There is little disputing that mentoring programs are beneficial; the success or failure appears to be in the implementation and support of the program (Gravett, 2003). All three of the school districts involved in this study participated in the same state-mandated formal mentoring program, but the mentoring program was implemented and supported differently in all three districts. So the question becomes, what makes the same mentoring program successful in one district and not in another? Previous research has outlined successful formal mentoring programs that include beneficial mentor characteristics (NEA, 2001; Ganser, April 1995; Gravett, 2003), time allotment (Ganser, April 1995; Kilburg & Hancock, 2006; NEA, 2001), and matching criteria (Kilburg & Hancock, 2006; Brock & Grady, 1998; NEA, 2001; Ganser, April 1995, Gravett, 2003).

Using Megginson, Clutterbuck, Garvey, Stokes and Garrett-Harris's (2006) *Mentoring in Action* framework from the business world, the purpose of this study was to explain the mentoring process in the Oklahoma Resident Teacher Program of selected teachers in three secondary schools. This study specifically examined the mentoring relationship in differing school environments, the levels

of mentoring in each environment, the aspects of mentoring not included in the framework, and the usefulness of this framework in the study of first year teachers.

The participants in this explanatory case study included the mentee, mentor, administrator, and university representative at one district; the mentee, mentor, and administrator at the second district; and the mentee and administrator at the third. There were attempts to include all four roles at each district, but these attempts were unsuccessful in some cases. The three school districts have diverse student and community demographics and are diverse in the size of the student body at each school.

Multiple methods, including interviews, observations, and document analysis were used for data collection. The focus of the data collection and analysis were to look for the six aspects of mentoring presented in Megginson et al.'s (2006) framework and to present the findings within the context of this framework. Triangulation of data was accomplished by using multiple data sources, such as interviews and observations.

Summary of the Findings

The findings in this study indicate that although each district is involved in the same formal mentoring program; the program is implemented differently in each district. This implementation was independent of the size or demographics of the school district. The different implementations do not automatically dictate the success or failure of the mentoring program. A mentoring program is considered productive when it provides support to mentees and opportunities for

personal and professional growth (Blair-Larsen, 1998). Of the three cases presented in this study, I would consider two of them to have productive mentoring programs based upon this definition and the number of mentoring areas in which data was collected. These areas were expanded upon previously in Chapter V.

This study found that there are some common characteristics of the productive mentoring programs, even though the district implementation is different. These common characteristics are clear goals of the school culture, the presence of strong informal mentoring networks, the proximity of the mentor to the mentee, and the attitude of the mentee towards the mentoring process. These findings support the findings of previous research by Harrison et al. (2006), Gagen and Bowie (2005), Zachary (2005), Wang et al. (2008) and Clutterbuck (1998).

There are clear goals of the mentoring culture and scheme at both Suburbia and Smallville. These goals of student learning and future success are clearly communicated between the faculty and administration. The goal of the mentoring scheme is also clear and goes beyond state certification requirements. At these districts, it is evident that the goal of the mentoring scheme is to help the mentee become the best teacher possible through lifelong learning, efficient management of workload, and classroom management. These goals are further communicated in the informal mentoring networks in both districts. The math department at Suburbia meets on a regular basis and discusses the pacing of instruction as well as student progress. There is a culture of collaboration

between the members of this department. There is a similar informal network at Smallville among the entire faculty. The small size of the faculty at Smallville allows for everyone to be involved in the discussion of student success and the sharing of teaching strategies.

These aspects of the mentoring culture at Suburbia and Smallville are representative of the cultural characteristics identified by Zachary (2005) to sustain a successful mentoring program. Middleton did not have these cultural characteristics present.

The final two common characteristics that were discovered in these cases are the proximity of the mentor to the mentee and the attitude of the mentee towards the mentoring process. At Suburbia and Smallville, the mentor is located directly across the hallway from the mentee, allowing for constant communication between the pair. In these cases, it appeared to be the proximity of the mentor that helps to create a successful relationship, not the same content area.

This finding supports and contradicts previous research. Harrison et al. (2006) found that the two main reasons for a successful mentoring relationship were having the mentor as a consistent source of help and readily available and approachable. These are the same reasons that I found the proximity of the mentor as one of the reasons for the success at Suburbia and Smallville. It is also one of the reasons for the unsuccessful mentoring relationship at Middleton, where the mentor is either down the hallway or in another building from the mentee.

Harrison et al. (2006) goes on to list the reasons given by participants for a good mentoring relationship.

- Someone with whom they could collaborate over-marking and moderation of pupils' work,
- A role model for the planning, organization and delivery of work in the classroom.
- Specific mentor characteristics are:
    - A good listener
    - Being flexible
    - Ability to focus on issues, to enable discussion and reflection on practice
    - An ability to open up opportunities for them and broaden their experiences
    - An awareness or foresight to recognize pressure points which would need to be worked through by the beginning teacher.

These reasons are supported by the findings of this study.

However, other research found that for an effective mentoring relationship, the mentor and mentee need to be in the same content area. Brewster and Railsback (2001) list a match in the same content area or grade-level as one of the key components of successful mentoring programs. Algozzine et al. (2007) found that matches within the same content area are likely to produce positive outcomes for the mentoring. The findings in this study don't completely support or contradict this research. The match at Suburbia is in the same content area

and producing positive outcomes, but the match at Middleton is also in the same content area and not producing positive outcomes. The match at Smallville is not in the same content area, but is producing positive outcomes.

I also found the attitude of the mentees at Suburbia and Smallville are open for guidance and direction. These two mentees eagerly seek the counsel of not only their mentors, but other members of the faculty and friends to help make themselves better teachers. This finding supports the research by Cohen (1999) that found that without the willingness and effort of the mentee to participate in the mentoring, it didn't matter what characteristics the mentor had.

Conclusions

The purpose of this study is to use the theoretical framework outlined in Megginson et al.'s (2006) *Mentoring in Action: a Practical Guide* to explain the mentoring process of selected teachers in secondary schools. The following four questions guided the study:

1. How do mentor-mentee relationships in differing school environments work?
2. How does Megginson et al.'s (2006) framework explain the levels of mentoring in each environment?
3. What realities are not explained by this framework?
4. How useful is Megginson et al.'s (2006) framework in understanding this study?

Per the research in this study, these questions are answered below.

.Research Question 1

How do mentor-mentee relationships in differing school environments work? The mentor-mentee relationships in Suburbia and Smallville are very similar in nature, and so are the environments in these schools. Both of these schools have an environment of support and nurturing, balanced with an expectation of hard work and good behavior by both the students and faculty. The mentees in these two districts feel that there is an informal mentoring system among the faculty and administration. The cultures of these two districts exhibit the aspects of a mentoring culture; communication, collaboration, accountability, and multiple mentoring opportunities. The leadership in these schools is active and supportive of the mentoring process and this leadership is reflected in the attitudes of the faculty.

The demographics of these two districts are very different, yet the school environments are very similar and conducive to mentoring new teachers. This leads me to conclude that demographic issues do not guarantee success or failure of mentoring programs. Suburbia and Smallville are on opposite ends of the demographic spectrum and yet both have school environments that sustain successful mentoring programs.

The school environment at Middleton is not the same as Suburbia and Smallville. This school environment did not exhibit the aspects of a mentoring culture that have been identified as necessary for successful mentoring. The environment at Middleton was one of teacher isolation and limited mentoring opportunities. The leadership was not active in the mentoring process and thus

the mentee viewed mentoring as a required part of certification, not an opportunity for self-improvement. The over-arching feel of the school was one of low-expectations. The mentee repeatedly said that he didn't have high expectations for the students because of low SES and high numbers of special education students.

Interestingly, of the three school districts in this study, Middleton was in the middle, of the three districts studied, in terms of poverty rate and percentage of students on Free and Reduced Lunch. Smallville had the highest poverty rate and percentage of students on Free and Reduced Lunch and Suburbia the lowest. As a district, Middleton did have the highest percentage of students in special education. However, at the school level, Middleton had the lowest percentage of students in special education. These facts reinforce that district demographics do not negate the ability for successful mentoring to occur.

Research Question 2

How does Megginson et al.'s (2006) framework explain the levels of mentoring in each environment? The answer to this research question was discussed previously in Chapter V. Table 8 shows that none of the three case studies exhibited all of the levels of mentoring outlined in the framework, but two of the case studies exhibited five of the areas.

Table 8

Comparison of Mentoring Areas Observed in Case Studies

Mentoring Areas	Suburbia	Smallville	Middleton
Culture	Yes	Yes	Yes
Scheme	Formal/Informal	Formal/Informal	Formal
Relationship	Yes	Yes	N.E.*
Episode	Yes	Yes	N.E.*
Technique	Yes	N.E.*	N.E.*
Moments	N.E.*	Yes	N.E.*

N.E.* = No Evidence of Mentoring Area as defined by Megginson et al. (2006)

Culture

Megginson et al. (2006) outlines some common characteristics of highly-successful mentoring cultures. Of these characteristics, the only one observed in all three case studies was a clear link to a business issue (retention and quality of teachers) with a measured outcome (recommendation for certification). All three of the mentees stated that they felt there was a supportive school culture when asked in the initial interview. However, I could only validate this reported supportive culture through observations, additional interviews, and document analysis in two of the case studies.

Scheme

Megginson et al. (2006) lists six components of the mentoring scheme; purpose, evaluation, recruitment and selection, training and development, matching, and supervision and standards. Three of these six components

(purpose, recruitment and selection, and supervision of relationship) are specifically addressed by the state legislation that established the formal mentoring program.

The other components are left to the individual school districts to address. In these case studies, mentoring training was not provided, the matching was done by administration using different reasoning in each case, there is not an opportunity for the participants to formally evaluate the success of the mentoring program, nor is there a common set of standards for mentoring that each case adheres to for the sake of comparison and funding.

Relationship

Each of the cases in this study approached mentoring from the developmental viewpoint. The extent of this developmental mentoring relationship, however, varied between the three cases.

In two of the case studies the mentoring relationship exhibited aspects of goal clarity, rapport, an understanding of roles, communication skills, and mentee initiative as the driving force in the relationship. The relationship in the other case study did not exhibit these aspects. In fact, I was unable to observe any interaction between the mentor and mentee because of the unresponsiveness of the mentor to my requests for an interview, the distance between the mentee and mentor classrooms, and the mentee traveling between buildings on the school campus.

The mentoring relationships at Suburbia and Smallville had progressed through the relationship stages outlined by Megginson et al. (2006) (see Figure 2

on p.11) and were redefining the mentoring relationship into a friendship. The mentoring relationship at Middleton, from the information that I was able to collect, had not progressed much past the first stage of rapport-building.

Episode

In the learning episode, as defined by Megginson et al. (2006), the mentor and mentee identify an issue, build mutual understanding of the issue, explore possible solutions to the issue, and then review of the issue. There are periods of reflection and exploration between the mentoring episodes for both the mentor and mentee.

In two of the case studies, Suburbia and Smallville there were mentoring episodes observed. These episodes involved parental interaction, questioning techniques, pacing of instruction, and student involvement. There was not any evidence of mentoring episodes occurring at Middleton.

Technique

Mentoring techniques are a repertoire of strategies used by the mentor to help with understanding, clarification, guidance, and support of the mentee. The mentors learn these techniques through mentor training professional development.

Only one of the mentors, at Suburbia, had received any type of training on techniques. This mentor received the training at a district prior to teaching at Suburbia. None of the districts in this study provide training for the mentors on the use of mentoring techniques.

Moment

The mentoring moment is difficult to define and happens at a different time for each mentee, if it happens at all. In this study, Betty Brown at Smallville was the only mentee who expressed experiencing a mentoring moment. This moment occurred when Betty Brown came to the realization that the students in her classroom and the parents of the district were not like those of her high school experience, and she could not expect them to behave or react in the same manner.

Research Question 3

What realities are not explained by this framework? The Megginson et al. (2006) *Mentoring in Action* framework does not explain several realities, such as informal mentoring networks, classroom management, inspiration for teaching, multiple cultures, and relationships.

There are informal mentoring networks that are at play both inside and outside the school. Both Tom and Betty Brown expressed that they went to former college classmates and high school teachers for guidance in how to teach concepts or manage their classrooms. Betty Brown said “I have friends who are teachers and so I ask them, and I ask my old high school teacher.” These mentees also sought advice and guidance from other members of the faculty for addressing different situations that they encountered.

Classroom management is a reality that is not explained by the theoretical framework. All three of the mentees expressed struggling with classroom management at various times. Although Tom’s mentor and university

representative had given him some information on questioning techniques, they didn't offer suggestions on moving around the room to keep students on task. Charlie Davis had a very militaristic approach to classroom management and felt that the administration was not supportive of the discipline of students. Betty Brown struggled with the pacing of lessons and student motivation.

The mentees' inspiration for teaching is also a reality that is not explained by the framework. The mentees' inspiration for becoming a teacher can influence their willingness to seek guidance from their mentor and improve their instruction. Both Tom and Betty Brown expressed their inspiration for teaching as wanting to help students and a love of the subject. Tom expressed that he became a teacher because "I just wanna be around the kids, I think it's my niche, I think it is what I'm good at." Betty Brown was inspired by former teachers, "the teacher I had for college algebra really inspired me, that along with my high school math teacher." Charlie Davis expressed his motivation for teaching as wanting to be a coach. His main focus at Middleton is coaching basketball and baseball and he was a lay coach at another district for six years while he was in college.

The theoretical framework has a component for culture that focuses on the culture of the school district. However, there is the need to differentiate among different cultural prototypes. The culture of the nation, state, community, and classroom can also influence the mentoring program. According to the National Council of Teachers of Mathematics (NCTM) position statement on mentoring, "high rates of attrition contribute to the overall shortage of high-quality

mathematics teachers, particularly at the middle school and high school levels (2007). NCTM goes on to also say "this attrition is especially alarming in the United States, where it is predicted that more than 2 million new teachers will be needed in the coming decade" (2007).

The culture of the community is not addressed in the framework. The amount of parental involvement and support has an effect on the classroom. Charlie Davis described the community culture of the Middleton district as having "low SES [socio-economic status] and little parent involvement." Betty Brown talked about how "we have specific religion around this school and they don't care for homework, they won't let their children do homework, period – at home." Betty Brown also talked about how parents would call and request that their children be moved into specific teachers' classes "because they're moving at a slower pace." She also mentioned her issue with a particular parent early in the year had subsided so that Betty could "actually see in public" the parent.

The final type of culture not explained by the framework is the culture of the classroom. Mr. Manning, Betty Brown's administrator, described her classroom culture as "safe" and conducive for learning. Tom's university representative, Sandy Smith, stated that she felt the culture of his classroom "communicated that student learning is important." Charlie Davis's classroom had a culture that was more of a dictatorship, with Charlie dominating the tone of the classroom.

Finally, Megginson et al.'s (2006) framework examines the relationship of the mentor and mentee, but does not expand to include other types of

relationships that can influence the success of the mentee. These other relationships, with faculty, administration, and students have an enormous impact on the mentee and their career as a teacher. Betty Brown's mentor, Amy Anderson, complimented Betty Brown on how she "attends almost all activities and the kids know this and it has helped establish rapport with them." I was able to observe this positive relationship between Betty Brown and her students as they interacted with each other in the classroom. Charlie Davis has a very strong classroom presence and his relationship with students feels more formal, but the students responded to this type of relationship. Tom also has a good relationship with the students.

The relationships between the mentee and the faculty or administration are very important. Both Betty Brown's and Tom's administrators complimented the mentees on working well with other faculty members and being open to input from others besides their formal mentors. Charlie Davis felt that he had a good relationship with other faculty members, but I was not able to verify this from any other source.

Research Question 4

How useful is Megginson et al.'s (2006) framework in understanding this study? Megginson et al.'s framework has many useful aspects of mentoring that are important to examine in the field of education. However, there are many areas that have previously been discussed that are not included in this framework. These unexplained areas of national, state, and community culture;

student, faculty, and administrative relationships; inspiration for teaching, and informal networks are as important as the areas in the framework.

The three case studies researched in this study were part of the state mandated formal mentoring program. The purpose, participants, time-line, and requirements of this formal mentoring program are dictated by state legislation. When Megginson et al.'s (2006) framework is applied to the state legislation, (Table 9) the aspects of mentoring culture, mentoring relationship, and mentoring moment are not part of the state legislation. Further, there is language in the legislation addressing the aspect of mentor training, but none of the school districts involved with this study provided training for their mentors. The state legislation also outlines a minimum amount of time the mentor should spend with the mentee, 72 hours per year, but again this was not a specifically addressed part of the of the mentoring program in the districts in this study. These discrepancies of legislation and reality are, in my opinion, due to a lack of funding, communication, and program evaluation by the state to ensure that all parts of the mentoring legislation are followed. This factors were listed were addressed in Chapter II regarding the failure of mentoring programs.

Morgan's theory-metaphor assertion (Harris, 2006) describes how a theoretical framework will highlight certain interpretations of phenomena, but will not offer a flawless view of all aspects of the phenomena. By highlighting certain aspects of the phenomena, others are forced into the background. This is the case in using Megginson et al.'s (2006) framework to analyze these three cases in a state-mandated formal mentoring program. This framework did highlight

aspects of the mentoring program, such as organizational culture, mentor-mentee relationship, mentor-mentee matching, and mentor training; but aspects such as additional cultures, additional relationships, and classroom management, were forced into the background.

Because of the large number of important missing pieces, I do not think that this would be a useful framework in its entirety to study mentoring in education at the school district or building level in the future. I do think that there could be future research focusing on only one of the mentoring areas in the framework at these levels, and then delving deeper into that specific mentoring area.

Benefits

The findings from this study impact research, theory, and practice.

Research

The mentoring process has been researched and documented for many years. There are a number of studies and articles that all speak to the benefits of mentoring and the continued need for mentoring programs in the work place. While all of these studies have confirmed the benefits of mentoring, there are several conflicting studies on what components are necessary to ensure a successful mentoring program.

The findings of this study support previous research that the success of the mentoring program depends upon aspects of the mentoring relationship (Ragins, Cotton, and Miller, 2000). The relationship aspects found in this study

Table 9

Analysis of Theoretical Framework
in State Formal Mentoring Program Legislation

Mentoring Areas	State Legislation
Culture	N.E.*
Scheme	○ Purpose: to establish qualifications of teachers in the accredited schools of this state through licensing and certification requirements to ensure that the education of the children of Oklahoma will be provided by teachers of demonstrated ability. ○ Participation: The licensed teacher is required to participate during the initial year of teaching to qualify for a teaching certificate. A mentor teacher shall be a classroom teacher and have a minimum of two years of classroom teaching experience as a certified teacher.
Relationship	N.E.*
Episode	○ Three independent observations by each member of the committee, plus three committee meetings. ○ It is the responsibility of the school district to ensure that a mentor teacher provides guidance and assistance a minimum of 72 hours per year in the classroom observation and consultation.
Technique	○ When possible, a mentor teacher shall have successfully completed a mentor teacher professional development institute.
Moments	N.E.*

N.E.* = No Evidence of Mentoring Area as defined by Megginson et al. (2006)

are the matching of mentor and mentee, and the proximity of mentor and mentee.

This study found that in the two mentoring relationships that were perceived as successful, the primary consideration in matching mentor and mentee was the proximity of the mentor to the mentee, and similar content area was secondary in the matching process. The close proximity of the mentor allowed for a greater amount of interaction, both formal and informal, between the mentor and mentee (possibly and effort to satisfy the 72 hour required minimum of the state program); and gave the mentor a better perspective of the needs of the mentee. The unsuccessful mentoring relationship had a mentor and mentee that were matched from the same content area, yet were not in close proximity, and therefore did not have daily interaction.

The significance of using Megginson et al.'s (2006) *Mentoring in Action* framework in this study validates that differing school environments, levels of mentor training, and use of techniques does not negate the presence of successful mentoring relationships. This supports previous studies suggesting future research focusing on the mentoring relationship.

Theory

Megginson et al.'s (2006) *Mentoring in Action* framework outlines six areas where mentoring occurs within an organization. This framework was useful in the research because it focused on specific areas of mentoring. These specific areas allowed for the analysis to be directed at specific aspects of the mentoring program rather than at mentoring as a whole.

The narrow focus of particular pieces helped to concentrate the research and look for common characteristics in the case studies, while not becoming distracted by the seemingly over-arching differences of the school districts.

While Megginson et al.'s (2006) framework has not been previously used to study the Resident Teacher Program; it could possibly be used in the future to study of mentoring at the larger level of the state. Due to the program guidelines being set by state legislation, this theory would be more applicable at that level than at the school district or school building level. One of the limitations of applying this framework at the school site level was the influences of larger cultures and their effects on the mentoring relationship. Throughout the data collection process, I was constantly reminding myself to focus on what I observed at the school site, and not the district or state level.

Practice

This study provides further evidence of the importance of the mentoring relationship for successful mentoring. The purposeful matching between mentor and mentee of proximity first and content area secondary provided for a successful mentoring relationship. While there is some evidence that mentee growth and learning can occur when the similarities between mentor and mentee are limited (Clutterbuck, 1998), the findings of this study support that similar matches produced the best results.

The findings of the study also indicate that mentor training is beneficial in the mentoring relationship. Of the three case studies, only one of the mentors had received any type of training for observing, communicating, or guiding

mentees. Although the relationship at Smallville ended the year as a successful relationship, it could have been more beneficial earlier in the year had the mentor received training on what was expected and how to guide the mentee through classroom management situations. This training would have helped the mentor by providing strategies to guide the mentee into deriving their own solutions and reflecting upon the impact, good and bad, of their actions and decisions.

Mentor training will also help to ease the anxieties of mentors in regards to their role and responsibilities within the mentoring relationship. If the mentor is more confident and relaxed in what is expected of them in the relationship, they are better able to guide and direct the mentee.

The culture of education is changing with the increased use of technology, curriculum demands, and high-stakes testing, not to mention the social and emotional needs of today's students. This study supports that mentoring programs are beneficial to the success of beginning teachers who are trying to balance the demands of their new career with the emotional demands of their students and colleagues.

Recommendations

The use Megginson et al.'s (2006) framework to study mentoring at the school site provided enough benefit that further research could be conducted. By focusing on a specific mentoring area, for example mentoring scheme, the components of mentor training, program evaluation, matching, mentoring supervision, and standards could be studied more in depth. This additional research would give a clearer picture of how the mentoring scheme and its

implementation affect the quality of the mentoring relationship, as well as provide research for supporting the relationship through professional development.

In this study, all of the mentees entered education through the traditional certification process. The use of this framework to study mentees who are alternative certified would add an important component to the body of research. With the increasing teacher shortage,(especially in the fields of math, science, and special education) there are an increased number of older, alternatively certified teachers entering the profession. These teachers are often entering education as their second profession with large amounts of content knowledge and little pedagogical knowledge. Also, these teachers are not required to student-teach as part of their certification process. The lack of student teaching often places alternatively certified teachers under an enormous reality shock when they enter their own classroom. For these alternately certified teachers, as well as all teachers, a successful mentoring relationship is crucial.

Comments & Reflections

As I began to research the formal mentoring program, I was surprised and shocked to realize that mentors and mentees were matched from differing contents or in different buildings. I was also surprised to find out that some districts provided professional development for the mentors on observation and communication techniques, while others did not. I also learned that the university representative assigned to the mentee usually did not have any prior relationship and only met with the mentee two or three times during the course of the year. When I started reading the literature for this study, I discovered that while almost

everyone agreed upon the benefits of mentoring, the reasons for success or failure of programs were vast and varied.

Throughout this study I experienced several limitations. The first limitation was in the selection of participants. The original purpose of the study was to select first-year secondary math teachers; however, the availability of first-year math teachers was very limited, and the study was expanded to include all first-year secondary teachers. The second limitation occurred after one selection of Betty Brown as a participant. At our first interview I learned that Betty Brown was nine-months pregnant and would be going on maternity leave in November, thus limiting when I would be able to observe and contact her. Another limitation was due to inclement weather in December. During this time, I was scheduled to observe and attend the mentoring committee meetings of two participants and conduct an initial interview with the third, however all of these were cancelled due to a snow and ice storm that had schools closed for one to two weeks. These appointments were rescheduled in the middle of January, but the university representative was absent from one of the mentoring committee meetings. The final limitation that I experienced was the non-response of a mentor to speak with me and participate in the study.

I began this study with the belief that successful relationships would occur when the mentee and mentor were from the same content area. Although this was my initial belief, I was always cognizant of allowing themes to emerge from the data and not steer the data to satisfy my own belief. When I discovered that one of the cases had a mentor that was outside of the content area, I felt sure

that my original belief would be supported. However, I was wrong. As I listened and observed the participants, analyzed the data, and allowed for the emergent themes, I was surprised to find that in these cases, similar content areas were nice, but secondary to the proximity of the mentor and the attitude of the mentee.

In my career as an educator, I have often wondered why the mentoring process has not been beneficial to those involved in it. My experience in the mentoring process was extremely positive and beneficial to my teaching career, so my bias toward the benefits of mentoring did not allow me to see a negative side of the process. In fact, my mentor has become one of my closest friends and I still seek her guidance and counsel twelve years after completing the mentoring program.

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Appendix A

State Mentoring Program Legislation

RESIDENT TEACHER PROGRAM

The Resident Teacher Program was initially implemented as a result of the Teacher Reform Act of 1980 (House Bill 1706). In 1995, House Bill 1549 changed the name from Entry-Year Assistance Program to Resident Teacher Program. The intent of legislation is to establish qualifications of teachers in the accredited schools of this state through licensing and certification requirements to ensure that the education of the children of Oklahoma will be provided by teachers of demonstrated ability.

The licensed teacher is required to participate in the Resident Teacher Program during the initial year of teaching in an accredited school under the guidance and assistance of a Resident Teacher Committee in order to qualify for an Oklahoma teaching certificate.

> "Resident Teacher Committee" means a committee in a local school district for the purpose of reviewing the teaching performance of a resident teacher and making recommendations to the Board and the preparing institution of higher education regarding certification of the resident teacher. A Resident Teacher Committee shall consist of a mentor teacher, the principal, or an assistant principal of the employing school or an administrator designated by the local board and a teacher educator in a college or school of education of an institution of higher learning, or an educator in a department or school outside the institutions' teacher education unit. Provided that, if available, qualified mentor teachers shall have expertise in the teaching field of the resident teacher and, if possible, the higher education members of the Resident Teacher Committee shall have expertise and experience in the teaching field of the resident teacher. However, in all cases at least one member of the Resident Teacher Committee shall have expertise and experience in the teaching field of the resident teacher. (House Bill 1549)

The Resident Teacher Committee is responsible for:

1. Working with the resident teacher to assist in all matters concerning classroom management and professional development.

2. Making a recommendation regarding certification.

3. Making a recommendation for a professional development program for the resident teacher, designed to strengthen the resident teacher's teaching skills in any area identified by the committee.

In order for all assigned Resident Teacher Committees in Oklahoma to have a common document to provide justifiable conclusions for a recommendation regarding certification, an observation instrument is provided. It should be recognized that data collected during

the observation may reflect growth, rather than maximum achieved competence or total mastery of teaching skills.

For the Resident Teacher Program to be most beneficial to the resident teacher, it is important for the Resident Teacher Committee to follow all of the rules and regulations of the program. It is also important that all members of the committee maintain complete confidentiality as to any of the responsibilities performed or actions taken during the Resident Teacher Program. Therefore, no one--other than the committee members, including the resident teacher--should attend a Resident Teacher Committee meeting except by the agreement and consent of all committee members, including the resident teacher. In addition, no one can "substitute" for a committee member. If any questions arise, please contact the Director of the Resident Teacher Program Section at the State Department of Education at (405) 521–3607.

REQUIREMENTS FOR MENTOR TEACHER

A. Beginning school year 1980-81, every beginning teacher (zero years experience as a classroom teacher) employed shall serve under the guidance and assistance of a mentor teacher for a minimum of one school year. However, no beginning teacher shall serve under the guidance and assistance of a mentor teacher for less than 120 days.

B. Definition. “Mentor Teacher” means any teacher holding a standard certificate who is employed in a school district to serve as a teacher and who has been appointed to provide guidance and assistance to a resident teacher employed by the school district. A mentor teacher shall be a classroom teacher and have a minimum of two years of classroom teaching experience as a certified teacher.

NO TEACHER MAY SERVE AS A MENTOR TEACHER FOR MORE THAN ONE RESIDENT TEACHER AT A TIME.

C. Selection of a mentor teacher. **House Bill 1235**

It is the intent of the regulations that mentor teachers be selected who possess the requisite knowledge and skills for assisting the beginning teachers.
House Bill 1235 provides:

> **“A mentor shall be selected by the principal from a list of qualified teacher volunteers who have submitted their names for that purpose. After compilation of the list, the principal shall provide opportunity for input from the bargaining agent, where one exists. Membership or nonmembership in a professional teacher organization shall not be considered as a factor in selecting a mentor teacher.”**

and further provides:

"When possible, a mentor teacher shall have successfully completed a mentor teacher professional development institute and be assigned to the same school site and have similar certification as the resident teacher."

D. Within at least 10 teaching days after the beginning teacher enters the classroom, the mentor teacher shall be selected.

E. It is the responsibility of the school district to ensure that a mechanism be provided whereby the mentor teacher will provide guidance and assistance to the beginning teacher a minimum of 72 hours per year in the classroom observation and consultation.

REPLACEMENT OF RESIDENT TEACHER COMMITTEE MEMBERS

If it is necessary to replace a Resident Teacher Committee member, the Resident Teacher Program, State Department of Education, should be contacted and provided a letter regarding the change.

The resigning committee member should give the observation instrument(s), if any, to the chairperson or another member of the committee to keep until the assignment of a new committee member.

The replacement committee member should receive the observation instrument(s) completed by original committee member. This member should also review the observation instrument(s) completed by the remaining original committee members.

Replacement committee members are expected to enter the Resident Teacher Committee process at the point of departure of the original committee member and assume full responsibility as a committee member. If the original committee member has not made any observations of the resident teacher, the minimum three (3) independent observations will be required of the replacement committee member. If prior observation(s) have been made by the original committee member, the replacement committee member is required to make at least two (2) independent observations of the resident teacher and complete two (2) observation instruments before Committee Meeting III.

Contact the Resident Teacher Program at (405) 521-3607 if there is a need for additional observation instruments.

Appendix B

RESIDENT TEACHER COMMITTEE PROCEDURES

The resident teacher packet has been prepared to provide assistance to the committee. All forms requested by the State Department of Education are included. If you have questions regarding the procedures of the program, please call the Resident Teacher Program Section at (405) 521-3607.

Committee Meeting I

1. All committee members, as well as the resident teacher, must be present to constitute an official committee meeting.

2. A chairperson shall be selected by the committee members.

   The responsibility of the chairperson is to:

   A. Chair the committee.

   B. Follow the established Resident Teacher Program Committee Regulations.

   C. Assure that all committee members, as well as the resident teacher, are present for the committee meetings.

   D. Complete the Resident Teacher Committee Form 002 and mail the original within one week to the Resident Teacher Program, State Department of Education.

   E. Establish a communication system.

   F. Establish a schedule for committee members' activities.

   G. Provide the committee members and resident teacher with the observation instruments for review.

   H. Distribute observation instruments as follows:

      (1) Two sets of the observation instruments (three forms in each set) to each committee member.

   I. Discuss how to obtain "meaningful parental input."

Observations I and II

1. Each committee member shall make **two independent observations** with the resident teacher before Committee Meeting II.

2. Each committee member shall complete one observation instrument for Committee Meeting II.

3. An informal committee meeting may be called if immediate concerns arise before Committee Meeting II. Committee members are responsible for communicating concerns to the chairperson.

Committee Meeting II

1. All committee members, as well as the resident teacher, must be present to constitute an official committee meeting.

2. Each committee member shall have completed the first observation instrument with recommendations.

3. Following the discussion of each observation instrument, the chairperson and the resident teacher must sign each instrument.

4. A copy of each committee member's observation instrument shall be given to the resident teacher.

4. Committee members are responsible for keeping their copy of the observation instrument until Committee Meeting III.

Observation III

1. Each committee member shall make a third independent observation with the resident teacher before Committee Meeting III.

2. The committee members will continue to note progress of the resident teacher regarding the specific recommendations identified during Committee Meeting II.

3. The second observation instrument shall be completed for Committee Meeting III.

4. An informal committee meeting may be called if immediate concerns arise before Committee Meeting III. Committee members are responsible for communicating concerns to the chairperson.

Committee Meeting III (Committee Meeting III shall be **after April 10**. For any variation from that date, please call the Resident Teacher Program, (405) 521-3607).

1. All committee members, as well as the resident teacher, must be present to constitute an official committee meeting.

2. Each committee member shall have the second observation instrument completed.

3. Following the discussion of each observation instrument, the chairperson and the resident teacher must sign each instrument.

4. For confidentiality purposes, **all copies of the observation instrument will be given to the resident teacher**.

5. The committee members' decision regarding certification shall include meaningful parental, guardian or custodian input as one criterion in evaluating the resident teacher's performance.

6. Based on the majority vote, the Certification Recommendation Form 003 A shall be completed and signed by all committee members.

The Committee shall distribute copies as follows:

Copy 1 Give the Certification Recommendation (Form 003 A) to the resident teacher. Instruct the teacher to complete the Certification Application (Form B) and mail (together) with the appropriate fee to Resident Teacher Program, State Department of Education.

- Recommended for Certificate - $30

- Recommended for Second Year in Resident Teacher Program - $10

- Alternative Certificate Recommended for Certificate and requirements completed - $30

- Alternative Certificate Recommended for Certificate but requirements remaining - $10

Copy 2 Give to the resident teacher for their records.
Copy 3 Maintain in district/personnel office.

RECOMMENDATION FOR NONCERTIFICATION

Any Resident Teacher not recommended for certification after completing two (2) years in the Resident Teacher Program may request a hearing before the Oklahoma State Board of Education 70 O.S. § 6-203 (within 60 days of committee recommendation).

Appendix C

State Mentoring Program Observation Form

RESIDENT TEACHER OBSERVATION INSTRUMENT

Resident Teacher_____ _____
Last Name First Name MI Date

Subject Assignment_____ Grade level _____Observation I II III
Check one

School District: _____ Superintendent: _____

Assessment by:
Mentor Teacher _____ School _____

Administrator _____ Location _____

University Representative_____ University _____

Signature, Resident Teacher Committee Member_____

Date of Observation(s) Made by Committee Member, Prior to the Meeting _____

Instructions

This instrument is to be completed by each of the Committee members for Committee Meeting II and III as outlined in the Resident Teacher Program Regulations.

Please address strengths, concerns, and recommendations: _____

_____

I, the Resident Teacher, have discussed the narrative of this assessment with the Resident Teacher Committee.

Comments:

Signature
Chairperson _____

Date _____

Signature
Resident Teacher _____

Date _____

(I) **Practice**

A. **Teacher Management Indicators**

1. Preparation – The teacher plans for delivery of the lesson relative to short-term and long-term objectives.
2. Routine – The teacher uses minimum class time for noninstructional routines thus maximizing time on task.
3. Discipline – The teacher clearly defines expected behavior (encourages positive behavior and controls negative behavior).
4. Learning Environment – The teacher establishes rapport with students and provides a pleasant, safe and orderly climate conducive to learning.

B. **Teacher Instructional Indicators**

1. Establishes Objectives – The teacher communicates the instructional objectives to students.
2. Stresses Sequence – The teacher shows how the present topic is related to those topics that have been taught or that will be taught.
3. Relates Objectives – The teacher relates subject topics to existing student experiences.
4. Involves All Learners – The teacher uses signaled responses, questioning techniques and/or guided practices to involve all students.
5. Explains Content – The teacher teaches the objectives through a variety of methods.
6. Explains Directions – The teacher gives directions that are clearly stated and related to the learning objectives.
7. Models – The teacher demonstrates the desired skills.
8. Monitors – The teacher checks to determine if students are progressing toward stated objectives.
9. Adjusts Based On Monitoring – The teacher changes instruction based on the results of monitoring.
10. Guides Practice – The teacher requires all students to practice newly learned skills while under the direct supervision of the teacher.
11. Provides for Independent Practice – The teacher requires students to practice newly learned skills without the direct supervision of the teacher.
12. Establishes Closure – The teacher summarizes and fits into context what has been taught.

Strengths:

Concerns:

Recommendations:

(II) **Products**

A. **Teacher Product Indicators**

1. Lesson Plans – The teacher writes daily lesson plans designed to achieve the identified objectives.
2. Student Files – The teacher maintains a written record of student progress.
3. Grading Patterns – The teacher utilizes grading patterns that are fairly administered and based on identified criteria.

B. **Student Achievement Indicators**

Students demonstrate mastery of the Oklahoma stated objectives, *Priority Academic Student Skills* (*PASS*), through projects, daily assignments, performance and test scores.

Strengths:

Concerns:

Recommendations:

Appendix D

State Mentoring Program Certification Recommendation Form

FORM 003A

SANDY GARRETT
State Superintendent of Public Instruction
Oklahoma State Department of Education
Professional Services Division/Resident Teacher Program

01-020RESREC

CERTIFICATION RECOMMENDATION

_____ (_____) _____ (_____)
County | County Code | School District Name | District Code

_____ _____ _____ _____
Print Name (last, first, middle, maiden) | Social Security Number

Date employed this school year: _____ Total number of days completed in the Resident Teacher Program: _____

FIRST YEAR RECOMMENDATION (Check One)

_____ An Oklahoma School Certificate _____ An Additional Year in the Resident Teacher Program

Resident Teacher: Complete Certification Application (Form 003B)

SECOND YEAR RECOMMENDATION (Check One)

_____ An Oklahoma School Certificate

Resident Teacher: Complete Certification Application Form 003B

_____ Noncertification in Oklahoma

Teacher may request a hearing before the Oklahoma State Board of Education 70 O.S. § 6-203 (within 60 days of committee recommendation).

COMMITTEE MEMBERS

Mentor Teacher _____ _____
Print Name | * Signature

_____ _____ _____
Teaching Field | School Building | Date

Administrator _____ _____
Print Name | * Signature

_____ _____ _____
Position/Teaching Field | School Building | Date

Higher Education Representative _____ _____
Print Name | * Signature

_____ _____ _____
Teaching Field | Institution | Date

Give 1 copy to School District
Give 1 copy to Resident Teacher
Send 1 copy to the Resident Teacher Program

Mail to: State Department of Education
Resident Teacher Program, Room 212
2500 North Lincoln Boulevard
Oklahoma City, OK 73105-4599

*Signature indicates participation in committee responsibilities; however, it does not necessarily indicate agreement with the majority recommendation of the committee.

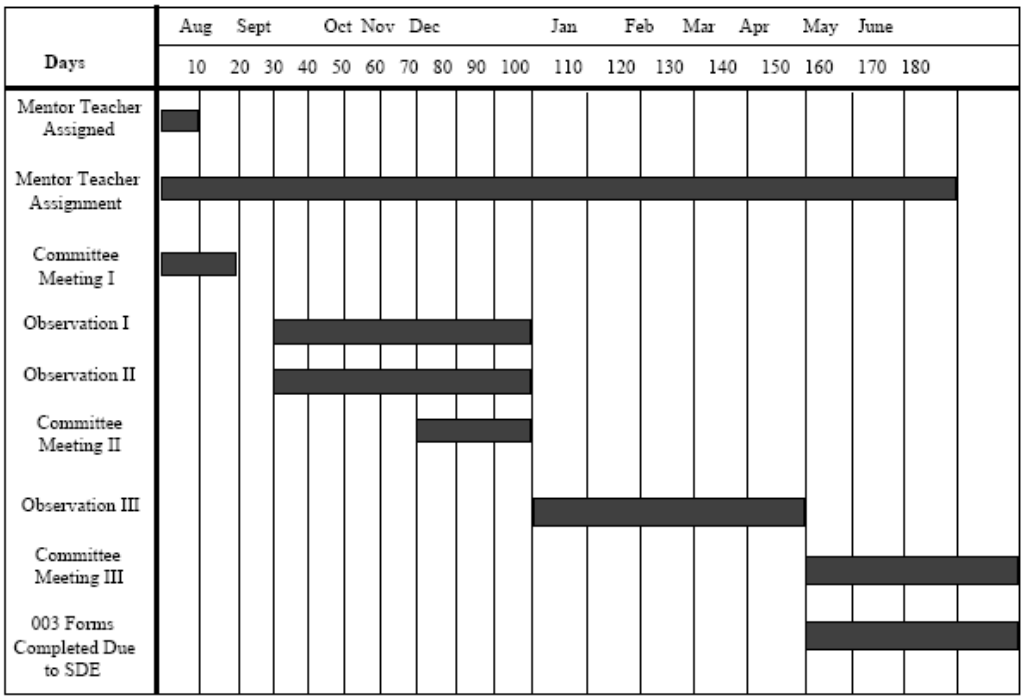
Revised July 2007

Appendix E

State Mentoring Program Timeline

SUGGESTED TIMELINE CHART FOR RESIDENT TEACHER PROGRAM

ACTIVITY	MONTH	PURPOSE
Committee Meeting I	August, September, or within 20 working days after the resident teacher is assigned (actual teaching days).	Introduction, elect chairperson, establish a communication system, establish schedule, review the evaluation form, and discuss "meaningful parental input."
Observation I Observation II	October, November, December, or between the 30th and 100th day of employment.	Independent visitation. Complete first observation instrument.
Committee Meeting II	December or between the 70th and 100th day of employment.	Review progress and formulate recommendations concerning the teaching performance of the resident teacher.
Observation III	January, February, March, or between the 100th and 150th day of employment.	Independent visitation. Complete second observation instrument.
Committee Meeting III	After April 10 and by the last day of the school year (or between the 150th and 180th day if the resident teacher assignment is continued into the second year).	Make the recommendation concerning certification.



Appendix F

Qualities of Effective Mentors

Attitude and Character	**Professional Competence and Experience**
• Willing to be a role model for other teachers • Exhibits strong commitment to the teaching profession • Believes mentoring improves instructional practice • Willing to receive training to improve mentoring skills • Demonstrates a commitment to lifelong learning • Is reflective and able to learn from mistakes • Is eager to share information and ideas with colleagues • Is resilient, flexible, persistent, and open-minded • Exhibits good humor and resourcefulness • Enjoys new challenges and solving problems	• Is regarded by colleagues as an outstanding teacher • Has excellent knowledge of pedagogy and subject matter • Has confidence in his/her own instructional skills • Feels comfortable being observed by other teachers • Understands the policies and procedures of the school, district, and teachers' association • Is a meticulous observer of classroom practice • Collaborates well with other teachers and administrators • Is willing to learn new teaching strategies from protégés
Communication Skills	**Interpersonal Skills**
• Is able to articulate effective instructional strategies • Listens attentively • Asks questions that prompt reflection and understanding • Offers critiques in positive and productive ways • Uses email effectively • Is efficient with the use of time • Conveys enthusiasm, passion for teaching • Is discreet and maintains confidentiality	• Is able to maintain a trusting professional relationship • Knows how to express care for a protégés emotional and professional needs • Is attentive to sensitive political issues • Works well with individuals from different cultures • Is approachable; easily establishes rapport with others • Is patient

Creating a teacher mentoring program [Abstract]. (1999, February). In *National Foundation for the Improvement of Education Teacher Mentoring Symposium*. Los Angeles, CA. Retrieved October 18, 2006, from http://www.neafoundation.org/publications/mentoring.htm Page 10

Appendix G

Permission Letter for "Mentoring Relationships: Analyzing the Roles and Relationships in Formal Mentoring Programs"

Date

To Whom It May Concern:

I approve for Shannan Bittle, a doctoral student at Oklahoma State University, to conduct research pertaining to her dissertation in my school. I know that this research will include interviews of teachers and observations of these teachers in their classrooms and in their interactions with other faculty.

Sincerely,

Appendix H

Telephone Recruitment Script

P = Potential Participant; I = Interviewer

I - May I please speak to [name of potential participant]?

P - Hello, [name of potential participant] speaking. How may I help you?

I - My name is Shannan Bittle and I am a Doctoral student in the School of Educational Studies at Oklahoma State University. I am currently conducting research under the supervision of Dr. Edward Harris on mentoring relationships in formal mentoring programs. As part of my dissertation research, I am conducting interviews with first-year teachers and their mentors to discover their perspectives on the roles and relationships in formal mentoring programs.

As you are a first-year teacher/mentor, I would like to speak with you about your perspectives on the mentoring relationship and the role that you have. Is this a convenient time to give you further information about the interviews?

P - No, could you call back later (agree on a more convenient time to call person back).

OR

P - Yes, could you provide me with some more information regarding the interviews you will be conducting?

I - Background Information:

- I will be undertaking interviews throughout the school year.

- The interview would last about one hour, and would be arranged for a time convenient to your schedule.

- Involvement in this interview is entirely voluntary and there are no known or anticipated risks to participation in this study.

- The questions are quite general (for example, How does mentoring take place?).

- You may decline to answer any of the interview questions you do not wish to answer and may terminate the interview at any time.

- With your permission, the interview will be tape-recorded to facilitate collection of information, and later transcribed for analysis.

- All information you provide will be considered confidential.

- The data collected will be kept in a secure location and disposed of in 5 years time. The audio recording will be destroyed as soon as the transcription is completed.

- I would like to assure you that this study has been reviewed and received ethics clearance through the Office of University Research Compliance at Oklahoma State University. However, the final decision about participation is yours. If you have further questions about the research and your rights as a research volunteer, you may contact Dr. Sue C. Jacobs, IRB Chair, 219 Cordell North, Stillwater, OK 74078, 405-744-1676 or irb@okstate.edu.

- After all of the data have been analyzed, you will receive an executive summary of the research results.

With your permission, I would like to mail/fax you an information letter which has all of these details along with contact names and numbers on it to help assist you in making a decision about your participation in this study.

P - No thank you.

OR

P - Sure (get contact information from potential participant i.e., mailing address/fax number).

I - Thank you very much for your time. May I call you in 2 or 3 days to see if you are interested in being interviewed? Once again, if you have any questions or concerns please do not hesitate to contact me at 918-557-0982.

P - Good-bye.

I - Good-bye.

Appendix I

INFORMED CONSENT DOCUMENT

Project Title:

Mentoring Relationships: Analyzing the Roles and Relationships in Formal Mentoring Programs

Investigators:

Shannan Bittle
Secondary Teaching Certificate in Mathematics
B.S. in Education with emphasis in Mathematics
M.S. in Mathematics
Doctoral Candidate in School Administration, Oklahoma State University

Purpose:

A research study is being conducted regarding the mentoring relationship of beginning teachers (mentees) in public secondary schools. The following questions will guide the study: How are mentor-mentee relationships established? How does the Mentoring in Action Framework of Megginson & Clutterbuck et al (2006) explain the levels of mentoring in each environment? What realities are not explained by this framework? You are being asked to participate in this study because of your status as either a mentor or mentee in a public secondary school.

Procedures:

The research study will involve completion of interviews of mentees and their mentors. The initial interviews will be conducted one-on-one with the researcher in the classroom of the participant; subsequent interviews may consist of both the resident and mentor teachers. Observations of the mentees classrooms and their interactions with other faculty members will also be made.

During the interviews, I will take notes and make personal observations to help me remember and connect information specifically to you. The notes will not be used directly in the study, but instead, will assist my data analysis and be kept confidential. Any identifying information will be destroyed after publication of the dissertation. The interviews will be audio recorded and transcribed; this information will be kept confidential and not released.

The interviews will last approximately 45-60 minutes and the observations will be for one class period. The duration of the research will be the spring semester of the 2006-2007 school year.

Risks of Participation:
There are no known risks associated with this project which are greater than those ordinarily encountered in daily life. If, however, you begin to experience discomfort or stress in this project, you may end your participation at any time.

Benefits:
You may gain an appreciation and understanding of how research is conducted. The research may also prompt you to personally reflect upon the research topic and create new self-awareness.

Confidentiality:

All information about the participants will be kept confidential and will not be released. Interview responses and observation notes will have identification numbers or pseudonyms, rather than actual names. All electronic information will be kept on a specific USB jump drive that is stored with all paper documents in a locked file cabinet that is in the principal investigator's home. This information will be saved as long as it is scientifically useful; typically, such information is kept for five years after publication of the results. Identifying data such as locations and code name identifiers in the field notes and personal journal will be destroyed after the dissertation is published.

I will share your confidential data, when requested, with my dissertation advisor or other members of my dissertation committee at Oklahoma State University.

The records of this study will be kept private. Any written results will discuss group findings and will not include information that will identify you. Research records will be stored securely and only researchers and individuals responsible for research oversight will have access to the records. It is possible that the consent process and data collection will be observed by research oversight staff responsible for safeguarding the rights and wellbeing of people who participate in research.

Compensation:
There is not any compensation associated with this research study. Your participation is strictly voluntary.

Contacts:
I understand that I may contact the researcher at the following addresses and phone numbers, should I desire to discuss my participation in the study and/or request information about the results of the study: Shannan Bittle, 32553 E 740 Rd, Wagoner, OK 74467, (918) 557-0982, shannan.bittle@okstate.edu.

If you have further questions about the research and your rights as a research volunteer, you may contact Dr. Sue C. Jacobs, IRB Chair, 219 Cordell North, Stillwater, OK 74078, 405-744-1676 or irb@okstate.edu.

Participant Rights:
I understand that my participation is voluntary, that there is no penalty for refusal to participate, and that I am free to withdraw my consent and participation in this project at any time, without penalty. I understand that I may refuse to answer any question at my discretion.

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

I affirm that I am 18 years of age or older.

_____ _____
Signature of Participant Date

I certify that I have personally explained this document before requesting that the participant sign it.

_____ _____
Signature of Researcher Date

Appendix J

Initial Interview Questions

1. Please describe the work environment here at your school.

2. How does mentoring take place?
   Can you give me an example?

3. Describe the relationship you have with your mentor/mentee.
   Please give an example?

4. Describe a time when you think the mentor-mentee process worked.
   Describe the circumstances of the episode.
   Describe the technique used – how was it done? What did they do?
   Describe the moment, what was beneficial about it? Why was it successful?

5. How can the mentor-mentee process be improved?

Appendix K

IRB Approval

Oklahoma State University Institutional Review Board

Date:	Monday, May 07, 2007
IRB Application No	ED0714
Proposal Title:	Mentoring Relationships: Analyzing the Roles and Relationships in Formal Mentoring Programs
Reviewed and Processed as:	Expedited

Status Recommended by Reviewer(s): Approved Protocol Expires: 5/6/2008

Principal Investigator(s

Shannan L. Bittle
32553 740 Rd.
Wagoner, OK 74467

Edward Harris
308 Willard
Stillwater, OK 74078

The IRB application referenced above has been approved. 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.

☒ The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

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 protocols are subject to monitoring by the IRB and that the IRB office has the authority to inspect research records associated with this protocol at any time. If you have questions about the IRB procedures or need any assistance from the Board, please contact Beth McTernan in 219 Cordell North (phone: 405-744-5700, beth.mcternan@okstate.edu).

Sincerely,

Sue C. Jacobs, Chair
Institutional Review Board

ABSTRACT

Name: Shannan Leigh Bittle Date of Degree: July, 2008

Institution: Oklahoma State University Location: Tulsa, Oklahoma

Title of Study: MENTORING RELATIONSHIPS: A MENTORING IN ACTION EXPLANATION OF A STATE RESIDENT TEACHER PROGRAM

Pages in Study: 180 Candidate for the Degree of Doctor of Education

Major Field: School Administration

Scope and Method of Study: This study examined three case studies using the strategies of qualitative research

Findings and Conclusions:

Using Megginson, Clutterbuck, Garvey, Stokes and Garrett-Harris's (2006) *Mentoring in Action* framework from the business world, the purpose of this study was to explain the mentoring process of selected teachers in secondary schools. This study specifically examined the mentoring relationship in differing school environments, the levels of mentoring in each environment, the aspects of mentoring not included in the framework, and the usefulness of this framework in the study of first year teachers.

There is little disputing that mentoring programs are beneficial; the success or failure appears to be in the implementation and support of the program (Gravett, 2003). The findings in this study indicate that although each district is involved in the same formal mentoring program; the program is implemented differently in each district. This implementation was independent of the size or demographics of the school district. The different implementations do not automatically dictate the success or failure of the mentoring program.

This study found that there are some common characteristics of the effective mentoring programs, even though the district implementation is different. These common characteristics are clear goals of the school culture, the presence of strong informal mentoring networks, the proximity of the mentor to the mentee, and the attitude of the mentee towards the mentoring process. These findings support the findings of previous research by Harrison et al. (2006), Gagen and Bowie (2005), Zachary (2005), Wang et al. (2008) and Clutterbuck (1998).

ADVISER'S APPROVAL: Dr. Ed Harris

VITA

Shannan Leigh Bittle

Candidate for the Degree of

Doctor of Education

Dissertation: MENTORING RELATIONSHIPS: A MENTORING IN ACTION EXPLANATION OF A STATE RESIDENT TEACHER PROGRAM

Major Field: School Administration

Education: Kremlin-Hillsdale High School
Kremlin, Oklahoma 1992

Southwestern Oklahoma State University
Weatherford, Oklahoma
Bachelor of Science May 1996
Secondary Education, Mathematics

Pittsburg State University
Pittsburg, Kansas
Master of Science July 2000
Mathematics

Completed the requirements for the Doctor of Education in School Administration at Oklahoma State University, Stillwater, Oklahoma in July, 2008.

Experience: Union Public Schools, Tulsa, OK
Math Curriculum Specialist, PK -12
July 2006 – Present
High School Math Teacher
August 2005 – June 2006

Miami Public Schools
Miami High School, Miami, Oklahoma
Math Teacher June 1996 – May 2005

Professional Activities: OTIMMS – Oklahoma Teachers Improving Math in Middle School
Advanced Placement Calculus AB Training
Advanced Placement Building Success in Mathematics
State Superintendent's Curriculum and Assessment Conference