A NARRATIVE INQUIRY INTO NOVICE SCIENCE MENTOR TEACHERS' MENTORING PRACTICES

By

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ABSTRACT

A NARRATIVE INQUIRY INTO NOVICE SCIENCE MENTOR TEACHERS' MENTORING PRACTICES

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Many teacher education programs hire new mentors every year to work with their student teacher population. The literature about teacher mentoring suggests the importance of relevant and ongoing professional development (PD) for teacher mentors at all levels. However, it is much more commonly the case that most teacher mentors volunteer and do not have access to PD. Past research about mentoring provides a descriptive sense of the practices of experienced mentors, especially within a PD context, but little is known about how novice mentors, who are mentoring for the first or the second time, with no prior PD related to mentoring articulate their work as mentors. Using the *telling* form of narrative inquiry, my study documented how four novice science mentors (NSMs) who had no prior mentoring-related PD articulated the work of mentoring through the stories they told about their past experiences as learners and teachers. The term *learner* included experiences that the NSMs had before school through K-12 and in their teacher education programs. The experiences as a teacher referred to NSMs' in-service experiences – teaching, coaching, and mentoring (if any).

Each NSM was interviewed once a month for a period of five months. The interviews captured experiences of the NSMs since their childhood to present day experiences as teachers to summarize the experiences that informed their current mentoring practices; to document salient mentoring practices they employed; to identify sources and factors that shaped those practices, and to understand mentoring from mentor teachers' perspectives. Clandinin and Connelly's (2000) three commonplaces (*temporality- sociality- place*) framework was used for structuring

interview questions and analyzing data. The NSMs employed number of practices discussed in the literature. The study found that the most influential life experiences were upbringing, student teaching, teaching, prior mentoring, and coaching. By taking *temporality* into account, the study revealed that each NSM had a *core* practice, which was based on their preferred teaching and learning styles, such as hands-on, lecture, etc. Given the core of their practice, the NSMs approached mentoring situations differently, thus making mentoring individualistic in nature. *Sociality* revealed that beliefs, relationships, and context as the major factors to inform the NSMs' mentoring practices. *Place* as a factor was significant only in one NSM's stories. These findings suggested a relationship between the NSMs' mentoring practices and professional identity. The study was concluded with an emphasis on the importance of taking in to account the biographies of teacher mentors and their professional identity to understand mentoring practices and the process of mentoring. Based on the findings, it was recommended to offer *teacher mentor – centered* professional development opportunities to help novice mentors build on their strengths and ways to use their skills to mentor interns in productive ways.

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To Daddy, with love

A conversation between my dad and me when we meet again

"Here she comes, my little one
The one who walked paths, sharp and tight
Braving the day, crying at night
She did not stop...
Though her feet were sore
I saw her stand, I saw her fall
I stood helpless far away
I saw it all, I felt it all
Today, I'm her proud Abu
As I present her before you
The one who dared to live my dream
My daughter, daughter of Naseem"

"Though the paths were sharp and tight
I never felt you out of my sight
Your love lavishly filled my days
Your warmth engulfed me at night
I never stopped, though my feet were sore
What else a daughter can offer more
But dare to live her father's dream
To held his name in high esteem
Here I stand before you all
His little one, the daughter of Naseem"

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Chapter 1

Introduction

To ease the difficulties of student teaching, the recent trend toward school-based teacher education has placed teacher mentors in a more significant position (cf. Brouwer, 2007; Smith 2003). The research literature about mentoring (e.g., Bullough & Draper, 2004; Feiman-Nemser, 2001a & b, 2003, 2012; Kagan, 1992; Rozelle, 2010; Stanulis & Ames, 2009) shows that the availability of a thoughtful and cooperative mentor who has the ability to guide student teachers according to their learning needs is one of the many contributing factors toward new teachers' learning. Currently, most university teacher education programs (TE) in the United States (US) offer multiple school or field experiences as they work toward completion of their teacher certification (Feiman-Nemser, 2003; Zeichner, 2010). Many TE programs hire new mentors every year to work with their student teacher population. The literature about teacher mentoring suggests the importance of relevant and ongoing professional development (PD) for teacher mentors at all levels. However, it is much more commonly the case that most teacher mentors volunteer and do not have access to PD. Past research about mentoring provides a descriptive sense of the practices of experienced mentors, especially within a PD context, but little is known about the mentoring practices that novice science mentors (NSMs) employ, the sources from which they draw their mentoring decisions, or the factors that shape their mentoring practices. My study documents how NSMs make sense of the work of mentoring, especially when they have no prior PD about mentoring, through the stories they tell about their past experiences as learners and teachers. In this study, the term NSM refers to veteran science teachers who served as mentors for interns of Midwestern State University (MWSU) for the first or second time.

I have used a storytelling approach to write my dissertation. Storytelling is one of the oldest forms of communication, and it serves the purpose of sharing and interpreting experiences. According to the narrative researchers Connelly and Clandinin (1990), "Humans are storytelling organisms who, individually and socially, lead storied lives" (p. 2). We all tell stories not only to share our experiences but also to understand and make sense of others' experiences. I used storytelling to keep the general tone of my dissertation consistent throughout and to be consistent with my basic methodology of using stories in understanding how the NSMs' experiences help them to articulate mentoring and their practices as mentors. A part of carrying out narrative inquiry is to integrate one's own experiences with the stories told about participants. While I write about NSMs' stories, I also share stories from my personal and professional lives to make connections with my past experiences as a learner, school teacher, teacher educator, and novice researcher, as well as to articulate NSMs' experiences. Therefore, storytelling seems an appropriate way to present my study. Moreover, integrating my personal life stories has made this dissertation more than just a requirement for the PhD degree, because it describes who I am and also tells my story to my readers.

I begin this chapter by sharing the origins of my research interest in mentoring, followed by my rationale for doing the study. Clandinin and Huber (2010) called sharing of origins of one's interest as the "personal justification" when the researcher justifies "the inquiry in the context of their own experiences, tensions, and personal inquiry puzzles" (p. 438). My interest in mentoring led me to recognizing a tension between researchers and teacher mentors. Teacher educators approached mentoring from a theoretical perspective, whereas teacher mentors approached mentoring from a practical perspective. The tension arises from the disparity

between these two perspectives. As I learned more and more about this tension, I found my research topic.

The Beginning of My Research Interest: Mentoring

I have worked as a faculty member and a science educator in the Department of Education at Fatima Jinnah Women University (FJWU) in Pakistan since 2005. It is a public university and caters to female students from around the country. In 2009, I was awarded the Pre-STEP Scholarship (Pre-service Teacher Education Program, now known as Teacher Education Project), which is funded by the United States Agency for International Development (USAID) for doctoral studies in Science Education. The project was initiated to develop faculties of partner teacher education institutions in Pakistan to improve the quality of teachers and teaching in general.

As in many other developed and developing countries, TE programs in Pakistan are criticized for not producing quality teachers. For instance, it is stressed in the National Professional Standards for Teachers (NPST) Pakistan document (2009a) that current TE programs are not producing quality teachers, and the document recommends preparing future teachers to meet the standards to improve teacher preparation. The Ministry of Education further elucidates, "The pedagogical skills taught are also designed to foster rote learning, unquestioning, acceptance of textual materials and passive preparation for the tests" (p. 8). It was assumed that the introduction of the standards would automatically improve the methods of teacher preparation with little to no professional development or support in terms of teaching materials and resources. It was expected by the scholarship funding agency as well as my university that I would learn something *new* and workable that would help improve teacher preparation at my university.

It is also interesting to note that while reporting the key issues of teacher education in Pakistan, the authors of the NPST completely overlooked the experiences student teachers have during their practicum[1], which is a compulsory component of teacher education degrees. Even though the practicum period ranges only 6-8 weeks, these experiences not only significantly shape the teaching practices of Pakistani student teachers but also likely inform their attitudes and behavior as they continue to teach. The only support available to student teachers to help them in their process of learning to teach is from the TE faculty and their peers. The support cannot be extended to schools because of the lack of collaborations between schools and universities, which is very similar to issues described by Zeichner, Darling-Hammond, and Grossman with reference to TE programs and schools in the US. Interestingly enough, teacher educators are considered solely responsible for new teacher preparation (Rahman, Jumani, Akhter, Chisthi, & Ajmal, 2011) and the role of schools during the practicum seems not to be a part of teacher preparation. I conjecture if the introduction of standards will lead to the introduction of teacher certification in Pakistan, how TE programs in Pakistan will prepare teachers to meet the national standards, and how student teachers will learn to teach differently than they are already.

The Basis of My Concern

When I was teaching TE specialization courses at FJWU, the university requested that schools to allow schools were requested to allow student teachers to teach twice, each time for a couple of weeks, during their two-year Masters in Education program. The collaborating schools did not receive any monetary benefit from the university, but the university faculty showed their

[1] The practicum serves the same purpose as student teaching, although the time allotted is lesser than the time here in the US.

willingness to provide professional development in areas the school wanted, for instance, learning activities, new teaching strategies, teaching materials, etc. Student teachers were required to teach at the elementary (Grades I-V), middle (Grades VI-VIII), and secondary (Grades IX-X) levels while taking their specialization courses. During the secondary teaching course, my student teachers (nine out of ten) refused to teach any science subject at the secondary level for their two-week practicum, although they had studied science subjects through 12th grade. They reasoned that they did not feel confident in teaching 9th and 10th grade science subjects. On the basis of my own experience of teaching science for more than a decade, I believe that prospective teachers' (PTs) lack of confidence in teaching science subjects is most likely a result of beliefs regarding teaching and learning science. Teachers may think that science teaching requires extra effort on their part and do not realize that to teach effectively requires extra effort in general. It is also a common case that teachers, parents, and students think that science subjects are difficult to learn. I remember my fourth and fifth graders during my first year of teaching, failed the first term exam[2]. My students' explanation was telling. Most of them simply said they failed because general science is a difficult subject to learn. Lacking understanding of scientific concepts can also be a reason of PTs' reluctance to teach science. Students who are taught by teachers, who did not put in extra effort to explain concepts and also believed that science is difficult to learn, most likely teach with the same mindset when they become teachers. It seems to be a continuous, vicious cycle. Yet another probable explanation is related to certain science topics. Many teachers (both prospective and veteran teachers) are

[2] In Pakistani schools, students usually take three exams in an academic year – first term, mid-term, and final exams.

reluctant to teach topics such as reproduction and are lost likely to skip any related topic as well, even if both teacher and students have same gender.

Also when I visited one of the schools for observation and evaluation, I was surprised to learn that my student teachers were treated as substitutes by the majority of the teachers in the school. Whenever a teacher did not feel like teaching a class, she asked one of the student teachers to take the class. Many of the student teachers did not have opportunities to implement their lesson plans. The implications of such experiences could be far-reaching with respect to PTs' learning to teach. For instance, taking a class as a substitute means that PTs will not be prepared for teaching that particular class resulting in an unproductive field experience. Also without implementing lesson plans, PTs will not know whether their plans are effective or not. More importantly, PTs will not be able to reflect and learn from their own teaching, which is an important way of learning (Stanulis & Floden, 2009). Veteran teachers' attitude may convey an undesirable image to PTs about teaching as a profession and some of the PTs may adopt such an attitude when they become teachers. These experiences accompanied by PTs long-term school-based experiences are referred as the "apprenticeship of observation," which tend to develop and maintain misconceptions not only about teaching and learning, but also about the nature of the subject taught (Lortie, 1975). PTs' conceptions and/or misconceptions are most likely to bear negative consequences in future on students' performance as well and become a part of the vicious cycle mentioned earlier. Therefore, based on my own experiences as a science teacher and teacher educator, I had three concerns in mind before coming to the US as a teacher educator: 1) how to support prospective teachers in general, 2) how to prepare effective science teachers at the secondary level (in specific), and 3) how to support the professional development of in-service science and other subject- specific teachers.

With these concerns in mind, it was quite natural for me to be fascinated by the idea of mentoring. I knew that the education faculty was prepared well and was ready to provide support to student teachers, but support in the schools was also needed for student teachers. The more I learned about mentoring, my belief that hiring mentors would support student teachers in Pakistan was strengthened. The interconnectedness of mentoring with veteran teachers' professional development was also intriguing. Feiman-Nemser (2003) stated, "Mentoring can be a powerful professional development experience for veteran teachers" (p. 1037). Hiring public school teachers as mentors can benefit student teachers; sharing new information about teaching and learning can develop veteran teachers professionally. With respect to lack of monetary resources in Pakistan, I also found mentoring as a cost effective approach to teacher development. More importantly, by initiating mentoring, teacher preparation would become a shared activity between TE programs and schools.

I hope to propose a workable mentoring program for the student teaching component of a Master's in Education on the basis of my learning from my research, and to use my gained knowledge about effective mentoring practices to organize professional development for mentors. I see well-organized mentoring as one of the most significant features of TE. Through mentoring, teacher educators, in collaboration with veteran teachers, can develop pedagogical skills as identified in the national teacher education standards for "quality" teaching. I am also cognizant of the fact that in the Pakistani context, in which a majority of the veteran teachers are not in the habit of challenging their own values and beliefs, it will be difficult to initiate a change that will make their teaching practices vulnerable. As a society, generally we take criticism *personally* rather than consider it feedback regarding our work and improvement. For instance, even though I defined myself as a learner and was always ready for improvement, it took me

three semesters here at Michigan State University (MSU) to understand that the feedback I received in my courses was not about me but rather about my work, and was meant to improve it. Pakistani teachers, who might not be ready to hear even positive criticism about their practices, are most likely to find classroom observations and discussions about their teaching threatening for their job. Although challenging this mindset will be difficult, I believe that the initiation of such a change is worth a try.

In addition, as a doctoral student at MSU, I want to contribute to the field of mentoring. While studying the literature about mentoring and talking to my fellow graduate students, I learned about a tension that I found to be worth focusing on for my research.

The Tension

I became interested in the tension between teacher mentors' and researchers' perspectives on student teaching in the second semester of my doctoral studies. I heard the anxiety in the voices and stories of many fellow graduate students as they described their dissatisfaction with what teacher mentors were teaching student teachers across different subject areas. Many of the graduate students across subject areas, who were appointed as field instructors[3] by the university, lamented that the approaches teacher mentors used were different from those promoted by the TE program; in fact, the two groups valued very different sets of ideas, suggesting that teacher mentors were trying to achieve goals that were different from field instructors. For instance, field instructors shared that teacher mentors considered researchers' knowledge as impractical.

[3] The main role of field instructors is to schedule an hour long conferences including intern, teacher mentor, and field instructor. They also provide feedback to intern and assist in developing a professional development for interns. Field coordinators work under an area coordinator.

Teacher mentors believed that such knowledge did not prepare student teachers for day-to-day teaching. On the other hand, the field instructors perceived many teacher mentors' knowledge as traditional, which, according to them, resulted in a traditional approach to teaching rather than a "reformed" one. I often heard field instructors' stories about their visits and their version of what teacher mentors did, but I did not have the opportunity to hear the other side of the story, from the teacher mentors' perspectives.

This tension between two of the important teacher preparation stakeholders is not new, and is central to theory/practice gap conversations. This tension is well documented in the research literature (e.g., Carver & Katz, 2004; Zeichner, 2010). For instance, Carver and Katz (2004) argued that the teacher mentor they studied was very supportive toward his intern, but "at the same time he did not use the tools, strategies and standards the induction program endorses that were designed to help move novices toward professional teaching practices" (p. 453). Similarly, it has also been argued over and over again in the literature on mentoring that teacher mentors usually pay more attention to the practical/technical aspects of teaching rather than to teaching itself and/or to innovative or reform-oriented teaching methods. In her book *Inside Teaching*, Kennedy (2005) defined this tension as one of the hypotheses about the failure of reforms. The tension seems to be the core of the disagreement between teacher mentors and researchers that I not only found in the literature but also saw in the conversations of the field instructors at MWSU. If teacher mentors are mentoring student teachers in reform-oriented ways or at least in the ways that align with the respective TE program, I argue that researchers will not continue to document teacher mentors teaching traditional approaches. Also teacher mentors will not continue to argue that they do not find student teachers well-prepared for teaching; and, most

importantly, TE will not be criticized for not producing reform-minded teachers (Darling-Hammond, 2000).

Efforts have been made to find common ground where theory meets practice. Many university-based researchers see the value of veteran teachers' knowledge. Zeichner (1994) argued that "generating knowledge about good teaching is not the exclusive property of colleges, universities, and research and development centers…" (p. 10), and teachers have "theories" that "can contribute to a codified knowledge base for teaching" (p. 10). There have been significant arguments and considerable efforts made by researchers (for instance, Clandinin, 1985; Cochran-Smith & Lytle, 1999; Connelly & Clandinin, 1997; Hiebert, Gallimore & Stigler, 2002; Hiebert & Morris, 2012; Schon,1995; Zeichner, 1994) to honor and document knowledge about teaching generated by teachers to complement its academic counterpart, theory. Similar time and attention is also needed to document teacher mentors' generated knowledge to complement this academic knowledge about mentoring. That said, it is also important to acknowledge here that the literature I cite about mentoring by many renowned scholars in the field is based largely on interactions with and the expertise of teacher mentors. Although I build my research on the literature on mentoring in my study, I intend to foreground the knowledge, experiences, and expertise of teacher mentors themselves.

Researchers such as Feiman-Nemser, Schwille, and Stanulis have done considerable work to characterize mentoring, forms of mentoring, and the roles of mentors in helping teachers realize the important role mentoring plays in the development of student teachers. The term *development* includes the mentor's role in both facilitating student teachers' learning regarding increased knowledge and providing opportunities for improvement in the student teachers' teaching practice. In my dissertation, *mentoring* refers to the guidance and support student

teachers receive from their teacher mentors to think about and improve their teaching skills. The term *mentoring practice* means any activity that engages student teachers in the intellectual work of understanding and reflecting on their teaching in order to help them become better teachers. Mentoring practices may be referred to as "forms" of mentoring (see Schwille, 2008). In my study, a mentoring practice may take different forms as a result of the approach an NSM takes to mentor his/her student teachers. For instance, *co-planning* is one of the main mentoring practices. Co-planning might take a different form because of the NSM's individual approach while doing planning with their intern—that is, it could be an expert-novice approach, or the mentor might consider the intern as his/her equal.

In her article, "Helping Novice Teachers to Learn," Feiman-Nemser (2001a) wrote about Pete Frazer, a veteran teacher and a mentor, and described the "educative mentoring" Frazer used in working with his student teachers. She distinguished his approach from more conventional mentoring approaches, which are characterized by "situational adjustment, technical advice, emotional support" (Little, cited in Feiman-Nemser, 2001a, p. 17). From what kinds of experiences did this approach to mentoring originate? Pete Frazer, as Feiman-Nemser explained, was one of the eight support teachers (teacher mentors), in the graduate Intern/Teacher Induction Program. Frazer had the opportunity to be a part of a weeklong orientation about his roles as a support teacher, he was part of a continuing professional learning community, and he was relieved from his duties as a teacher for two years. Throughout the year Frazer participated in three-hour seminars with an induction expert who provided support teachers opportunities to discuss ways of helping new teachers and also to share situations where they needed help. Undoubtedly, Pete Frazer's mentoring context and practices were ideal (see also Moir, Barlin, Gless, & Miles, 2009). Perhaps Frazer's mentoring context and practices were unique, since it is

more commonly the case that most teacher mentors, when hired, may not have access to such PD. Much of the literature about mentoring has a PD context, in which the authors/researchers provided some PD about mentoring to the teacher mentors they studied, or the teacher mentors were veteran mentors.

As my search for a research topic continued, I wondered about the mentoring practices of teacher mentors who do not have access to the kind of PD opportunities Pete Frazer had, or of the teacher mentors who are just starting mentoring. What are the sources of their mentoring practices and decisions? How do they make sense of their work as mentors? Veteran teacher mentors develop mentoring practices as a result of their mentoring experiences even if they have not participated in any PD. Novice teacher mentors, on the other hand, are new to mentoring and still learning to mentor. They became the focus of my research interest because as participants they could offer insights about how teacher mentors articulated their work as mentors in the beginning, and the experiences they relied on for making mentoring decisions. Being a science educator, I worked with novice science mentors for my dissertation.

Learning from My Practicum Research

In Spring 2012, I set out to conduct case study research for my practicum with three NSMs in order to understand the influences of TE and student teaching experiences on their mentoring practices. The NSMs I worked with did not have any professional development related to mentoring, and they had previously mentored only one or two student teachers for MWSU. The data I collected was limited because of time constraints, but my analysis of the interviews of the three NSMs revealed that, with no formal professional development about mentoring, they made decisions by drawing from their own experiences as student teachers and the aspects of teaching (e.g., class management, time management, content delivery, relationship

with students, etc.) that they then valued as veteran science teachers. The finding led to two major conclusions. First, student teaching experiences were important to the NSMs because those experiences contributed to their understanding of mentoring and provided them a model of mentoring. Second, the finding not only supported the claim about mentors being one of the most influential persons in the process of learning to teach, but also suggested the strong role mentors play in the process of learning to mentor. These conclusions drew my attention to exploring other experiences beside student teaching that might have informed NSMs' mentoring practices. What made the NSMs comply with their mentors' model of mentoring? Is it because that was the only model the NSMs had or was there some other explanation for their compliance? These questions led me to the focus of my dissertation work.

My Dissertation Research

For my dissertation research, I focused on the same topic as my practicum, "Understanding Influences on Novice Secondary Science Mentors' Mentoring Practices," but with a different approach. I became interested in understanding the experiences that informed NSMs' current mentoring practices. Therefore, I studied the past experiences of NSMs through the stories they told to understand how their past experiences informed their current mentoring practices. What stories of teaching and mentoring were NSMs bringing to their classrooms and their mentoring interactions? What stories do NSMs "live, tell, retell and relive" (Clandinin & Connelly, 1999) regarding their experiences and how have those experiences informed their current mentoring practices? In other words, I wanted to understand NSMs' "quality of experience" (Connelly & Clandinin, 1990, p. 2). I believe that humans learn from experience. To understand what individuals do can only be understood by focusing on the personal and social aspects of their experiences and the meaning a particular experience holds for those

individuals. Experiences are "educative" and promote growth in individuals. However, in my study I consider an experience to be educative or a "quality" experience if that experience has informed NSMs' current mentoring practices.

Engage Dewey (as cited by Clandinin, 2013, and by Clandinin & Connelly, 2000) set "continuity" as the criterion to understand experience, which means that "experiences grow out of experiences and experiences lead to further experiences" (Clandinin & Connelly, 2000, p. 2). How do NSMs use their past experiences to make their mentoring decisions? Narrative became both the phenomenon and method for my research (Connelly & Clandinin, 1990). NSMs told stories (the phenomenon) of their lives and I, as a narrative researcher, collected their stories and described their lives by writing narrative (inquiry) accounts.

One of the major critiques of doing narrative research is that stories are partially constructed by individuals' memory and cannot be considered as factual evidence. With respect to memories not being empirical evidence, I rest my argument on Seidman's (2006) statement that "when people tell stories, they select details of their experiences from their stream of consciousness" (p. 7). Although NSMs' memories may be dim, what they shared represented what was important for them as mentors during my study. Also the aspects they shared illustrated the experiences, sources, and factors that had informed the NSMs' mentoring.

The Research Questions

To understand how NSMs articulate the work of mentoring, I asked the following research question:

What stories do NSMs tell about their experiences as learners and teachers that have informed their mentoring practices?

From the stories of experiences, I was interested in looking for answers to the following secondary questions:

- *What mentoring practices do NSMs employ?*
- *What are the sources of and factors that have informed their mentoring practices?*

The term *learner* refers to the NSMs' learning experiences from out-of-school, K-12, and pre-service. The term *teacher* includes the NSMs' in-service experiences—that is, induction, teaching, coaching, and mentoring (if any) experiences. All the NSMs in my study were veteran science teachers. As teachers are expected to learn and improve their teaching practices, likewise teacher mentors are also expected to learn from their past and current mentoring experiences to develop their ideas about mentoring. Dewey (as cited in Clandinin, 2013) argued that experiences are educative only when they move individuals forward on "the experiential continuum" (p. 58), that is, NSMs' practices must continue to grow from their past experiences. The idea of the continuity of experiences also represents the notion of "teachers as learners" (Feiman-Nemser, 2012). As stated earlier, teacher mentors are also learners, who continue to learn from their experiences.

The purpose of the overarching question was to explore new ways of looking at mentoring, especially from mentor teachers' perspectives. As stated earlier that most of the research about mentoring define mentoring and provide insight about mentoring process and practices from researchers' point of view, rather than mentor teachers, one of the important factors in shaping interns' teaching practices. The first secondary research question was important to ask because, as I explained earlier, we know little about practices of novice mentors who have no PD about mentoring. Novice mentors' practices could have been analyzed by responses, which started with "As a mentor, I…" However, to relate practices with past and

future, a framework that covered not only the NSMs' mentoring practices, but also provided enough insight about their past experiences to understand the sources of those practices and the factors that had informed those practices, was needed. Building on the work of socio-cultural researchers about teaching (e.g., Britzman, 1986; Clandinin & Connelly, 1987; Crow, 1987; Kagan, 1992; Lortie, 1973), I theorized that the past experiences of NSMs as learners and teachers inform their mentoring practices, I used the three-dimensional framework of *temporality*, *sociality*, and *place* (Connelly & Clandinin, 2000) to capture the essence of my research questions. The details of these dimensions are found in Chapter Three, but, as I elaborate my rationale for using the three-dimensional framework here, I will describe the terms briefly.

Temporality, as emphasized by Connelly and Clandinin (2006), is the most important aspect to be taken into account because what people share in their stories refer to a particular time and the stories may change when they move to a different time, space, and audience. The temporal commonplace involves several layers. For instance, temporality may refer to the phase of life when an event took place, the time of the current phase of life, the day, the time when a person was asked to share the story about a particular event, and more importantly, how the NSMs transitioned over a period of time with all those experiences. To document a fuller picture of how the NSMs' transitioned is beyond the scope of my study. Temporality in my study does not mean how the NSMs transitioned over a period of time; rather it is about taking into account the past experiences that are sources of their current mentoring practices and to examine how their current mentoring practices inform their future plans as mentors. In my study, the temporal dimension was addressed by asking questions about stories related to NSMs' past experiences as learners and teachers.

The second dimension is that of the *social* and *personal* conditions of NSMs in the stories they told. What were NSMs' personal desires, hopes, feelings, etc.? What perceptions about relationships and interactions did NSMs have as learners and teachers that have profoundly informed their current mentoring practices? For instance, if an NSM believes that s/he should be more collegial and consider the student teacher as his/her equal during planning, where does that idea come from? Is it based on the NSM's teaching experience? Was s/he mentored in that particular way? It could also be because of the multiple experiences NSMs have had in different contexts with different individuals. This is the *social* aspect of the NSMs' experiences, or the factors that have shaped their mentoring practices. The term *factor* refers to some of the following:

- Contextual factors: personal upbringing, characteristics of schools (elementary to graduate), resources available, teachers, culture, supportive structure in place for learning, teaching, reforms, policies of schools, mentoring, relationships with others (school teachers, administration, faculty, other teacher mentors in their school), student teaching, mentoring experience, teaching experience, experience in a non-education occupation or role, parenting.
- Personal values: conflicts, motivation, goals for learning, one's strength as a teacher and as a mentor

The third dimension of narrative research is the *place*: the physical aspect of the space where all the stories/incidents took place, such as their homes, neighborhood, student teaching school, etc. What were the conditions in those places and what role did those places play in the NSMs' stories? What did it mean for the NSMs to grow up in a particular neighborhood or work in a particular school? What aspects of places are important for the NSMs?

Another important aspect of my research is based on Orland's (2001) argument. Although the mentors she worked with had PD about mentoring, she concluded that novice mentors follow the same trajectory of development as novice teachers. For instance, she pointed out that Sandi, the novice mentor, drew her decisions based on her prior experiences as a teacher, similar to novices who resort back to memories of teachers they idealized as learners. I also looked for similar patterns in the NSMs I studied, because if there are parallels between learning to mentor and learning to teach, I assume that the past histories of NSMs cannot be ignored (Britzman, 1986). If researchers (e.g., Britzman, 1986; Cobern & Loving, 2002; Jones & Carter, 2007; Kagan, 1992; Lortie, 1975) have found practices of novice teachers informed by their past experiences even though they go through teacher preparation, the argument seems to follow that the past experiences of NSMs who do not have any PD inform their current mentoring practices.

Another aspect that I wished to explore is teacher mentors' reasoning of valuing traditional teaching approaches and/or paying attention to the practical aspects of teaching while mentoring their interns. This provides some insight toward understanding the *tension* I mentioned earlier in this chapter.

Other Fish in the Sea: Educative Mentoring as an Alternative Perspective

A question I have been frequently asked by other scholars at MSU is why I did not use "educative mentoring" (Feiman-Nemser, 1998, 2001a) as a conceptual framework to ask the above questions in studying the mentoring practices of NSMs. This is an important question to ask because educative mentoring is a recognized perspective used in many studies to characterize effective mentoring practices (e.g., Bradbury, 2010; Schwille, 2008; Stanulis & Ames, 2009). While educative mentoring is valuable in understanding the mentoring practices of experienced teachers, it is only one way of thinking and looking at mentors' practices.

The idea of "educative mentoring" by Feiman-Nemser (1998, 2001a) has predominantly shaped my thoughts, and has influenced my understanding of what I consider effective mentoring. I also believe that "educative mentoring" prompts and promotes reform-minded science teaching (Bradbury, 2010). Educative mentoring is a powerful method of scaffolding student teachers' learning to teach process so that mentoring goes beyond emotional support, and creates opportunities to involve student teachers intellectually, rather than only providing survival tips.

I also believe that educative mentoring is only one of many ways to look at mentoring. I deliberately chose not to use this lens to understand NSMs' practices in my study, but rather looked for alternative lenses, and to the NSMs' own rationales behind their practices. By not considering educative mentoring as a lens, I foregrounded the NSMs' ideas of mentoring and how they articulated mentoring, rather than comparing and interpreting their mentoring practices against a certain set criterion. Moreover, the idea of educative mentoring sets up high criteria for mentoring practices, which most NSMs may not know or may not demonstrate in their practices. That said, for approaching mentoring in educative ways, teacher mentors need regular support in the form of conversations with researchers and PD, as in the case of Pete Frazer; none of the mentors in my study had this type of support.

Because they knew that I was there to understand their perspectives about mentoring, rather than evaluating their mentoring practices, I was able to gain the NSMs' trust.. They shared stories about their families, which were not a part of the research. The NSMs also trusted that I would represent their stories in a way that resonated with them. This sense of trustworthiness between researcher and participants is referred to as upholding the relationship ethics in narrative

inquiry (Connelly & Clandinin, 2006). We learned from each other, and I think we both were impacted as we sat to reflect and discuss mentoring.

That said, I did not enter the field as a blank slate. It was not possible to put aside all my learning about mentoring. To be aware of my own perspectives and lenses, I also share my ideas about mentoring and what I thought was important in the data analysis chapters.

In the following chapter, I review the literature on mentoring and on learning to teach in order to draw parallels between learning to teach and learning to mentor.

Chapter 2

Literature Review

I struggled with the idea of reviewing the literature for my dissertation. I originally planned to integrate the literature about mentoring in my discussion chapter after the analysis chapters. I wanted my committee to read the analysis chapters in order to foreground the NSMs' stories about experiences that informed their mentoring practices. My struggle, , was due to the inherent nature of researchers to put everything in formal categories, versus narrative inquiry which allows researchers to move beyond formalism (also noted by Clandinin & Connelly, 2000). That said, some compromises had to be made.

The purpose of the review here is to highlight the prior research relevant to my study. The chapter discusses literature about mentoring practices, learning to teach, and social justification of my study. Before doing that, it is important to mention that the mentoring practices I highlight in the first section of this chapter are not the only mentoring practices noted by renowned researchers in the field (see Schwille, 2008). I discuss only those mentoring practices that the NSMs made reference to in their stories, thus making the review coherent with the mentoring practices of the NSMs I studied.

Mentoring and Mentoring Practices

Few would question the basic tenet that mentoring is facilitative for student teachers' process of learning to teach and their getting acquainted with school culture. Since its formal inception in the early l980s, policymakers, educational leaders, and researchers have suggested that mentoring can reform teaching and teacher education as well as improve teacher retention and student achievement (Boreen, Johnson, Niday, & Potts, 2000; Feiman-Nemser, 1998, 2003; Fletcher, 2000; Moir, Barlin, Gless, & Miles, 2009; Smith & Ingersoll, 2004; Stanulis & Floden,

2009). Generally speaking, the proponents of mentoring have argued that mentoring provides support and guidance that mediates the difficulties of novices (Little, 1990) and eases the transition from novice teacher to professional (Boreen, Johnson, Niday, & Potts, 2000; Fletcher, 2000).

Although researchers generally accept that teacher mentors impact student teachers' learning and teaching practices (Stanulis, 1994), researchers define mentoring distinctively and broadly based on their perception of mentoring. For instance, Edwards (as cited by Sundli, 2007) suggested that the notion of mentoring is taken up from the term *supervision* used in trade and industrial fields. She further added that supervision initiates novices into an "established organizational culture." This purpose of supervision may be perceived as the "process of enculturation" (Feiman-Nemser, 2003), thus helping novices to understand the culture of school and assimilating its attitudes, practices, behaviors, and values.

Most of the research on mentoring focuses on mentoring practices such as critical reflection, modeling, collaborative relationships with student teachers, and teacher mentors' knowledge about student teachers' needs. The following sub-sections define mentoring practices in light of the literature on mentoring and how these mentoring practices facilitate student teachers' teaching-learning experiences.

Critical Feedback to Enhance Student Teacher's Reflective Abilities

Research shows that critical reflection is an important tool of mentoring (Feiman-Nemser, 1998) and giving critical feedback is the most crucial part of mentoring (Andrews & Quinn, 2005; Ottensen, 2007; Stanulis, 1994). Critical feedback as defined by Stanulis (1994) and Ottesen (2007) means feedback that helps student teachers improve their teaching and enhance their ability to think about and think beyond their teaching, as well as to analyze, reflect,

and deconstruct their teaching. The studies examining mentoring practices posit that mentors' critical feedback helps student teachers to become independent thinkers, to reflect on mentors' teaching decisions, and to consider why the mentor makes any instructional decision. This, in turn, helps student teachers internalize reflective practices to guide their future teaching, which encourages them to think as a teacher when they take charge of a classroom themselves. Effective mentors challenge student teachers' thinking and ask them to consider new perspectives about teaching and learning (Stanulis & Ames, 2009). Other studies also suggest that mentoring should challenge student teachers' thinking and ask them to consider new perspectives about teaching and learning (Andrews & Quinn, 2005; Achinstein, & Barrett, 2004; Stanulis & Ames, 2009), because if mentors do not push their student teachers' thinking hard enough, there might be no learning (Carver & Katz, 2004).

However, this may not always be the case. Ottesen (2007) conducted case studies to explore the emerging discourses of student teachers and their mentors in order to understand how they construct "justified" accounts of experiences by using "conceptual, practical, and contextual" resources. The results showed that student teachers see, represent, and talk about their experiences in ways considered relevant with their schools' practices. Ottesen concluded that issues pertaining to teaching are often discussed from a practical perspective, which she referred to as students' performance orientation, rather than from a theoretical perspective, which focuses more on students' comprehension. The reason Ottesen pointed this out is that teacher mentors tend to appreciate more practical aspects such as classroom management (also see Doyle, 1990; Garman, 1990), rather than theoretical aspects of teaching. Hence, teacher mentors tend to give feedback which is more supportive and which promotes and talks about successful classroom experiences of student teachers rather than being critical of their practices. For

instance, Ottesen stated that "the discussions between mentors and student teachers predominantly were directed toward the doings of the student teachers and that they were rarely explicitly theoretically informed" (p. 620). She further added that the results of her study also showed that "the reflections prompted by mentors' questions most often focus on performance" (p. 620). This suggests that if mentors do not help student teachers to think beyond what they are doing in the classroom, do not provide student teachers with critical feedback about their instruction, and do not ask probing questions, then student teachers learn only "ideas and activities immediately useful in class" (Stanulis, 1994, p. 31). Such feedback does not improve student teachers' teaching practices and does not help student teachers to see problems with alternative perspectives (Achinstein & Barrett, 2004). Student teachers learn "what" is important and "how" to do it but fail to learn "why" something is important if they do not think beyond "what and how" of their teaching practices and simply learn "tricks of the trade" that bring day-to-day successes in their teaching. Although learning tricks of the trade may help student teachers to deal classroom issues, they fail to reflect and learn from their teaching; a skill that researchers believe improves student teachers' teaching.

Modeling

The literature highlights the significance of modeling (e.g., Boreen & Niday, 2000; Mills, Moore, & Keane, 2001; Perry, Phillips, & Hutchinson, 2006). For student teachers, mentors are "a role model for the planning, organization and delivery of work in the classroom" (Harrison, Dymoke, & Pell, 2006, p. 1062). Modeling is also referred to as "demonstration teaching" by Schwille (2008, p. 148). Segall (2001) and Korthagen, Loughran, and Russell (2006) advocated that innovative theories and teaching-learning approaches have to be "practiced and experienced" by student teachers and modeled by teacher educators. Although modeling is not formally

defined in the literature, one can infer that modeling is an enactment by teacher educators and mentors of those teaching strategies which they want novices to learn. Modeling or demonstration teaching must be "planned events, and prepared for by identifying what [student teachers] should watch for and what questions [student teachers] should ask about the mentors' thinking and decision making" (Schwille, 2008, p. 148). Modeling of various teaching strategies, such as reflection, using multiple resources for teaching, classroom management, reframing a problem, and decision making, by teacher mentors helps student teachers to observe and learn these teaching strategies in real classroom contexts. This finding is further supported by research in which the teacher mentors constantly questioned student teachers' knowledge, values, and beliefs to help student teachers to reflect about decisions they made (Achinstein, & Barrett, 2004; Cherian, 2007; Stanulis, 1994; Yendol-Hoppey, 2007).

Studies have shown that teacher mentors who model their thought processes, explicitly and aloud, or who use students' work to analyze students' understanding about the content taught and for reflecting on their own teaching, promote student teachers doing the same (Boreen & Niday, 2000; Stanulis & Floden, 2009). By watching teacher mentors' modeling strategies, student teachers develop an inbuilt mechanism to observe, think, and reflect about any teaching-learning situation, analyze it critically, and learn from it.

A study conducted by Margolis (2008) concluded that the role of mentors is significant in maintaining student teachers' interest and excitement in their teaching, and helping novices to network and share their expertise with others. Harrison, Dymoke, and Pell (2006) indicated two other significant dimensions of modeling in mentoring—passing on an understanding of the purpose and importance of teaching skills in student teachers' first jobs and assisting them in acquiring the "values and attitudes" of their workplace. The authors argued that both of these

dimensions stipulate some "role-modeling" beyond the learning fundamental to the "apprenticeship." In other words, modeling by teacher mentors exemplifies abstract teaching strategies and provides student teachers with concrete examples for their future independent teaching and networking.

Collaborative Relationships with Student Teachers

The literature about mentoring has shown that collaborative relationships between teacher mentors and student teachers promote students' learning. Student teachers feel more confident while they learn to teach in real classroom settings if mentors welcome them to their classes and help them adapt to the environment (Angelle, 2002; Boreen, Johnson, Niday, & Potts, 2000; Cherian, 2007; Harrison, Dymoke, & Pell, 2006; Yendol-Hoppey, 2007). Mentors who treat student teachers as colleagues in the classroom create learning environments that support student teachers' risk-taking during their initial stages of classroom teaching. Supportive strategies characterize teacher mentor collaboration (Angelle, 2002; Kardos & Johnson, 2007; Kilburg & Hancock, 2006; Margolis, 2008).

Student teachers should not learn in isolation, especially because they are affiliated with university faculty as well as with teachers, departments, and communities in school during their student teaching. In becoming a part of communities of practice, Blair (2008) explained that student teachers feel "valued as members"(p. 112) and that such an environment is "conducive to collaborative growth and mutual engagement" (p. 112). Such collaborative, collegial, and supportive teaching-learning environments provide more extensive learning opportunities to student teachers than what traditional mentoring environments offer, and they somewhat compensate for a lack of formal mentoring support (Blair, 2008; Harrison, Dymoke, & Pell, 2006).

Mentorship can also have constraining aspects on student teachers' teaching/learning practices. Cherian (2007) highlighted the fact that mentors' beliefs as well as pressures to follow standardized curriculum reforms prevent student teachers from exploring social justice, constructivist, and inquiry-based pedagogies. Cherian added that this fact holds true especially for teacher mentors who do not attempt to form a "collaborative, democratic partnership" (p. 41) with their student teachers. Several other empirical studies have shown that supportive school contexts and teachers help student teachers to learn (Cherian, 2007; Kardos & Johnson, 2007; Kilburg & Hancock, 2006; Margolis, 2008; Yendol-Hoppey, 2007). However, developing a shared vision and values for teaching to support reform-minded pedagogy can be challenging (Wang & Odell, 2003, 2007). That said, if there is no collaboration between school administration, school staff, mentors, and TE programs, student teachers are caught between classroom contexts and university expectations and between theory and practice. Thus, many researchers call for partnerships and strong communication between colleges of teacher education and partner schools, in order to provide learning opportunities that develop independence and greater professional autonomy in student teachers.

Mentors' Knowledge about the Needs of Student Teachers

Athanases and Achinstein (2003) noted that mentors must have knowledge of student needs as well as student teacher's needs (e.g., control and self-efficacy) in order to focus the student teacher on individual student learning. They further find that mentors need to know a range of instructional strategies, know how to recognize the presence or absence of those strategies in a student teacher's work, and know how to coach student teachers toward increased use of relevant strategies. The authors argued that, depending upon the "preparedness, dispositions and decisions" (p. 1513) of mentors, student teachers focus on student learning and

low performers in varying degree. Athanases and Achinstein also found that knowing the student teachers' needs helps mentors in not only providing technical support but also in exploring and critiquing student teachers' teaching practices and philosophies as teachers, thus resulting in improvement in student teachers' teaching.

Student teachers are taught to consider the needs (social, emotional, physical, learning, etc.) of those they will teach, but their own needs as students are often not met. Harrison, Dymoke, and Pell (2006) argued that the learning process of "teachers must be *about* their practice, must be built on experiences derived *from* their practices" (p. 1055, emphasis in original). They stated that principles of active learning equally apply to the teacher as a "professional learner," and they emphasized that TE programs should adopt a "learner-centered" approach through mentoring. Similarly, I argue that mentoring should be responsive to the learning needs and difficulties of student teachers in addition to providing guidance about teaching strategies and getting acquainted with the school routines.

Along with emphasizing the importance of the mentoring practices mentioned in the review, it is also important to draw attention to the fact that the studies reviewed in the literature above either had a backdrop of the professional development for teacher mentors or were about practices of experienced teacher mentors. I will come back to this point in the last section of this chapter. For the second part of this chapter, I review literature about learning to teach in order to make connections between learning to teach and learning to mentor.

Learning to Teach and Learning to Mentor

Mentorship develops over time. Teachers have to conduct themselves consciously into a different teaching context to become a mentor. Mentors also need preparation and time to reflect and gain expertise as mentors (Orland, 2001). Orland followed a veteran teacher's trajectory in

becoming a mentor. Orland's case study subject attributed her development as a mentor to opportunities for sharing her experiences with other mentors and by attending professional development workshops. Like Moir, Barlin, Gless, and Miles (2009), Orland concluded that being a good teacher does not necessarily lead to being a good mentor. She also argued that novice mentors, even though they are experienced teachers, should go through the same trajectory of development that novice teachers (NTs) do when they are learning to teach. If novice mentors follow the same developmental trajectory of novice teachers, then it is important to the review literature about learning to teach.

An Overview of Learning to Teach Literature

Research on teacher learning or learning to teach has a long history, and can be categorized in three groups based on their foci: cognitive, situated and cultural.

Cognitive perspectives about teacher learning. In most of the cognitive studies, teachers are the unit of analysis to characterize teaching expertise, and to understand the process by which teachers acquire particular knowledge or to identify the effects of different factors on the development of teachers' practices. For example, Berliner (1988), who was a cognition-driven researcher, used schema theory and comparative methods to study novice-expert teachers' performances. He proposed a teacher developmental model to theorize cognition that informed teachers' classroom behaviors. It is interesting to note certain behaviors of NTs in the first three developmental stages of *novice*, *advance beginner*, and *competent*. Berliner mentioned teachers at the *novice* stage perform rationally, require purposeful concentration, and are inflexible. *Advance beginners*, as Berliner argued, use their prior classroom experiences and the contexts of problems to guide their behaviors. *Competent* teachers make conscious choices about their actions, set priorities, and make plans based on their prior experiences of what is important and

what is not. These behaviors are important to mention because of the parallel behaviors I noticed in the NSMs I studied, which will be discussed in Chapter nine.

Others, such as Sternberg and Horvath (1995) have presented a prototype model to understand teaching expertise, in which they categorized teaching expertise in three domains – *knowledge*, *efficiency* and *insight* (p. 10) to differentiate the instructional practices of expert teachers from the practices of NTs. As psychologists, Sternberg and Horvath offered features of the three domains and suggested using the identified features to make decisions about the "status" of teachers' expertise. That said, they accepted the fuzziness of their categories and implied that two members of a category "may resemble each other much less than they individually resemble the prototype" (14). By saying that, Sternberg and Horvath indicated. This implication of Sternberg and Horvath's research along with Berliner's model suggests that to some extent both cognitive and psychological understanding of teaching ignores the very personal nature of teaching while suggesting developmental stages or categories for defining prototype expertise. The idea of personal nature of teaching suggests looking beyond cognition and psychological features of teaching, into teachers' dispositions, beliefs, and contexts where they work. For instance, in the field of science teacher education, a large number of studies have examined the effects of various factors (such as the personal characteristics of teachers, activities learned during TE courses, etc.) on the development of teachers' knowledge and beliefs and their students' learning (see Abell, 2007) and have reported influences on teaching. Based on the view that teaching and learning is not just cognition, but rather a conundrum of physical and social contexts too, *situated* perspectives gained ground.

Situated perspectives about teacher learning. Proponents of situated perspectives challenge the individualistic approach to cognition. They posit that teaching and learning are not

independent of the physical and social contexts in which they take place, but rather teaching and learning are integral parts of physical and social contexts (Lave & Wenger, 1991). Furthermore, the focus in situated perspectives is on interactive systems, in which teachers are participants, interacting constantly with each other and with materials (Cobb & Bowers, 1999). For instance, Cobb, McClain, de Silva Lamberg, and Dean (2003) examined institutional settings in which teachers not only develop their teaching practices, but also revise them. They took on a "weave together" metaphor to present the interconnectedness of multilayered institutional contexts, beginning with the community within a school and expanding to the outer most sociopolitical layer of state and federal policies. Cobb, McClain, de Silva Lamberg, and Dean concluded that instructional practices are "situated as a fabric in which enterprises of different communities and the activities of their members are woven together" (p. 22). The multiple interwoven contexts in which NTs are constantly interacting with other individuals supports the belief that there should most likely be a continuing and ongoing change in NTs' instructional practices, especially if they are exposed to different ideas about teaching and learning within the interwoven contexts. However, this does not happen in reality. Instructional practices of many science NTs either remain unchanged or they learn traditional ways of teaching (such as teacher-centered teaching). Sometimes the unchanged instructional practices are a result of mixed or contradictory messages that NTs receive from different professional teaching communities (Rozelle, 2010), or the NTs' practices are a result of their prior experiences (Eick & Reed, 2002; Britzman, 1986).

The gradual movement in theories of learning from knowledge as something one possesses and something that can be acquired toward a more participatory notion of knowledge

has led research about learning to teach to take cultural aspects of teacher learning into account, which are discussed in the next section.

Culturist perspectives about teacher learning. Where proponents of situated learning consider teachers' learning as an active and participatory process, situated in specific contexts, the culturist perspective considers teaching as a cultural activity (Stigler & Hiebert, 1998), learned implicitly by observing teachers teach (Lortie, 1975). Lortie contended that NTs develop views about good teaching while still students in classrooms. However, this notion of observation and imitation was challenged by Briztman (1986), who argued that the observation-imitation approach ignores the "cultural baggage" (p. 443) carried by NTs. Several studies have documented the close connection between personal biographies (beliefs, past experiences) and NTs' teaching practices. Other studies (see Kagan, 1992) also have shown that NTs' teaching practices and their self images as teachers are greatly shaped by their early experiences with teachers and with the authority figures they idealize. Science NTs are no different. Science NTs' beliefs about science, about teaching and about learning science affect their instructional practices (Jones & Carter, 2007). Cobern and Loving's (2002) study about elementary science teachers' thinking about science concluded that pre-service teachers enter the teaching profession with core beliefs, which usually remain unchanged until those beliefs are made explicit and are challenged with alternatives.

These three perspectives (cognitive, situated, and cultural) take a different approach to teacher learning and development, yet they cover crucial aspects of teacher learning - the mental processes by which NTs acquire knowledge, the context in which the knowledge is acquired, the influence of personal histories on acquired knowledge, and how all these shape NTs' instructional practices. NTs may know a lot about content and teaching strategies, but becoming

responsible for whom and what they teach requires another layer of skills to fulfill their responsibilities (Feiman-Nemser, 2003). Similarly, veteran science teachers who possess a vast knowledge about teaching, and who have developed their teaching skills, become *novices* when they volunteer or are selected to mentor student teachers. I agree with Orland (2001) in arguing that novice mentors like NTs, need time to prepare and reflect in order to gain expertise as teachers of teachers. It is not wrong to say that learning to mentor is a process that is also influenced by personal and contextual factors, especially when no prior professional development is provided to newly selected mentors. While it has been demonstrated in many studies that mentors' practices are influenced by professional development (for instance, Achinstein & Barrett, 2004; Angelle, 2002; Athanases & Achinstein, 2003; Blair, 2006; Carver & Katz, 2004; Evertson & Smithey, 2000; Harrison, Dymoke, & Pell, 2006), we know little about the professional practices of novice mentors, particularly those who have not undertaken any form of professional development. In the introduction to my study, I mentioned the importance of the availability of thoughtful and cooperative teacher mentors to guide and support student teachers' learning. I posit that studying teacher mentors, especially novice mentors' prior experiences, knowledge about what is/ is not important, values, and beliefs will influence their mentoring practices and the content they share with student teachers (Hewson, 2007), just as the knowledge and beliefs of NTs influence their teaching practices.

Next, I present the social justification of my research based on the relevant literature reviewed in previous sections.

Social Justification of My Research

According to Clandinin and Huber (2010), the social justification in narrative research addresses the *so what* or *who cares* questions. One of the ways (the other being social action) to socially justify my study is to provide "theoretical justification [that] comes from justifying the work in terms of new methodological and disciplinary knowledge" (p. 8). My research both uses narrative as a new methodology to understand teacher mentors' experiences and focuses on novice teacher mentors' personal and professional lives with the goal of contributing to our understanding of mentoring. Furthermore, my study will appeal to researchers who are striving to improve mentoring process because of its unique and idiosyncratic approach to look at mentoring.

A number of researchers have argued that mentors only focus on management, procedural issues and the practical aspects (class and time management/ pacing a lesson) of teaching. These researchers did not go beyond their critique to explain why the teacher mentors they studied were more inclined toward addressing management or procedural issues. A large scale survey study conducted by Clarke (2001) suggested a different focus for mentors in British Columbia. He found that the primary focus of teacher mentors was student teachers' preparation, which they considered as "the important pedagogical dimension of teaching practice" (p. 252). Clarke, however, did not elucidate what mentors meant by preparation, and he did not investigate why mentors did not pay attention to the practical or technical aspects of teaching. That said, I also argue that mentors might be doing what research reports, that is, understanding their student teachers' needs (e.g., Athanases & Achinstein, 2003; Harrison, Dymoke, & Pell, 2006) and providing them support accordingly. Moreover, as Feiman-Nemser wrote, "No matter how good a preservice teacher program may be, there are some things that can only be learned on the job"

(Feiman-Nemser, 2001b, p. 1026). I argue that practical aspects are those "some things" that can only be learned while teaching. I intend to consider mentors' reasons for focusing on the practical aspects in my study. Furthermore, I also want to explore mentors' experiences that lead them to believe that practical and technical aspects play a significant role in their student teachers' learning.

The studies reviewed for defining mentoring and mentoring practices in the beginning of this chapter suggest a conceptual change in the mindset of teacher mentors, from being a teacher of students to being a mentor of student teachers, in order to be successful as mentors. Stanulis and Brondyk (2013) suggested that such conceptual change involves "understanding what it means to embrace a stance as an educative mentor and help a novice learn to teach" (p. 3). I wonder if suggesting such a conceptual change is viable without teacher educators' and researchers' understanding of teacher mentor's beliefs about teaching and learning and their past experiences, upon which the foundation of teacher mentors' beliefs rest, and/ or without providing a carefully organized PD for mentors.

The reviewed literature also suggests that teacher mentors use specific mentoring practices, such as planning, debriefing, and analyzing students' work with their student teachers, and that they make their thinking explicit during these practices to help student teachers understand how they think as a teacher and to help student teachers reflect on and learn from their own teaching in order to become independent thinkers. The researchers believe that all these practices help student teachers to develop their vision of effective teaching. Another set of research (e.g., Kennedy, 2005) also suggests that teaching decisions have become a part of veteran teachers' daily routine, so they find it difficult to explicate their thought process in front of their student teachers.

My final critique of the literature on mentoring is about teacher mentors' beliefs. Research (e.g., Athanases, & Achinstein, 2003; Carver & Katz, 2004; Collet, 2012; Lane, Lacefield-Parachini, & Isken, 2003; Rozelle & Wilson, 2012) has highlighted several different aspects about teacher mentors' beliefs and student teachers' beliefs. For instance, Rozelle and Wilson (2010) concluded that despite the fact that the student teachers they studied had a different set of values and beliefs, the values and beliefs of the teacher mentors had stronger influence on the student teachers' teaching practices. In contrast to Rozelle and Wilson's research, Lane, Lacefield-Parachini, and Isken (2003) reported that the beliefs of student teachers challenged their teacher mentors' beliefs, and as a result teacher mentors' beliefs about teaching and learning were changed in urban schools. Lane, Lacefield-Parachini, and Isken called the student teachers they studied "change agents." The two studies elucidate one of the most important aspects of mentoring: it is a bi-directional process. Feiman-Nemser (2003) wrote that "mentoring can be a powerful professional development experience for veteran teachers" (p. 1037); this is the case in the study done by Lane, Lacefield, and Isken. More importantly, my argument here is related to beliefs being powerful. What are the beliefs of teacher mentors? What do their beliefs about teaching, learning, and mentoring tell us mentoring process in general?

My study is based on interviews with NSMs. From the stories individuals tell about their experiences, they share what those experiences mean to them, and how those experiences have influenced their practices. It is also possible to distill their beliefs, the ways in which they position themselves and others, and what matters to them at that moment. Individuals also, describe their role models as possessing certain dispositions, tell stories that illustrate why they liked a particular teacher, or share their preferences and dispositions as teachers. Such

descriptions fall under the "*personal conditions*" (Clandinin & Connelly, 2000, p. 50) because they describe individuals' personal likes, dislikes, preferences, feelings, values, morals, dispositions, etc. Also when individuals define people and environments, their relationships with others, or characters in their stories, they are most likely defining the "*social conditions*" (Clandinin & Connelly, 2000, p. 50). A collection of stories, when told over time, can help researchers to understand not only the sources and factors that inform novice mentor teachers' practices, but also shed light on how they perceive mentoring. NSMs' perceptions can provide a different insight about our understanding of mentoring, remembering of course that each story was told at a particular moment, in a particular setting, with particular dynamics. In the next chapter, I present the analytical framework of my study based on Connelly and Clandinin's (2006) three dimensional commonplaces – *temporality*, *sociality*, and *place*.

Chapter 3

Analytical Framework Decisions: "The Water's Path"

Following the narrative research tradition of a *telling* inquiry (interviewing participants, who tell stories about their experiences), I start this chapter by writing about my own beginnings in relation to understanding narrative inquiry (Connelly & Clandinin, 2006), and I end the chapter by providing "practical justification" for doing narrative inquiry (Clandinin & Huber, 2010, p. 438). Pinnegar and Daynes (2007) use water as an analogy to describe how a researcher comes to understand the complexities of narrative inquiry, the shifts in perspective required on the part of researchers to do narrative research, and the navigation of *turns* researchers face when doing narrative inquiry. This analogy resonated with me. My journey to find the most suitable methodology and analytical framework felt as though I was following "the water's path" (Pinnegar & Daynes, 2007, p. 8) until it led me to narrative inquiry. I expected that the methodology and analytical framework selection process would be as clear as undisturbed water and that I would find the way to conduct my research seamlessly, just as water finds its own path. That, of course, was not the case in reality. Water also represents the strength and perseverance that one must possess while interacting with the complexities that the research process in general entails. I also came to understand more fully what Pinnegar and Daynes referred to as the *turns* one must take as one pursues narrative inquiry.

As I turned from an initial interest in case studies toward narrative inquiry, I came to understand more fully what Pinnegar and Daynes referred to as the *turns* one must take as one pursues narrative inquiry; my own turn occurred "slowly and more gently, just as some flows meander slowly, with deep turns that become almost switchbacks" (Pinnegar and Daynes, 2007, p.8). There were times when I almost switched back to case studies, not because narrative

research was an inappropriate methodological approach, but because I was not yet comfortable with the roles I needed to play in the process of narrative inquiry. I have always had issues of trust and confidentiality when I meet new people. I do not feel comfortable being around new people and sharing anecdotes from my personal life. Sharing information about my personal life makes me feel vulnerable, and I fear that people who do not know me well will judge me. As a result, I am slow to trust people and to develop relationships. Moreover, I like structure, and to some extent I like to control and steer things in my own way. Case studies appealed to me because with structured interview questions I expected that I would not have longer, unstructured or personal conversations with participants. Developing relationships would have been difficult for me in using any of the approaches.

Narrative inquiry required sharing personal stories and conversing with the participants in an unstructured way. All of these are *missing traits* in my personality and basic requirements for conducting narrative inquiry. Moreover, several *what ifs* worried me, such as what if I am unable to talk to mentors? What if I am unable to develop a trustworthy relationship because I am from another country? What if I am unable to see and understand the happenings in the classrooms as an outsider? As a novice researcher who also had a different mindset, I did not like the underlying tone of uncertainty that the narrative approach entailed. I am inherently uninclined to have longer conversations, regardless of the language used for conversing. I also worried about my story telling skills and vocabulary as a second language speaker. So my need to switch back to case studies was hard to control. Yet the more I read about the process of narrative inquiry, the more it seemed appropriate for the question that I was asking about the origins of the NSMs' mentoring practices and the tension between teacher mentors' and teacher educators' perspectives (details in the Introduction chapter) that I wanted to examine.

I wanted to study what the work of mentoring means to mentors who do not work under Pete Frazer's mentoring conditions (Feiman-Nemser, 2001a) and who mentor without any professional development. From where do they get the idea about enacting a certain practice (e.g., planning) with their student teacher? The results of my practicum study revealed that the NSMs drew on their past experiences, in particular on their student teaching experiences, to mentor their student teachers. I wondered what other experiences NSMs had which led them to engage in certain mentoring practices, and believed I could best answer these questions by listening to the stories they tell and documenting the meaning their experiences held for them as mentors. To understand the NSMs' experiences in a particular time frame and to honor their voices, I turned to narrative inquiry.

In the following section, I illustrate the practical reasonability of narrative inquiry as a tool, and in particular the value I see in studying teacher mentor stories, in order to demystify the tension I shared in the Introduction chapter, and to understand mentors' versions of their story.

The Singer, Not the Song: Rationalizing the Use of Narratives for My Study

After reading a draft of a chapter in which I introduce John Fred, one of the study participants, a friend who has known me and heard my views more than anyone here in the US wrote me back,

> I get why you did what you did in that JF chapter. I understand. But I have been listening to and interacting with your perspective for many years now. Other readers, even members of your committee, are probably not going to be as quick or complete at understanding your perspectives.

I had always planned to include my perspectives in the introduction to my dissertation, but my friend's email gave me the rationale for using narrative inquiry as a methodology and as an

analytical framework throughout my dissertation. What made my friend understand the chapter he had read was his understanding of who I am as a person, some important incidents from my past life, and, as he mentioned in the email, my perspectives. He understood the meaning John Fred's chapter held for me and the reasons that I told his story the way that I did.

Goodson (1992) focused on teachers' lives and careers by using the metaphor *singer, not the song.* He listened to teachers' stories to find out their experiences and commitments along with the social and political context of their work. Researchers (e.g., Clandinin, 1985; Goodson, 1992) have argued that in order to understand the craft of teaching, the lives of teachers need to be understood, because in order to teach, teachers utilize the personal practical experiences they have both inside as well as outside of school. I wanted to understand NSMs, (the singer) and the meaning of the work of mentoring (the song) held for them. What practical experiences do NSMs draw on to mentor their student teachers? What are the NSMs' perceptions about mentoring? What experiences have made NSMs perceive mentoring in a particular way? What are the stories behind the NSMs' perceptions about mentoring? These questions meant that I needed to start from the earliest experiences the NSMs could recall about their learning. The richness of past experiences and the uniqueness and the "continuity" (Clandinin & Connelly, 2000, p. 2) of experience that NSMs were exposed to could only be understood by listening and interacting with their stories, experiences, and perspectives. I realized that the questions I had about the NSMs' past experiences could not be answered by using a case study approach, but rather required a narrative approach. Moreover, *the singer, not the song* metaphor also fit well with the mentor-teacher educators' tension I was interested in exploring, by focusing on the mentors' side of the story rather than only the story of teacher educators.

That said, the use of narrative inquiry provided me the opportunity to take the "And Stance" (Stone, Patton, & Heen, 2000, p. 39). Taking the And Stance is consistent with what Connelly and Clandinin (1990) referred to as alternative ways of thinking. The stance is not to challenge or reject or approve what the literature on mentoring says, but to understand how NSMs make sense of what they do and what is important for them, as opposed to what research says is important or what I might have seen as important. The *And Stance* guided my analysis to focus on the interpretation of the NSMs' stories about their experiences and the meaning those stories had for them with reference to their mentoring, rather than mere interpretation of their work as mentors.

The narrative approach to understanding teaching and mentoring practices is not new. Narrative as a form of inquiry has been used by researchers to understand teachers' personal growth and development (Johnson & Golombek, 2002), as a form of the professional development of pre-service teachers (Schwarz, 2001), and to characterize mentoring practice along with observational data (Feiman-Nemser, 1998). Because of the dynamic nature of narrative inquiry, educational researchers (such as Clandinin, 1985) have used it to understand teachers' personal practical knowledge, PPK, that is present in teachers' practice. PPK is "in the teacher's past experience, in the teacher's present mind and body, and in the future plans and actions" (Connelly & Clandinin, 1988, p. 25). The definition presents the transitional nature of teachers' PPK. Narrative inquiry provides researchers with opportunities to witness multiple situations in which PPK is expressed by teachers. Furthermore, the dialogic nature of narrative inquiry also promotes collaboration between the researcher and the participating teachers to understand the meaningfulness of PPK for teachers, rather than relying only on the interpretations of researchers. Narrative is not merely "story-telling" but also a "way of

knowing" (Lyon & LaBoskey, 2002, p. 1) the ideas teachers have about teaching. Narrative allows for recognizing the tentativeness and variability of the knowledge known (Pinnegar & Daynes, 2007), as well as the individualistic nature of teachers' practical knowledge.

Mentors are teachers, and their personal practical knowledge about mentoring is not separate from their teaching, personal background, and characteristics. Mentoring is more than a mentor's characteristics (e.g., warmth, firmness, friendliness) and mentoring practices (e.g., planning, debriefing). It is about what teacher mentors know about mentoring and how their knowing is expressed in their mentoring (Connelly, Clandinin, & He, 1997). Narrative as a method is useful to obtain insights into NSMs' understanding of mentoring and to learn how their experiences provide glimpses into the underlying motivation for their mentoring practices and their practical knowledge. Not only can the wide array of NSMs' prior and current experiences at both the personal and professional levels provide significant insight about this less-researched aspect of teacher mentors' experiences and rationale related to mentoring, but more importantly it can also suggest alternative ways of looking at mentoring. The narrative approach is an appropriate analytical and methodological approach for my study because I focused on the experiential nature of mentoring and its representation and construction through told and enacted stories of NSMs.

After rationalizing the use of narrative inquiry, I next describe what narrative inquiry is and the framework I used to analyze the stories told by NSMs.

Defining Narrative Inquiry

According to Reissman and Speedy (2007), the field of narrative inquiry has "realist," "postmodern," and "constructionist" strands, and many "scholars and practitioners disagree on origin and precise definition" (p. 429). Some agreement is found, however, in the following description of this approach:

> People shape their daily lives by stories of who they and others are and as they interpret their past in terms of these stories. Story, in the current idiom, is a portal through which a person enters the world and by which their experience of the world is interpreted and made personally meaningful. Narrative inquiry, the study of experience as story, then, is first and foremost a way of thinking about experience. Narrative inquiry as a methodology entails a view of the phenomenon. To use narrative inquiry methodology is to adopt a particular view of experience as the phenomenon under study. (Connelly & Clandinin, 2006, p. 477)

The quote demonstrates agreement with the previously mentioned lack of information about the personal and professional lives of teacher mentors and how their experiences inform their practices. Research (such as National Commission of Teaching and America's Future, 1996; Sanders & Horn, 1998; Thornton, 2005) points out that teachers are not conduits of information or curriculum given to them by "experts" in the field. Teachers are considered as the "key" and the "curricular-instructional gatekeepers" to what happens in the classroom as well as what is taught and how it is taught in the classroom (Thornton, 2005). Researchers such as Clandinin (1985) have argued for taking teachers' personal and professional lives into account in order to understand the craft of teaching. Likewise, teacher mentors are the ones who make decisions about what gets taught to student teachers and how it gets taught, no matter what the experts in

the field of mentoring say. Therefore, it becomes crucial for researchers to focus on the personal and professional lives of teacher mentors.

The description of narrative inquiry by Connelly and Clandinin (2006), besides emphasizing the use of story by individuals to interpret and describe the personal meanings of their experiences, also suggests taking under consideration the tentativeness of the meanings. That is, the meanings might change as the story changes when individuals undergo a different experience, and the stories individuals tell about the experience may be different from their previous stories. What is meaningful for individuals in one situation might not be meaningful in another, because it depends on the contextual factors of each situation. Therefore, all the stories told and heard must be interpreted for their meaningfulness to individuals in the context of their telling. For instance, during one of his interviews John Fred (one of the NSMs studied in this dissertation) said that he sometimes feared that he might say something that would "contradict" stories about experiences he shared earlier. John's idea of *contradiction* highlights the significance of understanding the context in which he told his previous stories and his new stories to interpret his experiences.

Forms of Narrative Inquiry

To capture the stories of individuals' life experiences, narrative researchers may use the *telling* or the *living* form of the inquiry. According to Connelly and Clandinin (2006), a narrative inquirer can begin inquiry "with the living or the telling" (p. 478). In living inquiries, researchers come along side their participants to engage in an inquiry about participants' living. However, Connelly and Clandinin (2006) pointed out that although *living* inquiries possess a lot of "intellectual interest" (p. 478) for researchers, this type of inquiry could be "dangerous" because, no matter what, the participant is the owner of his/her life and controls his/her living. They

further explain that although beginning with *living* is a richer and more intensive method, most narrative inquiries begin with *telling*, that is, by interviewing participants who tell (p. 478).

The interest in *telling* inquiry is on the stories told or on interpretations of those stories based on the meanings generated, whereas the focus on *living* inquiry is on life itself. The basic form that narrative inquiry takes, then, is "storytelling." When an inquirer adopts the *telling* form, narrative inquiry becomes the process as well as the product. That is, the inquirer uses narration (the process) to tell the story (the product). The stories told, or the interpretation of the story made by the researchers, become the unit of analysis. Although the "tellings" may be collected by other means, such as autobiographies, the main methodology to gather stories is through interviewing (Connelly & Clandinin, 2006).

To conduct my study, I adopted the telling form of inquiry because I was interested in the stories NSMs had to share and in interpreting those stories based on their meaningfulness to NSMs. I gathered their stories through interviews. Stories help NSMs to elaborate their past experiences and, for me as a researcher, they help to interpret how their current mentoring practices were informed by those experiences. I also recognize that NSMs' stories may change over time, or may be told in different ways, depending on what or which part of the story they want to emphasize or want listeners to notice and witness. The stories they told usually had a setting where the event took place, characters (people who were a part of that event), and a plot, which usually presented the consequences and the characters' reactions to the event. Stories provide rich contextual accounts of NSMs' lives. According to Reissman (1993), taking into account the meanings the stories hold for the participants changes those stories in to important data sources rather than mere reports of events, dates, or places. It is not to say that events, dates, or places are not important in the stories. They are a part of meaning that participants make.

However, the meaning tells us who the participants are and what matters to them the most. Regardless of whether the stories NSMs tell are fictional or real, whether the stories present accurate histories of their experiences or the revisionist ones, what is important is what those stories tell about the NSMs in that moment. In short, it is important to attend to NSMs' past experiences from their personal and professional lives, the relationships and interactions they have had, the places in their stories, and how those experiences affect their present practices and inform their future practices (Clandinin, 2013).

Analytical Framework

Connelly and Clandinin (2006) identified three commonplaces of narrative inquiry, which specify dimensions of an inquiry and also serve as a conceptual framework. These common places are "temporality, sociality, and place" (p. 479). These are "checkpoints" for novice narrative inquirers, like me. Connelly and Clandinin further added that the commonplaces need to be explored simultaneously when undertaking narrative research. When researchers attend to experience through these commonplaces, they are able to study and understand the complexity of the relational composition of individuals' past and present lived experiences, and also the future possibilities of their lives.

Temporality

Temporality is the most important commonplace. Because narrative inquiry is the study of experience, attending to temporality means attending to individuals' experiences (Clandinin, 2013). Connelly and Clandinin (2006) argued that "[e]vents under study are in temporal transition" (p. 479). As stated earlier in the chapter, experiences are dynamic and transitional in nature. Therefore, every event that the NSMs mention with reference to their experiences also has a temporal dimension, and the meaning they make tells something about NSMs' present

perspectives about themselves. Therefore, attending to temporality directs researchers to consider individuals, events (experiences), and objects (mentoring practices) in relation to their past, present, and future. Philosophically, all the things that people do bear the imprint of a time and a place, and the "formal quality of [their] experience through time is [seen as] inherently narrative" (Crites, 1971, p. 291). Because individuals tend constantly to compose and revise their autobiographies (Carr, 1986), researchers need to give due attention to the temporality of their own lives, as well as the lives of the participants, and to the temporality of events and objects. In my study, the focus is on the object, that is, mentoring practices of NSMs in relation to the past, present, and future of their practices based on the stories that they told. This will address my second research question about the sources of mentoring practices and my overall argument about how NSMs articulate the work of mentoring.

One can find temporality in number of ways. For instance, when I started interviewing the NSMs, they were already in the second semester of student teaching. I interviewed the NSMs every month depending on the time and day suitable for them to meet. As I mentioned earlier, the focus is on NSMs' mentoring practices. Therefore, temporality would then also be what I learn in the progression of time - from month to month about NSMs' articulation of their mentoring practices.

Sociality

NSMs' lives are a part of the larger landscape of contexts. Experiences in the different contexts in which NSMs lived, studied, socialized, worked, etc., and the relationships and interactions with significant people not only have developed NSMs' beliefs but also affect the ways in which NSMs see mentoring.

Sociality refers to personal conditions and social conditions. Personal conditions refer to "the feelings, hopes, desires, aesthetic reactions and moral dispositions" (Connelly & Clandinin, 2006, p. 480) of the researcher and participants, that are deeply engrained in ones' beliefs. In my study, I referred to the NSMs' personal conditions as *values* because hopes, desires, aesthetic reactions and moral dispositions are usually based on their beliefs and beliefs are the basis of one's values (Hall, 1994). Personal conditions may also include NSMs' purpose of mentoring, their goals for their student teachers, and the role(s) they defined for themselves in addition to accounts of their hopes for their students as teachers.

Social conditions refer to the individual's context, which includes the "environment, surrounding factors and forces, people, etc." (Connelly & Clandinin, 2006, p. 480). Connelly and Clandinin named social conditions as "existential condition[s]" (p. 480) under which individuals' experiences and events unfold. The lives of individuals cannot be understood without understanding their "cultural, social, institutional, and familial narratives" (Clandinin, 2013, p. 40). These narratives provide contexts to the lives of individuals. Some social conditions exist at a personal level and others at a broader level. at a personal level this includes relationships and interactions with family members, other teachers in the department, their interns[4] or their own mentors, students they teach, etc., whereas, broader levels may include (but are not confined to) relationships and interactions with the administration, relationships between teachers in different departments/ schools, as well as views regarding availability of resources, educational policy, state tests, teacher accountability reforms, time involved in mentoring a new teacher, weather conditions, duration of the student teaching, etc.

[4] MWSU refers to student teachers as *interns*, and to student teaching as *internship* therefore, from this chapter onward I use the same terms.

Another important dimension of sociality is the relationship between participants and inquirers. Inquirers cannot exclude themselves from their participants' lives and from the relationship. Even in *telling* studies, such as my study, where inquirers are expected to have a depersonalized objective stance to collect research texts, still the idea of the relationship between the inquirer and the participants is appreciable. Sociality distinguishes narrative inquiry from the studies that only focus on social conditions or the personal feelings and thoughts of individuals. Narrative inquiry includes both.

Place

The third commonplace refers to "the specific concrete, physical and topological boundaries of place or sequences of places where the inquiry and events take place" (Connelly & Clandinin, 2006, pp. 480-481). All events occur somewhere, and narrative researchers must specify the place and acknowledge the "qualities of place and the impact of places on the study" (p. 481). Individuals' identities are inseparable from their experiences in a particular place or in places, and also from the stories they tell of those experiences.

The physical typological places where NSMs lived or are living, worked or are working, as well as the institutional narratives and school stories about such places, continue to shape their experiences and inform their mentoring practices (Clandinin, 2013). In my study, *place* refers schools and classrooms where the NSMs taught and mentored and the places where the interviews were conducted. It also refers to schools where NSMs had studied, student taught, or taught before their current school, as well as neighborhoods, sport courts, and any other space that NSMs mentioned while telling a story.

The *temporality-sociality-place* framework tied nicely with the research questions I asked. Using *temporality,* I looked at if the NSMs' current mentoring practices were connected

to their past experiences in lives, and what they planned for their future as mentors as a result of their experiences during my study. Taking into account the temporal dimension of the NSMs' experiences provided insight into the sources of their mentoring practices. *Sociality* and *place* determined factors that informed the NSM's mentoring practices. Within *sociality* I looked at the NSMs' stories about the personal, social, and contextual aspects of their experiences as described earlier in this chapter. I also looked at how the NSMs talked about the physical characteristics and their general opinions of the *places* where the meaningful events of their lives happened and looked for influence of those spaces in informing the NSMs' mentoring practices. Using the three-commonplace framework gave experiences a 3-D effect. That is, how a past experience has informed a NSM's present and future plans, puts his or her experience in a social context, and the actual space where the experience took place, thus highlighting the factors and sources of that particular experience..

In conclusion, the rhetoric of the literature has instilled the dominant notion of what effective mentoring might look like. I must admit that I am no different from my senior researchers with respect to my ideas about effective mentoring. With all my biases and views about effective mentoring, I have tried to present the subjective narratives of NSMs about mentoring in my study. Narratives not only are useful in understanding NSMs' mentoring practices and their experiences that led them to those practices, but also are important for my work to keep me grounded and "faithful" to NSMs' lived experiences (Richardson, 1995) and to help me value NSMs' practical knowledge (Clandinin & Connelly, 2000). Richardson (1995) argued that "sharing in great detail the complexities and nuances of something being studied has greater value for understanding and contributing to change than generalizing" (p. 64), and it is important to "bring silenced voices to center stage..." (p. 63).This is what I believe in and what I

aimed to do in my analysis chapters – I am bringing the voices of novice mentors to focus of attention. I do not intend to generalize any claim that I make, but rather to share NSMs' practices with the larger audience. I hope not just to contribute to the understanding of the profession called *mentoring*, but also to bring about a change in the practices of those I researched and those I write for.

Chapter 4

Methodology

My study focused on the stories of NSMs about their experiences as learners and teachers while they worked as a mentor for the MWSU secondary teacher preparation and alternative teacher certification programs for a research period of five months. I examined the NSMs' prior experiences and factors that shaped their current mentoring practices as described in their stories. In this chapter, I discuss the research context, participant selection, data collection and analysis of my dissertation, but you will also read about my journey during all these phases of research (Connelly & Clandinin, 2006). By interweaving my experiences, I intend to highlight some significant tensions pertinent to novice narrative inquirers like myself as they continuously visit their prior beliefs and repeatedly frame and re-frame their approaches to do narrative research.

My Beginnings in Methodological Changes

In my analytical framework chapter, I talked about my *slow turn* toward narrative inquiry. Moving toward narrative inquiry meant that I had to change my methodological approach too. I was so adamant about triangulation that I found it difficult to let go of a methodology that required multiple data collection tools. The rigidity in my attitude, and the pressure I felt, highlights an important tension between narrative inquiry and formalistic approaches of research (Clandinin & Connelly, 2000). As a part of a culture ingrained in formalistic research traditions, I was shaken by the very idea of letting go of triangulation and foregrounding experiences as a basis for my analysis and research claims. Riessman's book *Narrative Analysis* helped me in rethinking and reframing my argument about collecting and analyzing. NSMs' narrative accounts of their experiences. Riessman (1993) argued that personal narratives are valuable because of their *subjectivity*, which is rooted in "time, place and personal

experience, in their perspective-ridden nature" (p. 5). Humans by nature form and *re*-form their views about, and make sense of, their surroundings and other people on the basis of their experiences as they interact with them. Their views, if not challenged by alternatives, become their beliefs, and beliefs are visible in what they do. Humans' beliefs filter their ways of interpreting their surroundings and their work. Focusing on mentors' experiences directs our focus on two points. First, having knowledge about mentors' prior experiences as learners and teachers, we can think about ways to provide them with alternative experiences so that they may revisit their previous beliefs. Teacher mentors' beliefs are influential on the practices of interns, as the literature suggests, and they seem to be the core of the tension between the two teacher preparation stakeholders. Furthermore, understanding NSMs' beliefs is also important for gaining insight about the kind of experiences that could be useful in developing skills that improve mentoring and interns' teaching.

Research Context

The College of Education at MWSU is housed in an architecturally modern style building, which lies almost at the intersection of both north and south campuses. It offers graduate and undergraduate degrees in several fields, including teacher education, counseling, special education, educational policy and educational psychology. The elementary and secondary education programs offered by the Department of Teacher Education have been highly ranked for their quality of education for several consecutive years. Therefore, it is not the landscape that attracts thousands of students to MWSU, but the quality of education provided. I believe that working as a mentor for the interns of a renowned university might be a worthy opportunity for veteran teachers. Early in my doctoral studies, when I started exploring mentoring as my field of interest, I wondered about the PD that MWSU might be offering to their hired teacher mentors

because of the fact that it is known for its quality education. The idea of quality education resonated with quality PD for me.

The Secondary Teacher Preparation Program of the MWSU is a five-year program. During the junior year, interns take basic courses and also gain tutoring experience in the field. During the senior year and the intern year, interns take content-specific method courses. They are placed in schools during their senior year methods courses and in a different school for their internship. These placements provide them with the opportunity to experience two different teacher mentors over two years. The program is designed to increase the hours of the field experiences of interns gradually.

The internship is one of the eight requirements mentioned on the program's website. In order to progress through the internship year, the interns must take specialized courses in education, integrative studies, writing, and math, along with passing the state test for teaching certification. During the internship in their fifth year, interns spend four days a week as full interns at their interning schools, and they take method courses on the fifth day (except during their lead teaching).

The website of MWSU displays the program's expectations for mentors and the responsibilities mentors must fulfill. The website also says that mentors have to attend three meetings held on campus besides the triad (mentor, field instructors and intern) meetings. Field instructors also play a significant role during the internship, but they are not the focus of my study. During the first meeting at MWSU, a hard copy of the responsibilities also listed on the website is given to mentors in the form of a manual. Veteran teachers who are recommended by the school principal are usually assigned to mentor interns. There is no formal professional development offered to them. Mentors are expected to attend the meetings conducted at MWSU,

but it is not required. The mentors are also expected to work closely with the interns and to guide them throughout the internship year. The general responsibilities of mentors include *planning and communicating* regularly with interns and field instructors, *facilitating and supporting the intern's learning*, and *assessing the intern's progress* both formatively and summatively.

Two of the NSMs in my study worked with interns from an alternative route certification program for career changers, offered by a fellowship program through the same MWSU. However, their internship was similar that of the fifth year interns. The internship year has four stages. Stage one is called the Focus Class, which is selected by interns by negotiation with their teacher mentors. The purpose is to initiate the intern into teaching. Stage two is Guided Lead Teaching I, when interns are responsible for two teaching periods, one co-taught with the teacher mentor and the other taught by them. Stage three is the ten-week spring lead-teaching period, when interns are responsible for most of their teacher mentor's duties as a teacher. Stage four is the transition period and interns move back to one focused class. Interns are also expected to complete their coursework requirements and attend job fairs.

Research Sub-Contexts

There were two sub-contexts for my research: the schools where the NSMs taught and their classrooms, where I conducted the interviews. Two of the school sub-contexts where the NSMs taught were urban schools and the third site was considered rural. Every school had its own dynamics, which made each of the school sites individual and interesting. Each school site had its own individual working environment that may have shaped its NSM's teaching and mentoring practices. I share the details of each school in the introduction of the participants in the four analysis chapters.

I also describe the classrooms of the NSMs in the four analysis chapters. Research studies (e.g., Kennedy, 2005) have showed that classroom settings represent teachers' beliefs about teaching and learning, such as whether the teacher promotes collaborative learning or competitive. I describe the NSMs in their classroom settings in my initial narrative; the beliefs and practices suggested by these settings, however, do not always align with the NSMs own narratives of their beliefs and practices. I focus on the social aspect of NSMs' narratives by describing the personal and social conditions under which they worked.

Selection of Participants

The NSMs in my study were veteran science teachers working with MWSU interns. I use pseudonyms for all participants to maximize confidentiality. I requested a list of science mentors from the secondary teacher preparation program at MWSU. I sent requests to all area coordinators to identify NSMs from the provided lists. Fifteen science mentors who satisfied the criteria of being a novice mentor (that is, they were serving for the first or second time as teacher mentors for the MWSU year-long internship) were identified by the area coordinators. I emailed the fifteen novice mentors. After a couple of reminders, *Julia Brad* and *Daniel Obe* responded and showed willingness to participate in my research. I immediately started working with them.

After having several meetings and spending some time in their classrooms, I requested that Julia and Daniel talk to other science teachers who were identified as "novice" by the area coordinators in their respective schools. Both of them agreed to help me. Julia took me to the classrooms of the other three novice mentors and introduced me. They all asked me to send them an email again and they would respond. I did. After a week into the month of October, another male mentor replied. He was not the primary mentor, and his mentoring session was to start in December. I met him a couple of times, but in March for reasons unknown to me, the intern was

sent back to work with his primary mentor. Therefore, he was dropped from the study. Daniel also introduced me to the other novice mentor, *Neil Kent*, who graciously showed his willingness to participate. The way both Julia and Daniel introduced me was quite interesting. After saying that I was a doctoral student and was interested in learning what they did as mentors, they both added, "She needs participants for her study. She doesn't bother us much," period. That left me thinking, do teachers feel and think that they would be bothered if they participate in research? Was this the reason for not responding to my requests? Or did many not respond because I represented MWSU, and as new mentors they did not feel comfortable allowing someone into their classrooms? At that time I worried about not having enough NSMs on board because I intended to do case studies. For a telling form of narrative research, however, fewer participants could be interviewed to answer the research questions (Connelly & Clandinin, 2006; Creswell, 2007).

John Fred, the fourth participant, agreed to participate after talking to my advisor and dissertation director, Dr. Gail Richmond. All four NSMs had teaching experience, ranging from 9-21 years (details in the analysis chapters), and during this study they shared their stories about their experiences as school students, as interns, as veteran teachers, and as mentors.

Who Am I in this Research? My *"Cultural Baggage"*

The term "cultural baggage" is considered to have a negative connotation in the US. However, I use this term to refer to my personal and compulsory educational experiences (Britzman, 1986), which necessarily inform and filter my thoughts about teaching as a profession, my speech, and what I observe when I visit the research sites. The narratives that I present in the analysis chapters are also filtered through my cultural baggage.

I entered the field to collect data with multiple identities. I am a Pakistani, a female, a professional female, a Christian, a highly educated Christian (only 0.5% of the total Christian population), and a Pakistani Spartan. I repeat terms to name my identities because being a female and a professional female has different meaning in my native context. I am also a teacher, and a novice narrative inquirer. With all these identities, I am still in no position to claim what it feels like to be any of these in Pakistan or to claim that the work I do is representative of the field. My responses to happenings around me and in my research are a result of the experiences I had while being one or several or all of these identities.

Born and raised in a traditional middle class (socioeconomic status comparable to working class in the US) Pakistani Christian family, I learned not to question dogma, whether it be cultural, religious or parental in nature. Today, after living for five years in the US, if someone asks me what I think about those cultural, religious, and parental values, my answer would be simple: They are too subjective and controlling, and may be oppressive in some sense too. Yet, I would love to continue to live with some of those values, with some alterations. For instance, I might continue not looking in the eyes of my elders to show respect, yet I would simultaneously think about and question what I am asked to do. I would like teachers in Pakistan to give more freedom to students while they learn in classrooms, but not at the cost of teachers' respect and classroom management. I also know that I will continue with my blind faith in Jesus, not because I consider him my savior, but because he was the only close friend I had for almost nine years (after my dad's death), and he still is. He is the *hope* that I had in the tough times of my life, and the *hope in the unseen* I share with others, when they need a boost in their lives.

Life experiences have taught me a lot**.** I have learned from every mistake I made, even from a small one, which has helped me to become a better decision maker and has made me

wiser. I had never thought about myself until I started collecting and analyzing data. I found Julia Brad's passion and religiosity resonating with my passion and religious beliefs. John Fred's narrative brought back many painful childhood memories, Daniel Obe's narrative defined who I am today, and Neil's stance on being a learner reflected my views as a teacher. Like Daniel, I believe that if I had not gone through those experiences, I would not have changed a bit. Data collection and analysis was not just a procedure but rather a reliving of many past and present aspects of my life.

Data Collection: Snowy and Icy Roads

There is no better way to describe my data collection experience. As schools in the Midwestern state experienced an unexpected number of snow days, I felt as if data collection had snow days too. The weather conditions were a physical obstacle, closing schools and requiring me to cancel my interview appointments, but also emotionally and mentally the experience had been *snowy* and *icy*. There were times when I saw clear roads of thoughts and a sudden gusty wind blew snow over them. There were times when I felt satisfaction with the data I was collecting, and then white snowy serpents of doubt, fear of not getting enough data, crawled in to my mind and vanished, blurring my thought process. There were times when mind blocks swayed my thoughts away, times when the interviews did not make sense and I thought "seriously this is what I have!" There were times when I thought of missed opportunities as black ice that I could not see but was sure to trip over. As I mentioned in Chapter 3, I changed my methodology from case study to narrative inquiry, I struggled to collect data with the binaries such as structured-unstructured approach or narrative inquirer-formalistic inquirer (Clandinin & Connelly, 2000).

I was in touch with all four NSMs early in the internship year, and I started interviewing them in the month of January, 2013, after my proposal defense. The interns had already started their lead teaching; that is, they were responsible for most of their teacher mentors' duties. While collecting data, my role was a non-participant researcher. I was not involved in teaching or any other activity with the NSMs.

Data sources. I had introductory conversations during September and October, 2012, with each of the NSMs, during which I had them sign consent forms. I also interviewed Julia and Daniel in October. I thought of not using those interviews as data sources, but there were aspects that made descriptions about their mentoring richer, so I used them. I had twenty-seven interviews in total besides the four introductory conversations. I audio recorded all the interviews. The interviews lasted from twenty-five minutes to seventy-five minutes.

Interviews. The interviews became the primary data source in my telling narrative study about NSMs' prior experiences and the factors that shaped their mentoring practices (Connelly & Clandinin, 2006). The interviews focused on the stories of NSMs' experiences. According to Seidman (2006), "Telling story is a meaning making process, [and] when people tell stories, they select details of their experiences from their stream of consciousness" (p. 7). Stories not only provide ways of knowing individuals or helping to understand the meaning they make, but also, as Blumer argued (cited in Seidman, 2006), "the meaning people make of their experience affects the way they carry out the experience" (p. 10). That is, the stories the NSMs told helped me in understanding how their prior experiences in a particular context informed the way they carried out mentoring. For instance, Daniel shared that when he was a field instructor, he did not communicate much with his intern because she seemed to be doing quite well and because she was older than him. But at the end of the semester, he was "shocked" to find out how much help

she needed as a beginning teacher. Daniel shared that because of that experience he learned the significance of having continuous and strong communication with interns, no matter how good and confident they might look as teachers. As a mentor, Daniel said that during my study he talked with his intern on a regular basis. He believed that communicating with interns and asking them about their concerns is important, not only to show care for interns, but also to show that their mentor is available to help and support them, which gives them confidence to share.

The interviews were "semi-structured open-ended…, sometimes referred to as the long interview" (McCracken, 1988). Based on what Seidman (2006) and Blumer (as cited in Seidman, 2006) have pointed out about people's ways and intentions to tell stories, it seems reasonable to argue that the stories the NSMs shared and the details of their experiences were carefully selected to represent what they think was important for them and what it meant to them (e.g., being successful, being open to new ideas, so on and so forth), and how they carried that particular detail into their current practices as mentors. Initially I planned to conduct interviews at the beginning of each month. However, because of many snow days, bad weather conditions, and the NSMs' busy schedules, I conducted interviews whenever the NSMs showed availability, sometimes in the beginning of a month, sometimes in the middle, or at the end of a month. It is important to mention that the time of the interview and the day when interviews were conducted, as well as the other commitments the NSMs had that particular day, may have influenced the NSMs' ways and the amount of information shared about their interactions in the interviews (Clandinin & Connelly, 2000; Connelly & Clandinin, 2006).

Each participant was interviewed five times over a period of five months. Each interview had different sets of questions about the NSMs' experiences in their personal lives, as school students, student teachers, science teachers, and as mentors, asked in chronological order. Every

month they were asked to think about and share stories from a particular phase of their lives. For instance, the first interview focused on their childhood and school experiences about science (see Appendix A). Each interview was also designed to present the temporality of the NSMs' current mentoring experience because every month they had to talk about how their practices in the month of the interview were similar or different than the month before.

There were a few common questions in all interviews about the NSMs' activities with their interns, focusing on what they did in the particular month, week, or day they were interviewed. The questions varied in nature from very open ended (such as, "Tell me about your day as a mentor" or "Tell me about your family and your childhood,") to very direct (such as "I saw you talking to your intern about students' work. Why did you do that? Could you please elaborate?" followed by a sub-question, "Did anyone do that for you?"). These questions and their responses helped me to understand the experience(s) that formed the basis of what the NSMs were doing with their interns, as well as the origins of their practices. Every month, I asked the NSMs questions intended to clarify responses from the previous interviews, and I asked them if they had anything else to add at the end of each interview.

A few conversations did go off-track when something interesting came up and I thought that it might help me to understand the NSM's viewpoint about teaching or mentoring. For instance, Neil and I discussed student tracking because he mentioned the advice that the principal of the school where he taught initially gave to him. To understand Neil's personal perspective about tracking, I had to dig deeper into the matter. I wondered if Neil believed in tracking as a teacher because of the principal's advice. If he did, there were chances that he would develop the same belief in his intern – a belief that undermines students' potential based on their race. Tracking system is not appreciated by teacher educators, including myself.

During each interview, I focused on the temporality of the NSMs' mentoring practices. When they mentioned a certain practice, I asked them from where they learned the practice. Did someone use the same practice with them? To focus on the dimension of sociality in narrative research, I asked the NSMs to tell me about the people they worked with and the places they worked. It is important to mention here that sometimes the NSMs were asked to reproduce their descriptions of the places from their memories, which may or may not be full accounts of the places. The NSMs shared what they remembered. Staying within the social aspect, I asked questions about the people the NSMs thought had influenced them as role models and why, to situate their mentoring practices within their "personal experiences (their jobs, their homes), their culture (racial or ethnic), and their historical contexts (time and place)" (Creswell, 2007, p. 56).

All the interviews were conducted in the NSMs' classrooms during their lunch hour. Only one interview, with Daniel, was in the vice principal's office, on the day he was the acting vice principal. Two of the interviews with John were done in a small green house adjacent to his classroom. While the other NSMs preferred to be alone when interviewed, Julia did the interviews in her intern's presence. She said that she had nothing to hide and would like to talk in front of her intern. It was interesting to see how a couple of times Julia asked her intern a question to clarify her thoughts about what she did.

Observations and field notes. I also observed planning and debriefing sessions between the NSMs and their interns/fellows, and I took field notes. But the purpose of the observations was to prompt questions about the NSMs' mentoring practices. The observations were useful in providing additional information about the practices the NSMs engage in; however, the observations were not used as one of the data sources. The purpose was to observe the NSMs' gestures and the communication they used to mentor their interns/fellows (Glesne, 2011), and

then to use those observations to ask the NSMs about the sources of their specific methods. Furthermore, my observations allowed me to spend time with the participants in their classrooms and to develop a relationship with them (Glesne, 2011).

Field notes are not only a way to describe places and people, as well as conversations going on among the participants, but also a way to explore a researcher's "personal reactions" (Clandinin & Connelly, 2000; Glesne, 2011). Notes taken during the observations of meetings provided descriptions of each NSM's mentoring context. The field notes included sketches of the classrooms where the majority of debriefings and planning sessions took place and of the places where the mentor-intern/fellow interacted with other teachers. My personal reactions about the classrooms and interactions between the mentor-intern interactions were also recorded. I used my field notes to provide a description of the schools (the social dimension) in the analysis chapters, and for being aware of my own interpretation of what I observed and wondered during the time I was visiting the research sites.

Interview data analysis. T represent the NSMs' ideas and understandings of their mentoring, all the interviews were transcribed by a professional transcriber verbatim (Oliver, Serovich & Mason, 2005; Seidman, 2006). Verbatim transcriptions helped in situating NSMs' mentoring, and their experiences that shaped it, in the context of what they said before and after sharing a particular experience, thus getting a whole picture of what happened and how it happened. The transcripts of the interviews became the field text (Clandinin, 2013; Clandinin & Connelly, 2000; Connelly & Clandinin, 2006).

Based on Clandinin and Connelly's (2000) description of doing analysis, I did analysis of the field texts in two phases. During the first phase of the analysis I read and re-read the field texts (interview transcripts) several times in order to know the text and to understand the life

incidents and aspects of teaching and mentoring the NSMs emphasized when they shared their stories. I focused on general aspects of stories, such as characters (who was involved), place, scene, tension, plot, and endpoint of stories by reading and re-reading the field texts (See Appendix C for a detailed process of analysis).

The coding. The second phase was more fascinating because I "narratively coded" (Clandinin & Connelly, 2000, p. 131) the field texts. Narratively coding involved use of simple codes such as names of people (e.g., Mr. Baker helped me a lot…), interwoven story lines (e.g., Daniel's story as a field instructor connected with his current mentoring practices), characters that appeared (e.g., my next room teacher…), places where the story took place (e.g., I was in my classroom…), tensions (e.g., I won't do what my mentor did). See Appendix B for a list of codes used. I manually extracted the NSMs' narratives from the interviews and set them in chronological order. Most of the field texts were in chronological order, but a few stories were scattered around because sometimes the NSMs shared a story in a following interview when they remembered it or because something else triggered their sharing. For instance, Julia told about her high school teachers when she was asked whether she had any role models.

Selecting stories and clauses. Besides the stories the NSMs shared about their past experiences as learners and teachers, I chose stories that represented the NSMs' mentoring practices and stories that informed that practice. For instance, Daniel's practice, described in the data sources section, revealed continuous communication with his intern about problems she might be facing as a teacher or any personal issues she was dealing with. In other words, the description does not specifically present an incident, but rather describes Daniel's mentoring practice, and why it was important for him to mention. Another example below is a story I chose which shows one of the practices that Julia used as a mentor, "Letting the intern make mistakes."

> We did a lab in class that involved dissolving things and one of the things that DK chose to dissolve was sugar. That works really well, but you only do that once. Because every place the kids spill the sugar water ends up sticky the next day, and you have to go and clean every desk. Whereas if you used table salt and ice melting salt, then you just get a little salt mess. You can clean it up and it doesn't stick to everything it touches. So some of those things are things that you have to experience yourself and learn from.

Julia was verbal about her idea of learning from making mistakes, and, in her opinion, few things were learned without experiencing them. This happened in her class during one of the labs her intern conducted. It was significant for Julia to mention this because it showed her approach to letting her intern make the mistake of using sugar, and then needing to clean the desks so that she could remember as a teacher the reason for not using sugar even though it is more solvent than salt. She learned this by her own experience as a newly inducted teacher. She did that once, and after that she never repeated the same lab with sugar.

To focus on *temporality* in analysis, I tried to understand the NSMs' mentoring practices in the light of their prior experiences. I asked myself if I could find a story relevant to the NSMs' mentoring practice that pointed the source of the said mentoring practices. To code *sociality*, I particularly looked at the characters and contexts that appeared in the NSMs' stories and I interpreted their meaningfulness with respect to their role in informing the NSMs' mentoring practices. I also looked for aspects of teaching, learning, or mentoring that the NSMs' repeatedly talked about, such as their teaching method, their goals related to any of their roles as teachers and mentors, their dispositions or those of their role models, their descriptions of contexts where they lived or worked, etc. I also looked for exchanges between the NSMs and the significant characters they mentioned in their interviews, thus defining the nature and meaningfulness of

exchanges with respect to their practices as mentors. To analyze the *place* commonplace, I looked for description of the physical appearance of spaces along with looking for NSMs' understanding the general opinion related to those spaces. For instance, if an NSM mentioned an urban neighborhood, what characteristics did he or she use to describe that neighborhood? What did it mean for the NSM to be a part of such a neighborhood? Did those characteristics tell an overall narrative related to that neighborhood?

Furthermore, throughout the narrative accounts of the NSMs, I used short "clauses on lines" (Riessmann, 2008, p. 102) that represented the personal meaning of the NSM. For instance, Julia in the introductory conversation said, "I love teaching, that's why I love mentoring because I want to see people who have my excitement go out and teach other kids." I chose the statement as the opening quote for Julia's narrative account because it defined her *personal aspect* as a teacher and as a mentor, which is one of the important parts of understanding experiences and practices in narrative research.

After coding the field texts, I wrote draft research texts, which Clandinin (2013) refers to as "interim research texts" (p. 47). As a narrative researcher, it was important for me to share the narratives with the participants to make sure that I was able to capture the meaning of the stories they shared. Sharing partially written, interim research texts, the NSMs and I together co-composed the text and unfolded aspects of their experiences to write the research texts as narratives.

The Research Text: Introduction to the NSMs' Narrative Accounts

Different social scientists define the term *narrative* differently. For instance, Polkinghorne (1988), a psychologist, defined narrative as a way to organize events and human actions and emphasized paying attention to "rudimentary aspects of an experience" (p. 6) as it is

lived, experienced, and interpreted by the individual. According to Riessman (1992), narrative refers to a "talk" where the individual takes the listener in their past to recapitulate the important events that have a "consequential" value, that is, those events that have resulted in some sort of change. Sarbin (1986) claimed that

> The narrative is a way of organizing episodes, actions, and accounts of actions; it is an achievement that brings together mundane facts and fantastic creations; time and place are incorporated. The narrative allows for the inclusion of actors' reasons for their acts, as well as the causes of happening. (p. 9)

Defined by Geertz (as cited by Phillion, 2005), narrative is a meaning-making process, which involves "the way we make meaning as we reflect in the past, form accounts of change over time and place, and weave facts and interpretation to craft coherent account of complex experiences" (p.3). Bruner's (1986) definition is closer to story-telling as a notion of sense-making described by narrative researchers, Clandinin and Connelly. Bruner (as cited in Phillion, 2005) considered narrative as the "primary" way that "human beings think, make meaning of experience, and communicate understanding or experience" (p. 3). These researchers have used the term *narrative* in two ways. Some researchers (such as Reissman, 1992) refer to narrative as the *product* of one's experiences and others (such as Polkinghorne, Sarbin, Geertz, and Bruner) consider narrative as a *process* of meaning-making and organization of one's experiences. However, these researchers stress the organizational aspect of narrative and its temporal dimension; that is, narrative not only allows organizing events in a way to bring out the meaning for the individuals, but also sets the events on a past-present-future continuum, including the time and place of the events.

To differentiate between the process and product form of narrative, I call the events shared by the NSMs during interviews *stories* and *storytelling* as a way to order events and thoughts in a coherent way (process), and the analysis chapters in my study refer to *narratives* (product). To order the events of the NSMs' narrative accounts (Sarbin, 1986), I used the interview sub-headings as a guide. The narrative accounts are divided into out-of-school, K-12, pre-service, and in-service experiences.

In each chapter on the NSMs' narratives, I describe my experiences in the schools with the mentors, but also make connections with my identities that I carried with me in to the field. Clandinin and Connelly (2000) call this "wakefulness" to one's own biases and interpretations of the happenings based on one's past and current experiences. In the four narrative accounts, I add interpretive commentary to make connections between the text I was writing and my own experiences and also to highlight the aspects of the three commonplaces framework. The statements beginning with the following phrases are interpretive in nature: "*It is reasonable to argue*…," "*I could infer/ see*…," "*the above/this quote suggests*…," and similar phrases.

In the beginning, I struggled and experienced tension between writing about the unique experiences of each NSM that led to who each is today and writing something that could be generalized across the four narratives. Similar to many new researchers, I did not want my work to be judged as being not good enough. Reducing one's research text only to themes that could be generalized across participants is referred to as the "reductionist invasion" tension (Clandinin & Connelly, 2000, p. 142). This tension lingered for a while. I chose not to reduce or foreground common themes, but rather to discuss the richness of the NSMs' experiences. My approach was based in the work of Richardson (1995): I wanted to present findings in a way that was "faithful" to the lived experiences of the NSMs. Richardson contended that "sharing in great detail the

complexities and nuances of something being studied has greater value for understanding and contributing to change than generalizing," and this can "bring silenced voices to center stage..." (pp. 63-64). I also believe that doing narrative inquiry with novice mentors and sharing their prior experiences in detail fore-grounded their conceptions about the work of mentoring. The purpose of this section about the participants is not to analyze critically what they did, but rather to provide insight about their past experiences and to connect dots to their current mentoring practices and decisions. Analyzing mentoring practices in light of the literature about mentoring will be done in the discussion chapter.

Chapters 5-8 present the mentors individually in the order by who was first to agree to participate in my study. In the narratives, I called the participants with their full names or second names (pseudonyms), only when I wrote about my first day in their schools. This also shows my transition from being formal and uncomfortable in the first meeting to a very friendly relationship with each of the participants. I used initials for the interns' names throughout the narrative. Besides narratives about mentors, you will also read my story, my memories from the past, and my recollections that were refreshed during the interviews. Acronyms are used for the schools where the NSMs worked, to maintain the anonymity of the research sites.

While reading the narratives, you might think that not all of them were truly novice to mentoring, especially Julia. But I argue that, while Julia had mentored newly inducted teachers—and one intern from the eight-week program—in the past, this was her first time mentoring an intern for a year-long internship. Although she had several years of experience mentoring new teachers, Julia's story was fascinating because, by the end of the internship year, she suggested changing her approach with interns in the future. I talk about her reasons for doing that in her story. Daniel had mentored two interns: one from MWSU and the other during an eight-week

internship, which was couple of years back. One was successful, while the other was given to another teacher mentor. He had fifteen years of coaching experience behind him, and could draw his decisions from his coaching experience, yet he fulfilled the criteria of selection; that is, this was only his second time mentoring for MWSU. Several years back, John also had mentored two interns. The year of my study was John's second mentoring experience with the MWSU. It was Neil's first time ever to mentor an intern. However, he too had served as a sports coach.

While writing my narrative accounts of the NSMs' experiences that have informed their mentoring practices, I specifically paid attention to my three-dimensional analytical framework: temporality, sociality, and place (Connelly & Clandinin, 2006). By paying attention to the *temporal dimension* of the NSMs' experiences, the mentoring practices of NSMs could be related to their past experiences as learners and teachers, and the origin of their mentoring practices could be considered. *Sociality* not only describes personal conditions and social conditions, but also points out factors that have informed the NSMs' practices. In my study, personal conditions specifically refer to the NSMs' purpose of mentoring, views about mentoring, their goals for their interns, and the role(s) they defined for themselves as well as their accounts of their hopes for their students as teachers. Some of the social conditions could be (but were not confined to) the NSMs' views about the role of the administration, the relationship between teachers in their department/ building/ school, the availability of resources, the role of interns during internship, the time involved, the teacher's evaluations, curriculum implementation, etc. I have used the terms "relationship" and "interaction" frequently in the narrative accounts of the NSMs. The term "interaction" refers to a short engagement between NSMs and some significant other that they described as having influenced them. For example, Neil's interaction as a beginning teacher with the school administrator at the urban school was a

short engagement after his interview. The term "relationship" refers to a longer engagement between the NSMs and some significant other. For instance, Julia was still in contact with her mentor during induction at OPS.

Place represents the concrete space where I conducted the research as well as the spaces the NSMs mentioned during their interviews, for instance, their childhood neighborhood, their high schools, their internship school, their teacher education school, the school where they started their career as teachers, and, most importantly, their current schools. The individuals' identities are inseparable from their experiences in a particular place or in places, and also from the stories they tell of those experiences. In my study "place" refers to the schools and classrooms and their where the NSMs taught, and the places where the interviews were conducted. General demographics of the participants are given in Table 4.1.

Table 4.1. Demographics of NSMs

Participant's name/ school context	**Teaching experience at the time of my study**	**Mentoring/ coaching experience**	**Intern during my study**
Julia Brad/ urban school	21 years	Experience of mentoring teachers during induction; 2nd intern	Male (non-traditional teacher preparation program)
Daniel Obe/ rural school	14 years	Had 15-year coaching experience; 2nd intern	Female (traditional teacher preparation program)
John Fred/ urban School	18 years	2nd intern	Female (non-traditional teacher preparation program)
Neil Kent/ rural school	9 years	1st intern	Male (traditional teacher preparation program)

Chapter 5

Julia Brad: A Passionate Teacher and a Mentor

"I love teaching, that's why I love mentoring because I want to see people who have my excitement, go out and teach other kids."(Julia Brad, Introductory Conversation)

The above quote is Julia's description of her passion for teaching and mentoring. When I met her, she seemed nothing less than what she described herself to be – enthusiastic, passionate, and open to learn new teaching ideas.

Julia was very verbal about what she did as a teacher and as a mentor. During the five interviews, Julia and I discussed several mentoring practices she either talked about engaging in or I saw her doing during class. This chapter describes only those mentoring practices that Julia talked about engaging in and her past experiences that have informed her mentoring practices. As a mentor, Julia mainly focused on planning, debriefing (which included reflection and feedback about intern's teaching) and modeling. From Julia's stories about her experiences, it was obvious that *sociality* (personal values and social conditions) played a significant role in informing her mentoring practices. In my study the temporal dimension of NSMs' experiences started in their past (as learners and teachers), moving to their present (mentoring practices), and looking to the future (imagining change). Within the overall *temporality* dimension, as I write about Julia's personal and professional histories, I focus on the *sociality* and the *place* dimensions of my study, which is followed by description of Julia's main mentoring practices in relation to her past experiences. It is also important to mention that the *place* where all interviews with Julia were conducted was her classroom.

Meeting Mrs. Julia Brad

Julia Brad was the first mentor to respond to my email for participation in my study. It was a chilly morning in mid September. I could feel Mother Nature getting ready with art supplies to paint the surroundings with gorgeous fall colors. As always, I was anxious about driving to a new place and being on time for my appointment. Just the very thought of being late fueled my anxiety. I arrived thirty minutes earlier than the scheduled time. I was looking at a brown bricked, three-storey building of JPS, where Mrs. Brad taught. With two long wings flanking a spired tower, the building was the collegiate gothic architectural marvel of the early 20th century. The school's student demographics included sixty one percent White, thirty three percent African Americans, and the remaining six percent a mixture of Asians, Latinos and Mexicans.

With all the stories I heard about urban schools during my practicum echoing in my head, I entered the administration building. I was welcomed by a smiling lady in her late 50s or early 60s. I told her that I was there to meet Mrs. Julia Brad. At first she gave me directions, but then she decided to walk with me to the nearest entrance and let me in with her card. It was very kind of her indeed. She opened the door of the building and said, "Do you see those window-type doors extending in to the hallway?" I said, "Yes." She very politely said, "That's the main office. Go in there and let them know that you are here to meet Mrs. Brad." I thanked her and wishing her a good day, I walked toward *those* doors. There too I was welcomed by a smile. I told the secretary the purpose of my visit and she called Mrs. Brad. After confirming, she requested a security guard to take me to Mrs. Brad's class.

As I walked with the security guard, an African-American, I observed clean hallways with posters of encouraging quotes and no windows for the sunlight to come in; however, the

hallways were very well lit. For a moment, I felt myself as a prisoner, walking with a guard to my jail room, just like it happens in Hollywood movies, except I was not wearing orange jail clothes, and I was not handcuffed. That strange feeling remained with me for a while. The uneasy feeling might be because of the fact that in the schools I attended as a child, the classroom doors always opened onto a veranda. I was lost in my thoughts when the guard, for the sake of conversation, started explaining that the hallways were quiet because *the kids* were in the classes. I smiled. Before I could respond, he asked how long would I be staying with Mrs. Brad. I had a short reply with a smile, "As long as I could sit." We took stairs to the basement and he showed me the classroom, wished me *good luck*, and left. He was very courteous to open every door for me. My visit to JPS was different with respect to my prior visits to urban schools during my practicum. I did not have to go through the scanning machine, there was no bag search, the hallways were clean, the guard was really polite, and he smiled a lot. Another thing I noticed is that when students moved from one class to the other, I never heard security guards asking students to "*move*" or "*hurry-up*" at the top of their voices.

The class was in session when I entered the classroom where I would spend much time during my data collection year. The classroom was big and spacious, with laptops connected for charging. Students' chairs and tables were set up in the front of the class, facing each other. The working stations, also facing each other, were at the back of the classroom. The boxes set on the cupboards and drawers in the cabinets were clearly labeled. The pipes were naked, and I wondered whether they were intentionally left like that or if the classroom had once been a basement. I was welcomed by the friendly face of Mrs. Julia Brad, a white teacher in her mid forties. I noticed that her accent was different when she introduced herself. I apologized for being earlier than the appointment time, as I looked for a place to sit near the working stations. The

students in the class were busy making paper bridges, and Mrs. Brad was keeping track of the time. I saw her intern, Mr. DK, smiling from a distance as he was moving around the tables. Everything in the class was well organized, and it revealed a lot about Mrs. Brad as a teacher.

The workstations were arranged in a way that at least two groups would interact with each other while doing work. Yet, I had a strong feeling that Mrs. Brad was a firm teacher, she liked to maintain order in the classroom, and she kept her authority as a teacher. She did not seem to be a teacher who would let kids take the lead in the class or let them decide the direction of the discussion. She gave enough space to her students to let them interact with each other and herself. I wondered about Mrs. Brad's motivation behind setting up her class in this particular way. Was it about control or orchestrating her lesson plan to meet certain learning goals for her students? I also wondered about her intern, Mr. DK. What did he feel in Mrs. Brad's classroom and I wondered how he managed the pressure of her strong and firm personality as a teacher? Is Mrs. Brad's firmness as a teacher reflected in her mentoring?

After the class the three of us sat at a table and started talking. I felt so comfortable during the introduction. Both were welcoming and friendly. We talked about ourselves, our passions, interests, and why we do what we do. Mrs. Brad was very confident, and as I write her story, I can hear her say about herself and her colleagues, "*We all are great teachers and we want to share it with others."* She also said that she did not care who came to her class because she was good at what she did. To understand the origins of Julia's mentoring practices, I have put her experiences in chronological order – out-of-school experiences, K-12 experiences, pre-service experiences, and in-service experiences.

Out-of-School Experiences

In this section, I present Julia's experiences with her family, her educational background, and her initial quest for teaching.

Julia's "Science Oriented" Family

I asked Julia about her memories about learning science during her childhood and schooling in our first conversation in January. She was born in a family with strong science and education backgrounds. Julia called her family "science oriented." Her grandfather was a teacher, her father was a computer programmer, and her mother worked as a nurse. Julia said that ending up in science education was not a "huge stretch" from what she was used to. Her family valued teaching and nursing as the two professions that could provide opportunities to females to spend time with kids. She had seen her mother taking care of her and her sisters when they were young. Julia's mother strongly believed in this role of a female, as did her father. It was quite natural for Julia to find her passion in teaching or in the medical profession. Julia said, "My dad wanted teachers and nurses and that's basically what he got!" Julia's middle sister worked as a nurse, and her youngest sister was a professor at a college.

Julia also shared some fond memories of spending weekends with her dad as a very young child, taking off roofs and putting them back on. "So from the time I was probably four years old, I was with him two to four nights a week working on a house and probably all day most Saturdays," Julia shared. She elaborated that her experience of ripping-off and putting roofs on with her dad geared up her passion for engineering later on as a student. According to Julia, the learning she gained at home provided her the basis for her future path. The experiences Julia shared reveal the origins of her passion for science, teaching, hands-on learning, and her strong personality disposition. The stories also show Julia's values while growing up, relationships, and

interactions with her family members.

Julia's Educational Background

Initially, Julia wanted to be a doctor and pursued an undergraduate degree in pre-medicine from a university located in the South Atlantic Region of the US. During her admission interviews for medical school, Julia realized that medicine was not where her "love" was. So she went back to college to get her teaching certificate in physical science to become a certified science teacher. Julia had a Master's in physical science from MWSU. Next I discuss Julia's K-12 experiences, which she shared briefly.

K-12 Experiences

When I asked Julia about her school and her science teachers, she shared her own passion for doing hands-on activities. She said that as she moved through school, she did not remember any specific science related activities that she liked or disliked during her elementary schooling. In a jubilant voice she added, "… but I know that when I moved into high school. I absolutely loved my science classes." Her fascination related to her high school learning was a result of Julia's own "love for understanding how things worked." For instance, she mentioned that she enjoyed biology because she "liked cutting things apart and seeing what was inside living things as well as taking electronic things apart." Although she enjoyed studying biology and chemistry, she "loved" applying physics principles to her understanding of the world around her. As a student, Julia was excited and eager to apply her childhood understanding of construction in her science classes and eventually in her classes as a teacher. It also seems that she carried on and integrated the "fun" part of learning in her teaching as well.

> So that part of what I do [teaching], I enjoyed very young and I learned to do it [hands-on/fun] very young. I was very good at it when we did it in school because I had already

had experience with it. When they told me to build something in science, it was, "Hey, let me go at it! I've done this a billion times with a big house, what's the difference if I'm gluing stuff together or actually screwing it with a screw gun?" So to me, that kind of stuff was just great fun.

Julia's description of why she loved science subjects illustrated her passion for hands-on work and to understand how learning from science classes were related to her real life experiences. It seems reasonable to argue that Julia might have enjoyed her high school more than her elementary school because her high school science teachers employed Julia's style of learning with lots of hands-on activities. Was Julia's passion to do hands-on work reciprocated during her pre-service period – during her teacher education (TE) courses and her student teaching?

Pre-service Experiences

Julia's Experiences as a Student Teacher

In our initial conversation, Julia talked about her TE and her student teaching. She mentioned that "it had been twenty-three years" and most of the things were blurry in her mind. Julia told me that her TE program was big on Bloom's Taxonomy at that point, and on higher order thinking skills. At the time when she was in college, she continued that she did not feel "like they [TE] were necessarily great at preparing you to teach." Although Julia appreciated that she was prepared well for content delivery and what "kids" needed to know, she thought that the aspects focused on in the program were necessary but were not applicable to real teaching situations. She also said that she did not feel prepared to teach the state standards, but she also remembered that the state standards were not "as well-nailed-down as they are nowadays." She completed her TE program in a college out-of-state.

After her TE coursework, we turned our discussion toward the student teaching. I asked

Julia about her student teaching experiences. She told me that her experiences as a student teacher were not very productive. The duration of the student teaching was one-semester long. She watched her mentor teach for four weeks, and then took over all his classes for eight weeks. She had a few weeks at the end of her student teaching to watch other teachers.

Julia Brad's student teaching school. "It was a small private school," Julia said. She talked about the school culture and the students in general. She remembered that the students "paid" to attend school and parents were more involved in their kids' studies. The parents expected their kids to do homework, and the students did not have other responsibilities outside the school like most of the kids in public schools now. Julia told me that her mentor was the only biology teacher, and there was another female teacher who taught both chemistry and physics. Julia also mentioned that because her mentor and the other science teacher were teaching different subjects, they did not work together much.

Julia's mentor teacher and his practices. As we continued our discussions about Julia's experiences as a student teacher, I asked Julia about her mentor's practices. She told me that it was not a great experience for her as far as "how to teach" was concerned. She said that she student taught with a teacher who was "really good at things like story-telling." She added that he "spent a lot of time telling stories, not about science, and just having the kids copy notes off the board." On the basis of what Julia briefly shared about her mentor, I assume that her relationship and interactions with the mentor were not productive as per her expectations.

It was not just the initial conversation during which I heard some *discontent* in Julia's voice. I assumed that the source of the discontentment that I noticed was not mainly because she did not learn to teach (she said that she learned "what not to do"), but maybe because of her personal learning style as a student and because of the difference between her ideal of what

"good teachers do" and her mentor's teaching style.

If Julia's mentor told stories, I was curious to know how they planned lessons and the kind of feedback did she receive from him. She laughed and said,

> Very little. He basically said, "Here's the next chapter and here are the notes I give." And he pretty-much just threw them on the board and the kids copied them. And he didn't do any labs that I ever saw. So I had very little help from him… He gave me some feedback, but I didn't feel necessarily that it was extremely useful. I really felt like he enjoyed the time off more than he really wanted to help me be a better teacher.

The above quote illustrates Julia's relationship and interactions with her mentor, and also highlights what she valued. For instance, the mentor's teaching profile did not match with her views about effective teaching. The interactions between the two seemed to be short and did not involve discussion of any sort between the two. Having short to no interactions with mentor could result in a distant to no relationship between Julia and her mentor. Julia considered her student teaching as "bad time." According to Julia "…that bad time didn't necessarily discourage me. Because I knew I wanted to be a teacher…" She added, "I'm sure if I wondered, at that point, if I wanted to be a teacher that would have discouraged me." Her quote shows her strong commitment to become a teacher, and the *temporality* of her own experience about how she felt then.

I wondered if Julia did not appreciate her mentor taking "time off" rather than helping her, what Julia's activities was involved when her intern was teaching the class. Though I had some sense about it because I had spent time in her classroom, but still I found it to be very fascinating when she said, "I am still here… Even though DK is teaching them right now, they still belong to me. They need to get the best education they can…" I saw several times, Julia

working on her stuff during Mr. DK's teaching, she said, "…since I never completely step away from paying attention to what he's doing so that we can deconstruct when he's done." Because Julia's mentor was not there to give her feedback about her teaching, it would not be wrong to say that as a mentor she wanted to be there for her intern and for her students to make sure that her students were learning and that she could give "helpful" feedback to her intern. As she said, she learned what not to do as a teacher from her mentor; she also learned what not to do as a mentor. Julia's mentioning of what she "learned to do or not to do" as a mentor from her student teaching experience, reflects how the *temporality* (past experiences) and the *sociality* (her values and interactions/relationship with her mentor) informed her own practices as a mentor.

I could see the *sociality* in learning experience as a student teacher, her personal values especially her morality as a teacher and a mentor, and her upbringing informing her decisions as a mentor. One might think that Julia had a controlling personality. I believe that being the eldest who had spent much time with her dad (who seemed to be very decisive), the controlling element came very natural to Julia. But there was also morality involved in her controlling part as well. Julia said, "I'm responsible for my students' learning." As she mentioned, it was her "primary responsibility" and her "moral duty" to make sure that her students got the best education, and if that required her to sit and have "an ear out about what's going on," while her intern taught, it made sense to me. Julia's quotes provide a contrast between her personal values with respect to teaching and mentoring, and her relationship with her intern and students with her own mentor. She described herself to be more involved and concerned about her students' as well as her intern's learning by making sure that both students and interns were getting what they were suppose to from being in the classroom with her.

Role models. Julia also had to observe other teachers in her student teaching, and I wondered if she had any role models. I asked her about this, and she replied, "No." She told me that her mentor was a "very nice man, but not one that I would consider a good teacher or one that got kids really excited about biology." Again, Julia's profile of a "good teacher" (who does labs and demos) filtered her views about her mentor as a teacher, and illustrates her preferred style of teaching. Thinking about role models took Julia back to her high school teachers.

Julia's "fabulous" high school teachers. Julia mentioned that she had " really good teachers in high school, and so I knew what a good teacher was and I knew what I wanted to be as a good teacher... and the parts of science that I really liked." She further added,

> I had some fabulous teachers in high school. You know, the teachers who really made me feel like I understood the subject matter through the hands-on part were the ones that I felt like I enjoyed the most, where I had lots of labs and I felt like I could apply the things I was learning in class. I think science especially is about doing, not sitting and listening. And that, unless your kids are really getting up and doing stuff and playing with the stuff, they aren't really getting the full experience of science.

Julia idealized her high school teachers, and their teaching practices defined what "good teachers" do that is make science learning "fun" with lots of hands-on activities. Interestingly enough, Julia did not "remember specific times or things" she liked or disliked in her elementary school. It seemed instinctive for Julia not to relate to her mentor teacher or elementary teachers, and to think instead about her high school teachers because of her own views about learning and teaching that originated as a result of her childhood and high school experiences.

The next section presents events that Julia described to that seem to have significant influence on her mentoring.

In-service Experiences

After completing her education, Julia spent two years in a very "small Christian school" located in the west of a Midwestern state. She was the "only" science teacher for junior high and high school. She taught biology, chemistry, and physics to 7th -9th grade students in one year. She laughed when she recalled her first year as a teacher. She added, "That was like craziness, but it was a small school so, you know I was the science teacher." Julia moved to her current city and school (JPS) after marriage, where she has been teaching Physics and Chemistry to high-school students for last twenty-one years.

JPS: The "Good High School"

During the introductory conversation Julia mentioned that JPS was "good as a high school because we did a lot of experiments" and the teachers in the school did "a lot of things I do." Here I could see Julia's liking of hands-on activities, as a child, and her definition of a "good school" or "good teachers" from her high school, as a teacher. I wanted to know more about JPS. But several times without even my asking, Julia mentioned how "wonderful" JPS culture was for her as a new teacher and as a veteran science teacher. For instance, Julia mentioned,

> … if you get hired by a good school, when you come in and it's your first, second, third year, you're *going to be paired* with someone else who is doing almost the same thing and *they are going to help you every step of the way*. Maybe not help with what you're teaching, but somebody in that school usually will.

Julia lauded her colleagues, the collaborative working environment, and administration for pairing newly inducted teachers with veteran teachers for three years to help them "settling in" at JPS. The italicized part of the Julia's quote shows that her idea of a "good school" and also

highlights contextual factors such as the role of school administration during induction, and relationships and interactions among teachers.

The JPS culture. Julia's views about collaborative relationship among teachers where not restricted to her high school teachers. While talking about the culture of the school, she highlighted interactions and relationships among the science teachers at JPS. She ascribed the success of the science department at the district level to the strong bonding among science teachers, which illustrates the *social conditions* of the *sociality* dimension in my study. According to Julia, the culture in the science department was collaborative. There were nine science teachers in the building. Three taught chemistry at all levels, four taught biology full time. Julia taught mostly physics and engineering classes. She also taught chemistry when needed. They all worked closely with each other. Julia credited her work to the culture of her department. She said, "I think part of what you do in your school has to do with how close your teachers work together… when we get together, we can talk about, you know, okay how does this work for you, what did you do with this?" They shared lesson plans, and the details of labs they did, electronically with each other to help other teachers tweak lesson plans and labs according to their teaching styles and student population.

Julia defined her department to be "a very tight-knit group" that helped new teachers to develop a "close relationship" with everyone and to "feel a part of the group." Julia shared that the essence of collaboration among science teachers rests on the idea that no one can do everything by himself or herself. "There's just not enough time in this world to be able to be a phenomenal teacher in every subject," Julia said, laughing. This collaboration had produced four *Teacher of the Year Awards* at the district level in her department in the last ten years and Julia was one of those four science teachers. She believed the department was "top notch," and the

kids were getting a "top notch science education" there. She firmly believed that if students chose to take science with them, they could "do anything, anywhere."

Julia's mentioning of the word "anywhere" in the quote illustrates to some extent that one's performance is not affected by the physicality of the *place*, but rather it depends on the relationships and interactions among people within a particular space. It also reminds me of the school where Julia taught for two years, which according to her was a "small school." While describing the school, she talked about the number of science teachers and the lack of interactions between science teachers.

The days I visited Julia, I did not see her intern going to observe other science teachers. She said that it was because she was the only Physics teacher in the building. She added, "We [the science department at JPS] own the interns. DK is not just my intern." JPS culture, as Julia mentioned while talking about her mentoring experience with new teachers, was supportive for her as a mentor too.

Relationships with her mentor and other teachers at JPS clearly helped Julia to become the kind of teacher and mentor she wanted to be, and they have informed her mentoring practices. If she had not paired with a mentor when she joined JPS, or if she did not get the support for the kind of teaching she wanted to do from administration or from her colleagues, Julia might not be able to reflect on and assess her practices so confidently. Julia's passion was reflected in the way she spoke and shared information. She believed that she was in the "best school" and among the "best teachers in the country." The *social conditions*, especially with respect to collaborative relationships among the science teachers made JPS the "good" school and the teachers the "great" teachers in the country.

"Carrying on his [Julia's mentor] traditions." As Julia commended the collaborative working environment and her colleagues at JPS, she praised the "informal mentor" she had as a new teacher. Paul (a pseudonym), her mentor, taught right across the hall. When she talked about mentoring practices, she referred back to him several times. She said, "I'm carrying on a tradition that he carried on with me to make me a good teacher when I came to this school."

Though Julia never said it explicitly in any of the interviews, yet from her stories, it was obvious that she referred back to her mentor Paul whenever she found herself stuck. Her mentoring experiences with new teachers were very successful, as Julia mentioned several times. She said that she told the new teachers to "Follow me. Do exactly what I do one day later, just like my mentor teacher did with me." It would not be wrong to say that Paul had left a positive image about what teacher mentors do in Julia's mind. Because she did not have any other image in her mind, she had continued and most probably will continue to mentor in the same manner, until she finds a better model of mentoring to follow.

Paul's "traditions." I wanted to know Paul's "traditions" and what specifically he did to help Julia become a better teacher. So I followed up with her about the "*mentor across the hall*." With reverence, Julia said, "He kind of took me under this wing when I first came here. Obviously I was very young, newly married."

Besides helping Julia in her day-to-day school routines and managing her classroom (for instance, "What happens if a kid mouths off, how do I get the supplies I need for my classroom?"), Paul helped Julia to settle in by sharing his teaching materials. He was more involved with Julia in her first year of teaching and gradually stepped out. Julia told me,

> The first year, he kept me right up with him by giving me everything he gave to his class for that day. He would then have me do it the next day so I was always one day behind

him. So I could always sit in his room and watch him teach it for an hour and go to my room and do almost the same thing. And he would set up the lab so I didn't have to spend extra time doing. He would do them one day, then pass them over to my room so I could do them…The second year, he stepped back a little bit and kind of let me do my stuff. I had his lesson plans now, I kinda knew what he was doing. Let me change the things I wanted to but kind of made sure those certain things were taught.

After stepping back, Julia mentioned that Paul checked in with her once or twice a week to keep track of the time, to make sure that she was stressing important parts that were going to be on the final, and to look over the homework. Paul was approachable and available to her. If her students did not understand some part of the content or topic, she would ask Paul to explain to her how he taught that part, and she would try to teach the content in the same way that Paul did.

Julia also mentioned that Paul gave "very good feedback on things I could change that would help my kids get to where they needed to be." I asked if she could give me an example of the kind of feedback Paul gave her. Julia stated,

> Well, there were times when he would say, "Okay, you need to move faster or you won't be done when it's time for exams. So, in your lesson plans for the next week you can drop, probably, these three things and replace them with something shorter or don't replace them at all, just travel through the things that are important.

Paul also helped Julia with pacing of her lessons to keep her schedule, and suggested that

> It would be nice to be able to slow down so that you could catch every kid, but you just can't. You have to make an effort to find extra times for those kids … if they don't put in the effort, you pretty much have to let them get behind, because you have to keep moving or your best kids won't get to where they need to be by the end of the year.

Julia shared that she learned from Paul the balancing act between having fun with students because they were "kids" and sometimes holding them responsible because "they were young adults." It seemed that Julia carried on her mentor's advice during her twenty one years of teaching, and setting example for the new teachers she mentored. I saw students coming to Julia's classroom during her lunch hour, or as she mentioned in a later conversation before school, to finish their work.

Julia observed Paul during the beginning years of her teaching. I was interested to know why she observed Paul's teaching and what aspects of teaching he stressed to notice in his teaching. She mentioned that the "big ones" he stressed were

> What parts of the curriculum were really the most important, what kind of relationship did he have with students… how did he conduct himself with students, so that I could try to build relationship with students the same way, what kinds of labs he thought were important, and where did the students have problems on those labs when I watched him, so that when I did it I would know where my students had problems ahead of time.

Paul, her mentor, had directed Julia's attention to the "big ones," which were the curriculum, the relationship with students, labs, and understanding particular spots students would find difficulty in understanding. Julia was passionate about teaching "kids." Her mentor endorsed her passion by focusing on the relationships with students, as illustrated in the above quote.

What Paul did for Julia was not only evident as she shared his story several times in different interviews, but it also left a significant image of what *"good mentors*" do to help someone becoming a better teacher. Interestingly enough, I noticed Julia doing the same for her intern Mr. DK, although only some of these aspects (such as relationship with students, modeling and "big ones" to notice, curriculum, etc.) became focus of our conversations when we talked

about her mentoring practices. But before I delve into Julia's mentoring practices and discuss how her practices were reflective of her induction experiences, I like to share the passion of Julia as teacher. The next section not just illustrates Julia's passion; it also presents important aspects of her teaching, which could have informed her mentoring practices.

Julia Brad: A Passionate, "Fun" Loving, and Goal-Oriented Teacher

Teaching was not just Julia's passion; she wanted to contribute to preparing new teachers that could teach with the same passion that she had. Julia wanted to share with and instill the same enthusiasm and fervor for teaching and learning in her students and interns. I wanted to know the source of her passion. She shared that her determination and passion to teach and mentor came from her religion. She believed that she was what her "Lord and Savior" wanted her to be. She said, "If this is what He wants me to be, a person who helps others to find their way and become better at what they choose to do in the future, I want to be that person."

Julia's personality resonated with mine in two distinct ways – her spiritual inclinations and her controlling nature. I wrote about myself in the introduction and the analytical framework chapters, about Jesus being my closest friend and about my inclination to be in control of the things that I am responsible for. Although my research-driven sensibility about mentors giving space to interns to practice teaching was in direct conflict with what Julia did, yet at a personal level I found myself agreeing with her idea of staying in her class while her intern taught. Meeting her and spending time in her class was an exuberant experience in many ways.

Julia's Goals for Students

Julia while sharing her goals for her students told me that JPS was not among the wealthiest schools, and students from varied socio-economic statuses studied there. She commended JPS for providing equal learning opportunities to all students. As a teacher, Julia's

goals were to get every *kid* in her classroom to see who they could be, and to make her students *love* science. Julia wanted her students to think that they could get their dream jobs, and even if they did not, at least, they had "worked their hardest to get" where they wanted to be. She gave an example:

> I have two seniors right now in my classes that I know are leaving here and going into an engineering school. They would never have done that had they not had the experience of taking engineering classes here, seeing what kind of jobs are out there in engineering, seeing what they're capable of in that field, and understanding what that job involves. They would have never even thought about that for themselves.

As a teacher, Julia had a clear goal- a goal that matched well with her philosophy of being a person who helps others to be better at what they choose to do. She wanted her students to know what was in store for them, and to think beyond their initial future goals. She wanted her students "to always be learning their whole life," and to think, "When I'm bored with this job and I no longer enjoy it, what can I do to take my next step?" Even if her students did not reach where she thought they would, she did not want her students to leave her class disliking science.

Julia's personal desire to provide her students the best education, her hope to help them find their dream job, and her moral duty as a teacher to teach to the best of her ability, made it difficult to give her class to interns to teach. Julia remarked, "…giving my class to somebody else to teach even for a short period of time, is very difficult to let go of, not only what I consider my responsibility to the kids but my relationship with the kids…" She added, "So even though they're teaching my class, I'm still really in charge. They [the interns] have to do what I say because they're still really my students. The parents still expect me to be responsible."

Mr. DK was supposed to teach the periodic table and electronic configuration for two consecutive hours. Julia took over the second hour and taught the same content. After school in the debriefing she said,

> …in the first hour they really didn't understand why they were doing it, so it made it very difficult for them to peg what they were doing in their head was something that made sense…I think both classes probably got almost the same thing but his kids didn't really understand what they're doing and why they are doing it, till they got to the last five to ten minutes, whereas mine by the time I started doing it on the board, they were like 'We got it. Now let's go, We got It, leave us alone.'

Her priority was to make sure that her intern covered the materials that the kids were going to be tested on really well, but also to model how to teach the content and discuss later what she did differently in her class.

Meet the "Substitute Teacher, Mr. Mole"

I emailed Julia to see if I could attend the Mole Day on October 23, 2012. It was a day when chemistry was celebrated in her school. In Julia's words, "It's less learning and more fun!" All day long, chemistry teachers had little riddles and word pun activities in their Chemistry classes. Julia was special. To my surprise, she wore a mole costume in all her chemistry classes, and she called herself "Mr. Mole, the substitute teacher." She put mole pictures around the class, and the students had to match the names given with the pictures, for instance, guaca***mole***e. Previously, she had put those pictures all around the department in the building, and students had to report where they saw a picture. I thought the fun activities were the highlight of the mole day.

When students came to the class, they listened to the mole song (lyrics in appendix). Julia had posters to go with the lyrics, and she sang the chorus. It was not just the mole song, students

had some activities to do, and after the activities they heard and sang the mole song again. I did not see other teachers wearing a costume. Julia proudly said, "My kids will remember one crazy teacher who dressed up like a mole, and most probably, the value of the mole too for the rest of their life." Mr. DK said, "In [his country], teachers can't think of doing this." Julia laughed and asked me, "Would teachers in Pakistan do something crazy like this?" I replied, "No."

In Julia's class, I heard so many students humming the mole song or singing it loud while doing activities and repeatedly saying the value of the mole. Julia might be right; many of her students will not forget the value of the mole – 6.02×10^{23}. I remembered it too!

The fun-loving, caring Julia was a firm teacher, in her words too. She validated my initial thoughts about her as a teacher. She defined herself as a very strict teacher who expected a lot from her students. Her expectations and strictness were conveyed to her students in the class, for instance, getting their homework done. Julia affirmed,

> I do my best to be very clear about what they [students] are expected to do and give them many opportunities to get help when they need to, so that they know way before they ever get to the point of taking a test, whether they know the material or not, and that if they don't know the material, they need to come and see me and get extra help. So I tend to be relatively strict, although I teach upper level of kids so I don't have to um, be quite strict as about the rules as I do about getting homework done and getting it done on time and that kind of stuff.

Julia's "fun" oriented teaching was a reflection of her own learning style, strengthened by her high school science teachers. The meaning Julia made of her experiences as a child and as a high school student she carried with her into her teaching practices. Here Julia's experiences as a learner and a teacher ends. Before I dwell into her mentoring practices, it is important to revisit

some of the important aspects of Julia's past experiences that have informed her current mentoring practices, such as her strong and controlling personality as the eldest of her siblings, her passion about teaching and moral responsibility for her students' learning, her ideal science teachers and preferred style of teaching, her mentors during student teaching and induction, relationships with students, other teachers and interns, and being an organized and goal oriented teacher. Julia emphasized more on the personal and social aspect of characters and places on her stories. For instance, while mentioning about her family, she talked about the values they promoted and her relationship with her father, rather than focusing on the physical aspects of the place where she lived. Similarly, the high school and induction stories also focused on the role and relationships among teachers and school administration. These aspects of Julia's life not only define her personality dispositions, but also define who Julia Brad was as a teacher, which elucidates who she was as a mentor and what she valued as a mentor.

The "fun" loving yet strict, goal-oriented teacher, Julia – was she also a fun-loving, strict, and goal-oriented mentor? Did she use her experience as a student teacher or as a new teacher with Paul, to mentor her intern? In the following section, I share Julia's purpose of mentoring, views about mentoring, the mentoring practices she talked about engaging in, and the experiences that led her to specific practices.

Current Mentoring Experiences- Julia Brad: A Mentor "Friend"

Mentoring was not something new for Julia. She had mentored several newly inducted teachers through informal program at JPS. She had also worked collaboratively with the MWSU TE program and had opened her classroom for observation by teacher candidates. Before mentoring Mr. DK, she had mentored one intern who, according to Julia, was "in and out in eight weeks!" Mentoring an intern for a whole year was new to her and the first one from MWSU.

Based on Julia's past experiences, shared in the beginning of this chapter, it was important for me to understand how those experiences had informed Julia's views and purpose for mentoring. As I shared earlier, Julia considered her students' learning as her responsibility. Her moral duty did not end there. Although Julia found it difficult to be a mentor because she did not want to leave teaching her class or to stay away from her "kids," she firmly believed that it was her responsibility as well to prepare teachers who would take her place so that "students do not suffer when teachers like her" retires. She said, "And to do that, I have to train a group of teachers, that may or may not someday teach with me to be the best teachers that they can be. And so, I have never turned down a mentor situation." It seems reasonable to argue based on the preceding quote that Julia was passionate about mentoring. She considered preparing effective teachers as her responsibility. Julia was mentored during induction and she had mentored several new teachers. Those experiences had informed her views about mentoring.

Julia's Views about Mentoring

I asked Julia what mentoring means to her and how she defined herself as a mentor. She said,

> I would say mostly mentoring is being a friend. There's so many things that happen when you're a new teacher that you just need someone to tell. And the person you tell needs to say, "That's okay. That happened to me too. Don't let it bother you, it happens to everybody," because a lot of things you think are big deals really are not, and you just need someone to tell you that. You need someone to direct you when you have questions. That's the most helpful thing when you're a new teacher.

As Julia shared, her student teaching experience was not helpful, but her induction experience with Paul as her mentor at JPS primarily shaped her views about a mentor being a friend who

shares teaching materials, who provides feedback and emotional support, and who models for his/her mentee. Julia's teaching revolved around being organized and being goal oriented, so she had clear goals for her intern Mr. DK, too.

Goals for Intern's Learning

Julia's goals for her intern's learning were driven by her commitment to prepare hardworking teachers like herself. In her opinion, "To be a good teacher is a commitment that is a life commitment and not just "I'm going to do this job for a few years and then go do something else." Her contribution and role in preparing future teachers was gratifying for her, both at a personal level as well as at the school level. Her major goals for her intern's learning included helping and guiding him to find and develop his own style of teaching. Julia considered that it as one of the most significant aspects of mentoring.

Julia also said that they wanted her intern to understand what the teaching profession entails and what he should think before committing himself to teaching. She wanted to provide her intern with experiences so that he was not surprised when he walked in to his own class. She also asserted that a mentor could never prepare interns for their first class, yet her responsibility was to show what a normal class would look like and to give him as many chances to experience that. Based on her view of a mentor as a friend, and her own *positive* and *friendly* induction experiences, Julia tried to introduce him to classroom realities and to instill values about teaching:

- The job itself is never done. There's always more to do if you have more time.
- This job is something you have to love – you have to love the kids you're teaching, you have to enjoy what you're doing, it has to almost be your hobby and your job because it takes a lot more time than most people realize to do a good job.

- Self-assessing one's teaching and keeping notes.

Julia said that she did not know how much time teaching takes. She wanted to make sure her intern was aware of that fact before he actually decided to teach. As a mentor, Julia considered herself to be responsible to help Mr. DK find his own style of teaching. She wanted him to develop his own style of teaching even when using her materials, yet covering the same parts of the content. But she also believed that "it takes experience and practice" to become "good" at teaching. One of the ways to support her intern to find his own style was by helping him to focus on his strengths and work on his weak areas as a teacher.

Knowing Intern's Strengths and Weaknesses

As a mentor Julia felt it to be her responsibility to help Mr. DK develop his strengths and overcome his weaknesses. According to Julia, her intern's strengths were strong content knowledge, and his ability to not take their discussions as "personal offence." Therefore, as a mentor she was comfortable to discuss her concerns with him. She highly appreciated Mr. DK's ability to quickly apply a teaching idea, suggested by Julia, if they both thought that it was a good one. His ability provided support to Julia as a mentor. She said, "That is very useful when you're trying to teach someone, if they can apply what you've taught them very quickly and then move on to the next subject." She also added that Mr. DK's strength was that he understood the content "amazingly well," and she complimented him that he probably knew more information than her.

Julia commended Mr. DK's technological skills too. Both of them worked together on the website, which Julia thought she would not have been able to do alone. As Mr. DK developed his teaching skills, Julia helped him to integrate teaching with technology. In April, she happily shared that he had become very good at mixing all the activities into the same hour.

According to Julia, most days Mr. DK's content knowledge was not an "issue," but his timing was. She mentioned that several times he delivered a little higher than what the students could handle or a little bit lower, or a little bit slower or faster. She said that he had the "tendency to be long-winded." Based on Julia's experience as a teacher, it shows that he had the content knowledge, but he "frustrated" students, and they lost their interest in the topic. She said, "[B]asically he talks about things too much. He takes the kids too far and loses them and frustrates them sometimes in the process."

Another weakness she pointed out was that Mr. DK was not always as organized as he could be. Julia teasingly said, "I can see him laughing right now!" and he chuckled. She added that if he worked on getting himself better organized, some of the issues he was experiencing will not happen in the future. Then Julia attributed his disorganization to time. She explained that Mr. DK had lots of work that he had to do for his teacher certification program, along with other commitments such as tutoring students after school. Nevertheless, she told me that Mr. DK had started taking notes and changing his lesson plans right away.

Julia modeled the pedagogical aspects she thoughts were Mr. DK's weaknesses - timing and class management. She implied that if interns learn to manage time and students, they can delivery content more effectively. From Julia's experiences, it was obvious that she enjoyed demonstration and was very excited about showing others how to do things. Was Julia *demonstrative* in her mentoring practices as well?

Julia's Mentoring Practices

During the second interview, when I asked Julia about the activities she associated with mentoring, her prompt reply was *co-planning*. She also talked about "showing" her intern what she did or wanting her intern "to watch her do" certain things while she taught. So she also

"*modeled*" teaching. In almost all interviews, we talked about her feedback about Mr. DK's teaching.

Co-Planning

I asked Julia to talk about what her co-planning looked like in the beginning and whether it changed as her intern gained more teaching experience. She told me that co-planning started with Julia having the major responsibilities and helping Mr. DK. In February, the second month of lead teaching, their relationship moved to a point where Mr. DK had the major responsibilities and Julia was still helping him as the expert. She said, "In the beginning we went through about all of it [lesson plans & other materials]. He [Mr. DK] brought in some labs that he thought he wanted to try. We took something out that I had. Now, co-planning is more him saying, 'This is what I'm going to do' and me talking about it and inputting things and taking out things." Everything was pretty much organized and set with what needed to be done, day by day, by Julia.

In March, with the start of the new trimester, Julia was able to give her intern full charge of an easy physics class. She laughingly said, "I'm going to let him kind of get loose… Now he's going to decide on what to get through what needs to be done." The focus of their conversations during planning changed to "how much will fill up the day." That is, they talked more about how much content they expected to cover, along with activities they would like the kids to do. However, it was interesting that Julia was adamant about not handing over her engineering classes to her intern completely. She had her reasons. She said that the upper physics class was more planned and since it has national test that the class had to take, she had to "keep control of those [classes]." She added that she had to make sure the "kids" got through what they needed to in order to take the final test. The other reason was that "He [the intern] hasn't been trained to

teach classes, so he really doesn't know what is on that state test." The intern assisted her in planning those classes rather than doing it on his own. Julia said that it gave him the opportunity to understand the parts of the content to be covered, or in Julia's words, "to hit hard" to prepare students for the test, something that was important for the intern to know and learn before he takes charge of a class of his own as a teacher.

The month of April changed Julia's role from a *participant* in planning to an *observer* in the classroom. According to Julia, she had moved to the point where she had shared the objectives for the classes her intern was teaching. But he was the teacher. She told him what she wanted to have taught and the materials she had. Although one of the two classes that Mr. DK taught was more "planned" or controlled by Julia than the other one, they started their conversation about what was going on in those classes and what the plan was for the next couple of days. She wanted to make sure that they were "on top of it," and if there was anything they needed to change in the plan they had already discussed.

During the after-class conversations, Julia talked with her intern more about whether they achieved the objectives, and if the students were ready for the next day's lesson. Although Julia said that she trusted Mr. DK's content knowledge, she also wanted him to reflect on the parts of content that he needed to talk about before introducing new content the following day. In the beginning she was more suggestive as oppose to asking questions. She shared, "At this point, I'm really just there to watch and give him insight before and after. So say, 'Okay, you planned this to be an hour but I think this is only going to take them forty minutes, so have something ready to go if everyone is done." They had also started talking about the timing of a lesson during their planning sessions. Julia continued,

> Like, "if you do this at the beginning of the hour, you're going to have a hard time pulling them back and doing the next thing. So instead doing this activity third, do it first and then do this activity. Then release then and let them go back and work." That kind of thing, so that we can think about where the kids will be and how we can most quickly move from one activity to another"

Julia seemed to be more involved with her intern during planning, and she focused more on the timing/ pacing of the lesson plan. Her conversations with Mr. DK reflected Julia's conversations with her mentor Paul during her own induction. While writing about Julia's co-planning sessions, I also thought that although Mr. DK did all the plans for the easy Physics class, yet in Julia's words, she was "in control" of everything in the end. As a mentor, Julia was ready to let her intern try out new things, but not at the cost of her students' learning and their performance on the state tests.

From the conversations I had with Julia, it seemed that while demonstrating to her intern, she showed what she did. I never had the understanding that she ever talked with her intern why she did what she did. For instance, why she thought that an activity would take less time than what her intern had anticipated, or why she took out an activity from the lesson plan and out another one? Maybe she did, but neither had she mentioned them during the interviews nor during the planning session when I was there. What were her debriefing sessions like?

Quick Discussion and Debriefing

For Julia, a quick discussion was a continuous conversation she had with Mr. DK during and after the classes he taught, from the beginning of the internship year until the second month of his lead teaching. During an ongoing class in October, I observed Julia approach Mr. DK twice, and say something. I was told that Mr. DK would be teaching two classes. But for the next

hour, Julia taught the class. During the after class debriefing, she said that she wanted to point out to her intern that the students were not getting the concept, and that he was going into details not required for high school students. Therefore, she "stepped-in" not because Mr. DK asked for help, but rather she did because she thought that the students were not getting the content.

Julia's said that the debriefings were very *suggestive* in the beginning of the year. For instance, Julia explained, "Okay, we did this lab, it went okay, but if you did these three things a little better it would go even better. And he will usually adjust to that for the next hour." The latter debriefings involved Mr. DK more and were focused more on his thoughts about "what went well, what did not work, what he could have tweaked and what ideas and suggestions Julia had to make the lesson better. During the last couple of months, Julia shared that they probably did not need to converse as much. She added, "But we probably converse more because we're talking more as colleagues than we are as teacher and student."

The last time I visited the pair, I did not see a mentor and an intern in the classroom, but rather two teachers. Mr. DK was planning his class and shared very casually his plan for the class, and Julia listened and nodded. She directed his attention toward parts she thought students might have difficulty in understanding. During the interview, Julia expressed her feelings and responsibilities as a mentor. She said that although they did not have to talk about "big stuff," she still felt that it was her "job to teach him, even on the little things," such as timing and the organization of lesson plans.

She ecstatically shared that her students did not consider him an intern, but rather another teacher in the classroom. She added that her intern was a "fabulous" teacher, and "he will be a great teacher." This came from a teacher who had critically analyzed her teaching for last twenty-one years. It made me believe that Mr. DK will be a *great* teacher. It showed me the

pride and trust that Julia had in her hard work as a mentor. The change in Julia's relationship with Mr. DK could be attributed to the fact that she had mentored several new teachers. Although Julia was a mentor for the new teachers, at the end of the day, they were colleagues and she did "exactly the same with [them] as [my] mentor did" for her. It could also be because of what Mr. DK brought to the relationship. Mr. DK was from another country and had completed PhD course work. He quit his PhD studies and entered an alternative teacher certification program offered by MWSU. He also taught at the college level before he came to Julia's classroom. Julia trusted him with content knowledge, but showed concern about his timing and classroom management. She also acknowledged that she approached mentoring Mr. DK a "little differently" than her previous intern because she knew that he had teaching experience.

Modeling

I asked Julia what she wanted her intern to notice or learn when he observed her teach. She told me that when she modeled a lesson that Mr. DK was going to teach again, she typically wanted him to notice how she kept the kids on track, how long she took to do the first activity, the second, and how she kept the kids moving through it and kept them on task during those activities to keep control of the classroom. She also wanted him to notice how deep she went into the subject, where she cut the conversation off because she did not have time and where she let the students "run free," ask questions, and really get involved in the subject. Julia also said, she was also "trying to kind of lead him through the pitfalls that are typically in a curriculum, that you kind of figure out after the first five years."

Julia's modeling frequency also changed as she observed growth in Mr. DK's teaching practices. She said that she gradually stepped back because "he knows what to do," that is, he

was able to manage the students and the time well. Those were the initial concerns Julia had about her intern.

Julia's purpose and approach to modeling resembled her own mentor's strategy when Paul helped her to observe very specific things in his teaching. She also pointed out similar things that Paul had pointed out to her during his modeling. This shows that Julia's idea about what mentors do when they model was shaped by her own experiences as a new teacher. But was her feedback to her intern similar to the feedback she was given by her mentor Paul as a new teacher?

Giving Feedback

Julia's motivation for feedback was typically driven by where they had to be at the end of the semester. For instance, if the semester ends in three weeks, where they should be and what they should have covered in that class period. The feedback also focused on how well the students responded to the lesson organization and the quality or difficulty level of the activity they used. Julia added,

> So that's the kind of feedback we talk about. How do you think that went? If there were any problems, why do you think that is? What do you think you can do to solve it? Here's what I saw – if you don't have any ideas, try this next time to make it work better. That's really what our feedback usually is. It's not a long discussion. It's either, "That went pretty good. Do that next class," or, "That was a little chaotic. Instead of sending the kids back to the lab station, do it at their desk." They're just little things that we discuss to tweak things.

Julia had a direct approach to feedback. She associated her direct feedback with the "way science teachers look at the world. She said, "We don't deal a lot with feelings and non-specifics." Moreover, she added that

> It's very hard to change something if someone says, "Well, you could kind of do better in that class. Why don't you try to do better next hour." If I don't tell him what I'm looking for or where he can adjust, there's no way that he can adjust in that spot because he doesn't know what he's adjusting. I have to be very direct and specific.

Julia's sharing of her teaching materials with her intern, her modeling, and her direct feedback again show how she carried on her mentor's traditions.

Next Steps as a Mentor

In the beginning, I mentioned that Julia presented herself to be a very confident teacher who did not care who came to her class. She presented the same confidence while she taught. With time, Julia has grown into a teacher who assesses herself regularly and knows that every time she teaches or mentors, it should be a learning opportunity for herself and her students. I asked her about her learning as a mentor. Julia replied,

> I think my biggest growth as a teacher has been DK's technology skills. He has been more than happy to share them, we've set up a website that we're working on together… He is just phenomenal at that. He's had a lot of experience so he's really quick and he can explain it really well.

She herself was proficient in computer use. For instance, she told me that whenever a teacher in the building had an issue with their computers, she was the first one they called. She directed them, and if the problem persisted, she informed the IT department. I applauded Julia's openness

to learn and to show her vulnerability to her intern. It also meant that Mr. DK had something to offer to the relationship.

As Julia appreciated her learning from Mr. DK, she also had some critical reflections on her mentoring and how to make her approach mentoring differently. She was adamant that when she mentors an intern again she

> …will be very structured about how I start. So I will teach the first class, they will watch me and then teach the second class. Even though they may make some plans, they can bring lesson plans but I will try to start out the very beginning where I teach the first one, they teach the second one. So they kind of learn my style and then let them move into adjusting it for their style and picking up both classes after a time.

Mr. DK had prior experience of teaching college students. When I heard Julia talk about her planning every month, I thought Julia overlooked minute details of lesson planning as a process. I believe that her biggest growth as a mentor was the realization that she did not sit with her intern to show, or in her words, demonstrate, how she planned a lesson and to make her thought process visible to her intern as she planned. By the end of the year, she knew that she should have shared how to prepare a lesson plan for high school students. I actually waited anxiously for Julia to reflect on her mentoring because of her ability to analyze her teaching. The quote below from the last interview shows Julia's reflection and growth as a mentor;

> I think I would try to find more time to go over the way I plan a lesson because you don't usually see that when you come as a mentee because the lessons are already planned. We've been doing them for awhile. As a mentor, you've been doing this for a long time, you kind of know what you're doing, [and] you don't really stop and explain to someone how it's laid out and why. 'That I want kids to sit during the first half and then get up and

> move and I don't want to have to call them back,' kind of explain why I did what I did and try to help them understand what you think about when you do a lesson – which isn't something that you typically go over with them because you've already done your lesson plans and you've taught them [plans] a million times. You kind of just do it automatically because you've done it for so long. So I'd like to spend more time explaining to them why I did what I did where I did it.

In the quote, Julia suggested her proficiency as a teacher in lesson planning, but also highlights one of major issues discussed in the literature on mentoring that is, all effective veteran teachers are not able to explain their thought process of interns. They just do things in the class "automatically," as Julia suggested. This quote also illustrates that although Julia helped Mr. DK to reflect on his teaching, she did not talk about her teaching decisions or make her instructional decisions explicit to her intern. The quote also presents Julia's ability to reflect critically on her mentoring too. By the end of the internship, she already knew what she missed as a mentor during planning sessions. This, however, does not suggest that she was also able to identify other opportunities she missed to mentor her intern. The quote also suggests parallel between teaching and mentoring practices. The literature on teaching suggests that That said, the quote points out to a couple of aspects about being a teacher and a mentor, such as available time and adjusting oneself from mentoring newly inducted teacher to mentoring interns. Mentors, who are working full time as teachers have difficulty finding enough time actually to sit and make their thought process explicit as they plan a lesson with their interns.

This also shows that teachers who have been mentoring newly inducted teachers, even for a long time, do not necessarily know how to mentor interns. For instance, Julia had been sharing her materials and supporting new teachers for many years, but she did not sit and talk with them

about “what she did and why she did it.” Although Julia shared with Mr. DK “what she did,” but not “why she did it.” This also highlights the fact that a year- long internship was more helpful for Julia. Though she had mentored one intern from eight-week internship program, she did not spend enough time with them for her to reflect on her mentoring practices. I saw Julia and Mr. DK as parallels. Mr. DK had taught college students, and he took many months to come down to the level of high school students while teaching. Julia also took time to come down to the level of an intern, who was learning to teach high school students.

Julia’s mentoring practices were shaped by her prior experiences as a student, student teacher, new teacher, mentor teacher to newly inducted teachers, and a teacher. One of the points that Julia repeatedly made during interviews and informal conversations was that she wanted Mr. DK to have experiences that he could fall back on when he became a teacher. I believe that her views about providing interns with experiences were informed by her own experiences as a newly inducted teacher. She learned from her student teaching what she did not want to do as a teacher, for example, telling irrelevant stories to students rather than involving them in “fun science.” Julia also learned from her mentor Paul as a new teacher what mentors do. As a mentor she looked back at how Paul mentored her.

There are several social conditions which shaped Julia’s mentoring practices. For instance, her controlling attitude as a mentor could be attributed to her growing up in a house where much was expected of her and her inherent personality to; Paul, the mentor teacher who first showed her what a great mentor should be; and to Mr. DK’s prior teaching experience, the duration of his internship, and her school’s culture. Julia’s views about mentor as a “friend” who shares teaching materials, model how a specific content is taught and class management skills, how to build and maintain relationship, being an emotional support to the intern – in short, most

of her practices as a mentor could be attributed to her experiences with her mentor Paul. Julia' approach was a result of her own preferred style of teaching and learning, and which she had found as effective over a period of time.

During the interviews, I found Julia to focus more on the *sociality* aspect. For instance, while describing her experiences she talked more about her interactions with other people, her relationships with them, description of people and what they did, what she thought about them, and what was important to her as a learner and a teacher during all those experiences.

Although the aspect of place did not became an explicit part of Julia's interviews, yet I assume that her religious pull to teach students to the best of her abilities as a teacher could be a result of her own upbringing in a privileged social class, and realization that she could make a difference in her students' lives. As I wrote about Julia and her mentoring practices, I visualized her out there helping someone use her expertise to become better at what they do. In the last interview, Julia said, "*Once a mentor, always a mentor*." I also believe that she will continue to mentor Mr. DK during the beginning years of his teaching career, just as she still relied on her own mentor.

Concluding Summary

Temporality: Past, Present, and Future

The *core* of Julia's mentoring practice grew from her childhood experiences of working in hands-on ways with her father. Tapping into the ways she herself learned, and having found success with it, Julia naturally used this same style with her interns. This is highlighted by her affinity for demonstration and the hands-on ways she approached mentoring. Of course, over time, Julia's ways of knowing and learning changed, as did her practice as a mentor.

At first Julia approached mentoring from an expert perspective. Positioning herself as the expert in the dyad, she offered suggestions and corrections to her novice intern. Over time Julia's relationship with her mentee shifted to be more collaborative, involving the intern in the discussion. Julia's present knowledge and practice, provide directions for her future plans, where she describes her desire to "show" rather than "share" moving her closer to the style of teaching she prefers.

Sociality

Personal conditions – Beliefs. Julia believed that using hands-on activities and demonstrations was an important aspect of teaching and mentoring, and so used these in her work with her intern. Julia believed that individuals develop their teaching philosophy over a period of time and her role was to help her intern find his way of teaching. This belief came through in her collaborative approach, allowing the intern to maintain ownership of his approaches to teaching. She felt responsible for knowing her intern's needs and identifying areas for improvement and she demonstrated this by focusing more on these aspects of teaching with her intern (e.g. classroom and time management). Julia also believed that mentoring is teaching, but at a different level.

Social conditions. Since Julia was drawn to hands-on experiences these played a central role in how she identified her role models (high school teachers and induction mentor) and how she described herself as a teacher. Julia's level of comfort with collaborative experiences came through in her stories as she often highlighted her *relationships* with individuals, in particular her mentor teachers (through student teaching and her induction), her colleagues, her students, and her intern. Her stories about JPS and the science department illustrated the importance of a supportive working environment and administration that provided her a sense of belonging.

Through her stories one notices her sense of a *collective ownership* and connection to people and resources, even describing her students as "her kids."

Julia's stories also underscored *the role of science as a subject* and *the role of her intern* to inform her practices. She credited her disciplinary background and her intern's solid content knowledge as the source for her specificity in her feedback. She emphasized her intern's prior teaching experience in her stories shaping her planning sessions. -

Place

The significance of place was never a significant feature of Julia's stories. When considering the spaces where Julia lived or worked, how or whether the physical characteristics shaped her mentoring practices remained unrevealed in her stories. The narrative about the current school and the staff may also influence the way they teach and portray themselves as members of a particular institution. In other words, Julia had a "story to live by" as a member of JPS and she personified the larger narrative of the science department – collaboration and ownership.

Chapter 6

Daniel Obe: "Responsibility, Accountability, and Self-Evaluation"

"Failure is a big part of life. That's how you learn a lot of things… the only time you fail is, if you don't learn anything from it." (Daniel Obe, First Interview)

Daniel Obe described himself as someone who possesses the "*experiences*" that made him a better teacher and mentor, the "*ability*" to read people's face and know when they were having a difficult time, and the "*patience*" of letting people try out new things. He considered his responsibility as a teacher and a mentor to provide opportunities for learning and guidance to his students/interns whenever they needed, but they were accountable for their own learning as well. When I interviewed Daniel, I also found him to be very determined and committed to do things that he found important to do. I was also amazed by his ability to empathize with his students and interns. He said that he always liked to look back to his own school and student teaching days to understand his students' and interns' situations.

He believed that his experiences played a significant role in making him what "I am today." Daniel's determination, and his belief that one fails only when s/he does not learn from an experience, resonated with my own beliefs. I was enthralled by his views. It would not be wrong to say that negative experiences or failure triggered Daniel's determination. For instance, as a seventh grader, Daniel got D+ for a leaf collection he had to do for his science class. He told me that "it sparked a little of my interest" that continued in his freshman science class.

Daniel shared many stories in which he was involved, and he learned from those experiences. He also shared stories especially as a coach, when he was not involved but learned by observing others' behavior. This chapter describes Daniel's stories and these stories include those from his days as a high school student, as a field instructor, as a basketball coach, and as a

teacher, all of which informed his mentoring practices. Daniel's main mentoring practices were aimed at communication, understanding an intern's needs, giving space, and modeling. As I read through Daniel's interviews several times, it was clear that *sociality* with respect to interactions and relationships with people appeared to inform his mentoring practices. Furthermore, his personal conditions (the *sociality* dimension), that is, what he considered important or valued as a mentor, also had bearing on his mentoring practices and decisions as a mentor. It is also important to mention that what Daniel shared with me was a reconstruction of his memories. However, as Seidman (2006) argued, aspects that people remember and/or share were the ones that are meaningful to them then, and/ or in present times.

Meeting Mr. Daniel Obe

It was in late September, when I drove to meet Daniel, my second participant, and his intern on a bright, sunny, and windy afternoon. I took an early start that day because I do not like to be late for appointments. It was easy to reach OPS. As I was walking toward the main entrance, I saw a single storey brick stone building. On my right side, the building had large glass panes. I never explored that particular area, but I assume that it was the dining hall of the school. On my left side, flags of the school and the US flew high. Although there was nothing fancy about the building (especially after visiting JPS), the front area with plantings and benches added a pleasant effect to the building's structure. OPS was a rural school, and it catered to a predominately White population, which was 93% (approximately) of the total population of the school. The other 7% included African Americans, Asians, Hispanic and other multiracial students. OPS had nothing in common with the "rural" schools in Pakistan, where the word *rural* instantly builds image of a building made up of cob and bamboo in a village, with little to no furniture, and most probably have multigrade classrooms.

I entered the main office where I was greeted by a well dressed White female, who asked me how she might help me. I told her my reason for the visit. She requested a student in her office to escort me to Mr. Obe's classroom. The young man walked me through the hallways. The hallways had huge glass ventilators that served the purpose of lighting up the hallways as well. There were students' lockers on one side of the wall. I wanted to see more, but I heard the young man saying "This is Mr. Obe's class." He had stopped in front of a classroom. I thanked him and he went his way. While I was waiting for the hour bell to ring, I saw a poster saying, "How one person can make a difference?" I thought that it was pretty cool because the "O" of "one" was also used to represent the name of the school. That showed that the school took pride in little things that people of their county did.

I was there only for the introductions. Mr. Obe welcomed me with a smile and said, "AW [the intern] will be here in a couple of minutes." Mr. Daniel Obe was Caucasian, medium heighted, in his early 50s, and a very well maintained physique of a sportsman. He had a very pleasing personality and a modulated voice. He was wearing a t-shirt and trousers. Before his intern came, he told me that he "likes to remain pretty casual, yet very professional." By being professional, I assume he meant the ways in which he performed his duties and his interactions with others. Ms. AW, his intern, came and we started the introduction. Ms. AW was from the regular TE certification program at MWSU.

I found Mr. Obe to be very enthusiastic about his teaching and his "kids." As I looked around Mr. Obe's classroom setting, he seemed very traditional, and a lecture-oriented teacher. I also thought that his classes would be very teacher-centered, with less to no interaction between teacher and students, and less to no time for discussion. All student tables and chairs were in rows, facing toward the white board, which was opposite to what I observed in Julia's class. The

cabinets and cupboards were well organized. The work stations were at the cabinets on three sides of the classroom. A big window near Mr. Obe's work table lit the room, if needed.

Although Mr. Obe sounded very open, especially in the way he talked, I noted in my field notes that he was the kind of a person who liked to do things in a certain way. My initial observations about Daniel were both wrong and right at the same time. It became obvious in his interviews that he was in fact open to all new ways of teaching, but for himself he preferred lecture-based teaching. Yet I found the classes I observed to be interactive and he engaged students by asking questions. His intern, Ms. AW on the other hand, seemed like a person who would take risk but only if that was required. During my study it was Daniel's twelfth year of teaching in the OPS, and he also had served as a basket ball coach for the MWSU for two years. Daniel counted it as fourteen years of teaching in all.

Daniel did his undergraduate work in biology and education and completed his Master's degree in school administration in the educational leadership program at a Midwest state. Daniel recalled that the leadership program was a "management type training" program, in which principals and school administrators were trained not to be "managers" but rather "leaders of the organization."

I conducted three interviews in Daniel's classroom, one in the library, and one in the vice principal's office. The library, which also served the purpose of media center for the school, was located next to Daniel's class. The book shelves were used to divide the big hall into three sections longitudinally, facilitating the presence of more than two classes during one hour. There were tables and chairs in each section to sit and read. The day I conducted the last interview, Daniel was the acting vice principal. The office where we met was small but well-organized and

it had enough space to accommodate a medium-size round table and three chairs, besides the office table and chair. The plant near the window added freshness to the view of the office.

After sharing my initial thoughts about Daniel and descriptions of his classroom and office where I conducted the interviews, here are some of Daniel's experiences beginning from his out-of-school experiences.

Out-of-School Experiences

Daniel also talked a little bit about his mother, who taught him to do his best, be respectful toward others, be disciplined, and be accountable for what he did. He said that he did not do anything half heartedly, whether it was teaching, coaching, or mentoring. He did not have support for science learning at home, as opposed to Julia, who was brought up in a "science oriented family." Rather, Daniel remembered his brother saying to him about the advanced biology class he took, "This isn't like a normal class. You have to study for this every night." He added that it was then when he decided that he had to study, showing his determination toward learning science. Although Daniel learned those values from his mother, his passion for teaching and helping students began with his high school teachers.

K-12 Experiences: On Becoming a Teacher

With a Master's degree in administration, I wondered why he became a science teacher, so I asked him. Daniel said that he wanted to become a coach, and school administration was a "backup plan." He added, "Well, I actually became a teacher because when I was in high school, I would say the two people outside of my family that had a high impact on me were my biology teacher and my chemistry teacher."

While talking about the beginning of his passion for teaching and his science career as a teacher, Daniel mentioned two teachers. One was his freshman physical science teacher, who

was football coach too and with whom Daniel took a chemistry class in his senior year. The other teacher was his advance biology class teacher in junior high, who was also a varsity basketball coach. Daniel described both teachers as "strict" and "demanding." He added, "… because I liked the way they taught, I liked the subject." The two teachers led him to find a deep interest in biology and chemistry. Remembering the chemistry class that he took with his physical science teacher, Daniel said, "At that point it was the most difficult class I'd ever had but it was also the best class I'd ever taken." Daniel vehemently added,

> When I look back at those teachers, those two men had more effect on me than they'll ever know. Especially the chemistry teacher – he is someone I still think of today thinking that everything that I did, whether in education or coaching, I really go back to him. He doesn't even know this. If he hadn't been in my life, I probably wouldn't have accomplished a lot of the things I have.

I could infer from Daniel's accounts about the two teachers that both offered him the idea of what good teaching and coaching look like. In the initial interview, Daniel mentioned that he became a teacher because he wanted to "help the kids, the way he [his chemistry teacher] helped me." I was curious to know what both teachers, especially the chemistry teacher, did for Daniel. I asked him. There was a pause, and then Daniel shared that the two teachers put him in situations where he had to take responsibility for his education. His teachers were responsible for "presenting" him the content, "challenging" his thinking, and "they did not hand everything" to him. He said that his teachers held him "accountable" for his learning. "Those are the things that I try to live by today," Daniel said. He further added that as a teacher and a mentor, he tries to teach his "kids" and interns that they are accountable for their actions, and when teachers and mentors give them something to do, it is their responsibility to do it.

On October 9, 2012, I was there to spend time with Daniel and his intern, Ms. AW. Interestingly enough, in the 6th hour class, few students wanted to know if they could go practice a game. Daniel took some time to talk about the importance of the next four years in their lives. He said that during those four years they would have to make important choices. Of those choices, he added that ninety percent of the *right* choices would be the difficult ones, and they must think about what was important for them and set their priorities accordingly. I could see Daniel showing his students their responsibility toward their own education and also holding them accountable for the choices they would make.

After talking about K-12 experiences, our discussion took a turn toward Daniel's pre-service experiences.

Pre-service Experiences

After his assistantship with a professor for two years, Daniel worked as a field instructor[5] for three years in the same college of education. He found field instructing more meaningful than being an assistant to a professor. His role was that of a liaison between interns, university, and the mentor teacher. Daniel did not evaluate the interns. He told me that field instructing got him back to education, and he felt that teaching was something that he wanted to do. He added,

> I'd wanna help the student teachers, the kids who are learning how to become teachers, I would like to help them in the classroom. I had the experience through the graduate school and it kinda piqued a little interest in wanting to continue help the kids.

Reading Daniel's accounts of his experiences, it would not be wrong to say that being a field instructor not only "piqued" his passion to help interns to become good teachers, but also left an astounding imprint on his mind about mentoring.

[5] Daniel called himself as an "associate instructor."

The Graduate School Story

Daniel recalled an incident as a field instructor that was a "negative experience" for him, but he had "learned a lot" from that as a mentor.

> The one experience that stands out in my mind as to how much support student teachers need is, I had a lady who was a couple years older than I was and she was doing her student teaching. She was doing kindergarten and first grade. I went to see her two or three weeks into her assignment and my responsibility was to go there and visit maybe once a month but communicate with a phone call once every two weeks. This was a little bit before email because popular for communication. I saw her in the classroom and she was doing fantastic. She had a great rapport with the kids. Because she was older than I was, I probably gave her a little bit too much leeway. I failed to communicate with her like I should have. And I was shocked to find out how much support she actually needed. She never called me, she wasn't reaching out for help. I think sometimes the interns don't want to reach out for help because they might think that if they reach out for help, the instructor might not think they're doing a good job or can handle the stress.

The experience described above is the source that made "communication" as the mentoring practice for Daniel above any other practices described later in this chapter. Besides failing to communicate, the story Daniel told revealed many other factors that may hinder interns' learning. For instance, regarding the age of the intern, Daniel mentioned that she was older than he was and maybe thought that she had more experiences than he did. Interns developing good rapport with students in the classroom and doing "fantastic" do not mean that those interns do not need help or guidance. More importantly, Daniel's quote also highlights the role of the intern in his/her own learning. In Daniel's words, it is the interns' responsibility as well to initiate

communication. If an intern does not reach out for help for the reason Daniel mentioned, what must mentors do to avoid the situations like Daniel's? In the next section, I present Daniel's experiences as a student teacher.

Student Teaching Experiences

Daniel did not discuss his TE program in detail. However, the student teaching experiences he shared were fascinating.

Student teaching school: "It's a big, great, and successful school." Daniel did his ten-week long internship in a school that enrolled 3,600 10^{th}, 11^{th}, and 12^{th} graders. He described the student population as "some socio-economically advantaged, quite a few disadvantaged [and] most of them were right in the middle." The school's teams were state Champions in multiple sports, and the school had a state-honored choir and drama clubs, "and it was a very highly successful school," Daniel added.

When Daniel talked about the school where he student taught; he mainly focused on the social dimension (*sociality*) that is, the context of the school. But I could hear the narratives of the *place* in Daniel's description of the school. I wondered how student teaching in a "successful school" had informed Daniel's views about teaching or his teaching practices. Unlike Julia's student teaching school, Daniel's student teaching in the "big" school provided opportunities for him to observe other teachers as well.

Observing other teachers. Daniel mentioned that there were 200 faculty members. I asked Daniel about the culture among teachers. He praised the culture and said that the teachers "were fantastic." The main support as an intern Daniel had was his two mentors. However, Daniel shared that he was "surprised" to see how "receptive" other teachers were toward his coming to their classrooms and observing them. Daniel recalled that he had observed chemistry

classrooms, physics classrooms, business classrooms, and art classrooms. One of the teachers Daniel observed was Teacher of the Year multiple times and was invited to the White House for recognizing his teaching. I wanted to know what aspects Daniel observed while he observed his mentors or other teachers. He mentioned two aspects – "class management and relationship with students." Both classroom management and relationship with students were still the most important focus of Daniel's teaching and mentoring.

Daniel's mentors and their practices. About his mentors, Daniel remarked, *"I was highly critical of the Biology and I was highly praising the Chemistry one, I still praise the chemistry mentor."* Daniel remembered his chemistry mentor as "just fantastic and a very personable guy." The mentor supported him whenever he needed it. "I can't say enough good things about this guy," he added. Daniel's loss of words to describe his mentor out of respect was such a heartwarming experience for me. Daniel said that he shared the following chemistry mentor's story with his interns.

> That first day I did my student teaching where I taught the class, I was the absolute worst teacher that there ever could have been. My lesson was so bad that when I got done I, I walked down the hallway, I shook my head, laughed to myself and said, 'I can't believe how bad I was.' And when I talked to my mentor teacher I said - the first words I said is - 'I'm sorry. That was really bad.' And he said, 'Yeah, it was.' And so, but then the next day when I did my second lesson, I modified.

To explain the reason for doing "bad" in his first class, Daniel added laughingly, "And, what I did the first day is *I tried to be him.* And when I tried to be him *I failed*." For him imitating his mentor was the reason of failure. Daniel added that the following day, when he was "himself," he was "very comfortable," and he thought he did a "decent job." But what his chemistry mentor

said to him gave Daniel the confidence of being a "good" teacher. After the class, the mentor said to Daniel, "I don't think I have to be in here anymore." Daniel was able to gain his mentor's confidence in him as a teacher, which was the turning point for him.

Daniel continued talking about his chemistry mentor. The day he started his student teaching, the mentor told Daniel to take his time and to take over whenever Daniel felt ready to do so. The mentor told him, "Observe as long as you want, and then move forward from there." Daniel praised the communication between him and his mentor, especially for letting him decide when he wanted to start teaching. However, Daniel was also critical of the two weeks of observation of his mentor's teaching. He said, "It was very beneficial. But it also hurt me because the first day I tried to be him and that didn't work." Daniel thought that if he had not observed his mentor teach, he might not have imitated him. The chemistry mentor's listening ability and personable personality made Daniel comfortable even after failing the first time. Daniel said that the mentor taught him self- evaluation, classroom management, and the importance of developing rapport with the kids. He affirmed that he was "trying to continue on what he did with me, because it was such a positive experience." As a mentor Daniel said that he wanted his interns to self evaluate and to teach them classroom management, and to develop rapport with their students.

I inquired about the *other mentor*. The experience with the biology mentor told a lot about Daniel's preferred teaching style. He was "disappointed" because he thought that "they [his teacher mentor and him] were not really teaching." He continued that they did a lot of "hands-on stuff" and did not really hold "the kids accountable to the hands-on learning." Daniel was critical that what students learned in the class, they did not "have to retain" the information nor did the tests they took really pertain to that information. Daniel said that when he looked

back now, he thought that the mentor was dealing with a different clientele of students who were "troubled kids," and they had failed the same course previously. He said that getting those kids into school was "something good," and his mentor's method was 'Let's give them something to do that will maybe teach them something and give them experiences.' He agreed that his disappointment was because of his mentor's different approach to teaching. Daniel said, "Today, I look at that as just as valuable as it was with my chemistry teacher."

Planning and interactions between the two mentors and Daniel. As we continued our conversation about Daniel's student teaching, he mentioned his planning and interactions with his two mentors. He said that while his chemistry mentor met him every day and discussed what they were going to do and teach through the chapters, with Daniel doing the planning; his biology mentor did completely the opposite. The biology mentor prepared all the lessons and assignments for the class. With a rueful chuckle, Daniel told me that a couple times when he said that he would do the planning and could set up the class for the following day, his mentor replied, "Aw, no, don't."

Daniel's stories not only tell about his relationships with his two mentors and his learning, but also show his practices as a mentor himself as well. He had learned communication, self evaluation, and building rapport with students from his chemistry mentor, and he also learned how to treat troubled students differently than his biology mentor did. I also assume that building rapport with students was significant for Daniel also because of his relationship with his chemistry teacher in high school. He knew how important that relationship was for him as a student.

The stories shared in the previous sections also show Daniel's self- reflective nature and his ability to learn from his experiences. After completing his Master's degree, Daniel worked as

an athletic coach. Were his twelve years of coaching as much a learning experience as his .student teaching experience?

In-service Experiences

This section includes stories about Daniel's experiences as a coach, a teacher, and a mentor. He started his career as a basketball coach, and then he joined OPS as a teacher. It was interesting to note that Daniel mentioned "responsibility and accountability" as his mantra in all the positions he held. This illustrates the value these two dispositions had for Daniel as a teacher, coach, and later on as a mentor too. I begin the section by sharing Daniel's coaching experiences.

Daniel's Coaching Experiences: "It was just a teacher in a different setting."

Coaching made a huge part of Daniel's life. The two high school teachers he recalled were coaches. Coaching was also his passion and another teaching opportunity for Daniel. For the last twelve years, Daniel coached fifteen basketball and golf coaches for MWSU. He said, "When I was at MWSU, my position was basically a mentor to student managers to teach them a little bit about work ethic and responsibility and accountability. So there have been numerous situations where I've been teaching people."

Daniel considered himself to be "fortunate" enough to have worked with a renowned basketball coach for five years. The coach had the second most wins of a college basketball coach in the National Collegiate Athletic Association (NCAA). He had won three national championships, a gold medal in the Olympics as a coach. The coach, according to Daniel, had a "temper" and was "volatile." He added that too many times coaches would come in to see him speak or they would watch a practice. It angered Daniel when those coaches thought, "This is how you do it," and then tried to imitate that coach's temper and volatile behavior; and "they would berate players." Daniel believed that those people could never be successful because "they

are not who they are." The story about other coaches that Daniel shared demonstrated his appreciation of having one's own style (of teaching and coaching) and to be, who they are. Therefore, as a mentor, it was quite likely for Daniel to help his intern in finding her style and becoming who she was rather than encouraging her to imitate Daniel's style of teaching.

Daniel also worked with another famous basketball coach for four years who had led the MWSU with the most wins for the school. Working with two famous basketball coaches with two different styles, Daniel said, "… you take a little bit from here and a little bit from there" and he learned not berate players or students whom he coached or taught. He became a more patient coach, teacher, and mentor, which according to Daniel are all teaching situations.

While Daniel was talking about his experiences with the two coaches, he took a turn toward mentoring and said,

> I always tell my interns that you have got to be yourself. You can't be someone else. So find your style, find out what you like, find out who you are and just be that person. But you'll find that that person is a compilation of all the people that meant something to you.

Because Daniel believed that developing one's own style leads to success, the "moment" for him as a coach and a mentor was seeing his interns being successful in finding who they were and in taking away some aspects with them that he had taught them. I assume that the people he coached and the intern he mentored stayed in touch with him, and news of them being successful was a source of gratification for Daniel.

Daniel's high school, field instructing, internship, and coaching experiences were both "positive" and "negative." But Daniel did not fail because every experience he had presented him with learning opportunities that he made a part of his personality. What were his experiences when he joined OPS as a teacher?

Teaching at OPS: "It was challenging!"

Daniel reminisced about his going back into education after a couple of years of coaching basketball. He said that he was "given a book and said 'Teach'. I had no materials. I had nothing. I had no knowledge of benchmarks, state curriculum, because I'd been out of education so much they just kind of threw me in the classroom." He added,

> When I got thrown into the classroom, I taught three different classes. One was an AP [advanced placement] class and I hadn't been in biology for twelve years. So, getting thrown into a classroom where I had to teach a college curriculum was kind of challenging.

Daniel remembered that he had his planning period first hour. He said that he basically planned for that day for his integrated class and his honors biology class. It was more like going from day to day rather than planning for a week. When he came to school, he planned for his lower-level classes, and after school he coached basketball. He could only spend an hour with his family after school, and then he "locked myself in my office and was there 'til about midnight. That was pretty much every night."

From the description of Daniel's experiences above, it seems that relationships and interactions (the *social* dimension) along with his own values play a significant role in informing his teaching practices as well as his values and views as a teacher. The change in relationships and interactions added a twist in Daniel's perception about teaching and school culture. The beginning of Daniel's story reminded me of the isolation associated with teaching, so I asked Daniel if there was any support for him as a new teacher in the school. He said,

> Number one, I didn't know all the support groups. I didn't know where it was, and…I didn't know teachers. You know, one thing about education is, you're in your class room.

> You're in a self-contained classroom for, ninety-five per cent of the day, so you don't get the opportunity to go out and meet the other teachers. You know, when I had my lunch (and I still do this now), that lunch hour is kind of my time to be by myself.

He further added that because he was an experienced teacher, he did not have a mentor when he joined OPS. Therefore, he learned a lot of "stuff" on his own. But as he moved forward as a new teacher in OPS; it was not challenging because Daniel said that he always considered himself as a teacher and he had the confidence in his teaching. Daniel also believed that he had always been able to communicate well with his students.

He also mentioned that he was not the "most sociable person for going out to meet people," neither within the school building nor by participating in out-of-school gatherings. During his interview, his being a family-oriented person became very apparent. Whatever time he had in the evening, he wanted to spend time with his family rather than with his colleagues. He said that it took him four years to know other teachers in the building. Daniel's next door teacher was also a second-year teacher, and they discussed the issues they faced with each other. As a result of his experiences as a new teacher, he added,

> Nobody told me. Nobody gave me any direction. So then we started to - and I don't know if this was sent from up above from our curriculum director, but I don't ever remember having any kind of conversation with the curriculum director with regards to what we're supposed to teach. But we met for a week during the summer and we all developed the curriculum guidelines for what we were supposed to teach and when we were going to teach in certain classes.

Beside Daniel's experiences as a field instructor that "piqued" interest in him to help teachers, he experienced "flying by the seat of [his] pants" as a new teacher in initiating curriculum

guidelines for new teachers. He did not want the interns to be thrown into the classroom without guidance. He learned to empathize with interns and new teachers, and he shared his teaching materials with his interns and new teachers because he had to prepare all the materials himself.

I asked him if he had any support as a mentor during my study. It seemed that a lot had been changed. Daniel briefed that the science department was "great." Teachers willingly stepped forward to help with materials or information if someone asked. He said, "I can't say enough about our science department." The statement showed Daniel's sense of belongingness and ownership for the department he worked in. He further added that the teachers "treat[ed] interns as teachers," and they tried to provide opportunities to learn about "extra responsibilities" that come with teaching, such as administrative work, purchasing materials, etc.

Daniel also talked about the role of the school administration. He said that the administration was very supportive of having interns, and it also supported interns if they needed anything. According to Daniel, having interns in the school helped in developing a "good relationship" between the MWSU and OPS. The school and the teachers at OPS benefitted from the knowledge that interns brought with them.

Daniel joyfully said, "I have some very good friends who are administrators here." I assume that it was not just the change in the school culture; it was the change within Daniel's personality as well. As he mentioned earlier that he was not very sociable in the beginning, but with passage of time Daniel had settled in. He also substituted for the vice principal. Now he had relationships and interactions with teachers in the building, which made a positive change in Daniel's way of thinking as well.

Next I share Daniel's description of himself as a teacher. It is important to share his description because as a veteran science teacher he had developed certain practices that informed his mentoring practices.

Daniel: An "Understanding" and "Self-Evaluative" Teacher

Daniel described himself as "not real lenient" as a teacher, but called himself as "understanding." By being "understanding" he meant that if for some reason an assignment was late, he would give students time, and there would be some stipulations there for the students. Daniel said, "I don't have rules. But I have classroom guidelines." Those guidelines were the ones Daniel learned from his mother and from his high school teachers – being respectful, responsible, and accountable. As a teacher, he believed that it was his responsibility to present content in "the way that is understandable." Daniel tried to recall what he felt when he was in high school. Keeping in mind that his students might be reading that content for the first time, he brought back examples that his students had probably experienced in the real world and could relate to those examples, rather than using the examples within the content that was detailed yet not difficult for students to comprehend.

I inquired about the aspects of teaching that Daniel focused on more as a teacher. He replied, "classroom management" and "self-evaluation." Managing the classroom had been his focus during his field instruction, the observations he did as an intern, and now as a teacher as well. He believed that a teacher cannot deliver content if s/he is unable to manage the class. Daniel also was adamant about the ability to self-evaluate one's own teaching. He said, "If you reflect upon your performance, if you're truthful, that's the way to get better." I remembered the first day when I went to spend a day in Daniel's class. The first hour had ended, and Daniel was having a conversation with his next-door teacher. After exchanging greetings, Daniel told me

that his class would be lecturing; based on the responses of the students in the first hour class, he realized that students did not know much about protons, electrons, and neutrons, so he would be starting the second hour class with the basics. Daniel's short description of what to expect was revealing of his preferred teaching style, as well as his ability to reflect on his teaching to make changes in his next hour class.

I wondered about Daniel's mentoring approaches. Did he focus more on the management aspects when he mentored, or were other aspects such as content delivery, relationships with other teachers and students, timing of the lesson, etc., important too? How did he bring these aspects into conversations with his intern?

Current Mentoring Experiences - Daniel: The "Teacher" Mentor

"Mentoring is teaching - Trying to teach someone from the experiences that I've had." (Daniel Obe, Third Interview)

Ms. AW was Daniel's second intern from the MWSU. Before her, he had one student intern who was placed in another room after a couple of weeks. Officially, he had mentored one intern before mentoring Ms. AW. Daniel's experiences, especially as a new teacher in OPS, motivated him to become a mentor. He wanted to help new teachers to have the support that he did not have.

Daniel's Views about Mentoring

As the opening quote from our third conversation shows, mentoring for Daniel was similar to teaching. He held a strong belief that experiences are a great thing to have and if one "can help someone avoid the same mistakes you made, then you're doing something positive." Like Julia, Daniel also had a clear goal for his intern, which was to "teach interns what it's really like to be a teacher and how to be the best teacher they can be." However, unlike Julia, who

approached mentoring as being a friend and an expert, this quotation suggests that Daniel approached mentoring as a teacher-student relationship from the very beginning. He described the role of a teacher mentor as to "try to help the intern by relaying those experiences [experiences interns have during internship] or by teaching them what we have learned from our past experiences." His views about mentoring and his role as a *teacher* mentor were also reflected in the goals Daniel set for his intern.

Daniel's Goals for His Intern's Learning

Daniel's goals for his intern's learning were driven by his commitment to help new teachers in the beginning years, and to teach them to do self-evaluation and take responsibility and hold themselves accountable for their actions. Daniel said, "As a mentor, I hope to teach Ms. AW and other interns what it's really like to be a teacher and how to be the best teacher they can be."

Daniel also hoped to help interns find their own style of teaching. He referred back to his own failure as a student teacher in his first class. He believed he failed because he tried to be someone else. He said, "They [his interns] just copy what I'm doing." He thought that if his intern was unable to develop her own style, she would be doing "PowerPoint Karaoke," a term he learned during a conference presentation where one of the presenters was not present. The other presenter said that she would do a PowerPoint Karaoke and hoped not to make mistakes while she read the slides. He did not want his intern to go through his slides hoping not to make mistakes. He wanted his intern to find and start to teach in the method that she was "best smart" at. In our initial conversation Daniel had said,

> You know, if they [teachers] were a hands-on learner, they would probably in the science classroom have more labs. If they were someone who learned by discussion, they'd

> probably lead more discussions. If they're someone that learned best by taking notes, they'd probably give a lot of notes. And I think that what you have to try to do is do a little bit of a mixture of all of 'em. AD, who's next to me, fantastic teacher. He'll do two-three labs a week. I was someone who, when I was in school, I had a hard time making a correlation between our labs and our lecture. And I learned best in the lecture. So I don't have as many labs as he does. His students perform well on his tests. My students perform well on my tests.

For Daniel there was no "*best*" style of teaching. More important for him was to find the style that makes one comfortable while teaching. Therefore, his goal for his intern was to help her find her teaching style, which she did. How did Daniel help his intern find her way of teaching? As he was so insistent about learning from experiences, did his experiences inform his mentoring practices?

Daniel's Mentoring Practices

Daniel mentioned earlier his reason for becoming a mentor. He did not want new teachers to go through the same load of work as he did when he first joined OPS. Daniel also mentioned that he "developed his style of mentoring" because he had "some fantastic mentors" in his life. He named his mother, his chemistry and biology high school teachers, and the two coaches he worked with. However, reading his accounts revealed that his first field instruction experience with an intern and his early teaching at OPS have also informed his mentoring practices. For instance, considering *communication* as the most important aspect of his mentoring could be related back to his experience as a field instructor. His other mentoring practices were *knowing intern's needs, letting intern try out new things, giving space,* and *modeling*.

Getting to Know Each Other

In the beginning of the internship, the communication did not seem to be as effective as afterwards. Daniel shared that in the beginning of the internship, when he had given his power points and teaching materials to his intern to go through before the first day of school, she failed to do that. Daniel said that his concern started to grow, and he worried if "she was going to be prepared when the first day of school comes." It was likely for Daniel to be upset because of his values of *responsibility* and *accountability.* He said that he had planned to teach the first couple of days, just as his chemistry mentor did for him. But although he had clearly asked his intern to go through the materials and how she wanted to present the material, she did not look thoroughly. When she started, Daniel had to do most of her class. He let her administer a quiz the following day, and then pre-assessment tests. Daniel told me that she did not change anything in the beginning, but gradually she started to change the power points to fit her style a little more, and she incorporated a lot of "stuff," such as videos, into her lesson. He thought Ms. AW's gradual increase in incorporating her own activities and ideas into his lesson plans, was "great." It was the beginning of an expansive and trustworthy relationship between Daniel and Ms. AW.

Communication

In the third interview, I asked Daniel about activities he associated with mentoring. He instantly replied, "I think communication is number one." He continued,

> Communication between the mentor and the intern so that the mentor can see what the intern is really thinking, what is their plan? What is their plan of attack? Are they prepared? Do they feel comfortable with the knowledge and subject area they're teaching?"

He hoped that his intern also considered communication as the big one. If she had any questions about content, or discipline, or contacting a parent, Ms. AW had the confidence and feeling of comfort to bring that up with him. While talking about his experiences as a field instructor in the initial conversation in October, 2012, Daniel said that although it was a negative experience for him, it helped him grow. Daniel told me,

> Sometimes they [interns] need help but they don't ask for it. So I try to make sure that they absolutely know I'm there for them if they need anything. I try to give them reassurance. I'll ask AW every two weeks if there's something she needs from me because I didn't get that when I was an associate instructor [field instructor]. So I always make it a point now to ask what they need from me and what I can do to help them.

In his stories about his chemistry and biology mentors, Daniel explicated his concern about not have good communication with his biology mentor, whereas he and his chemistry mentor talked and discussed planning every day.

Communication as Planning and Reflection/Feedback/Self-Evaluation

Because communication was so important for Daniel, his planning and reflection were also about communication. He said,

> I think communication is the biggest activity that a planning period [has]. Back in the first semester, I think AW and I talked everyday during our planning period for forty-five minutes about what was happening in the classroom, how her planning activities were going and how she felt her teaching was going… a time set apart for us to communicate with each other, so that there can be feedback and question between both [Daniel and his intern].

Communicating with his intern on daily basis also helped Daniel to recognize her stress, and he was able to provide her the timely emotional support she needed. He said that one of the things that made him a good mentor was his ability to read his interns' emotions and be approachable to them.

To teach reflection, which is "self-evaluation" in Daniel's words, was one of his goals as a mentor. According to Daniel, he could only teach his intern to reflect through communication and by helping her to see the areas she needed to develop. Daniel considered the ability to reflect as one of his intern's strength. In the beginning of the semester, Daniel spent more time in the classroom with Ms. AW. He said,

> I would talk to her – I would always ask her, "What do you think happened? How did the day go?" And then I would tell her what I saw and what I thought was good. Now I'll just come in and say, "How did today go?" And she elaborates on how she felt the day went and how the students did.

If his intern was having a problem with management, Daniel said that they discussed it, and he suggested ways in which she could tackle the issue. He also added that in the second semester of the internship, Ms. AW gave him more information, rather than him giving feedback to her. Daniel considered this important for her growth. She also kept him informed about the material she taught and where she though the students were struggling and where they were doing fine. As opposed to the first semester, during the lead teaching Daniel and Ms. AW discussed and communicated more before the beginning of a chapter. Daniel said,

> Now that she's doing her lead teaching, we might hit it at the very beginning and say, "Okay, this is what we're looking for in this chapter." And we outline it and then *from that point forward, it's her responsibility to put the lessons together.*

Still, they communicated every day in the morning and shared some personal and professional things. Daniel told me that they talked about how their evening and night was. Daniel also asked if there was anything Ms. AW was upset about, and if she needed any help from him for her teaching. Communication also helped Daniel to understand the strengths and weaknesses of his intern and the area of teaching in which she needed help the most.

Knowing the Intern's Needs

Daniel as a mentor considered it his responsibility to help his intern become a better teacher. Rather than telling Ms. AW about her weaknesses, he talked with her and helped her self-evaluate as a teacher. Content knowledge was not a problem for his intern. He said that she was a "knowledgeable" person. Content delivery was important for Daniel, but he also believed that the style develops over time. There were a number of aspects of Ms. AW's teaching that concerned Daniel, which were mainly the focus of his feedback after class. He pointed out,

> … A big concern at the beginning of the year was, not just the preparation, but what was happening with *classroom management*. She was very *quiet in speaking*. Her projection was low. So we worked hard with her projection so that she could be heard throughout the classroom. We also addressed little issues such as, is *she saying a common phrase* throughout the course of the class, such as, "That's really cool." That's one of the things that she would say, probably ten times a class. I tried to tell her, "You want to stay away from saying the same thing over and over again because the kids will then start counting how many times you say it and then it will take away from the lesson.

In October, 2012 during my first observation, I also noted that Ms. AW spoke very softly, and I was unable to hear her from the back of the class. However, in April, when I went to interview Daniel, her voice projection had immensely improved. I could hear her voice outside in the

hallway, as I had been hearing other teachers when I walked through the hallways to Daniel's class. That was the day I last saw her in the class. Daniel was not there, yet I saw that the teacher Ms. AW was teaching them.

Also Ms. AW's uses of common phrases reminded me of my third year as a teacher. I taught science to third, fourth and fifth graders and I was in charge of a fourth grade section. I used to say "Teek hai" and "right" (I used these expressions to make sure that students understood what I was explaining to them) after explaining a concept. During the last hour of the day before the weekend, I allowed my class (the fourth graders) to share anything they wanted (poetry, joke, story, song, speech, etc.). One day, they actually mimicked my phrase. I adored the way little fourth graders acted my style, and they joked that I had "two eyes at the back of my head." That was an eye opening moment, and it was embarrassing as well. I had no one to point that out. I do not know how long students had been making fun of my common words. That day I learned not to use common phrases. Daniel's concern about students making fun of Ms. AW's common phrases, or taking it as if she was asking their permission, made sense to me. Daniel's other concern was related to his intern's pacing of the lesson. He said,

> The other thing that was a concern at the beginning was the *pacing of the lesson*. Most beginning teachers try to get way too much in the first part of the experience and she did the same thing. Her first lesson that she truly did on her own, she fit about four days worth of material in one day.

He admitted that he laughed because he knew that she would cover the material faster. The incident reminded Daniel of his first class, when he not only tried to be like his chemistry mentor teacher, but also covered almost the whole chapter in one hour. Again, this was Daniel's empathetic nature and understanding that he developed through his experiences. He believed

that in the beginning, interns usually do not know how much material is enough and how much is less. Interns gradually develop understanding of the content, and they learn to pace their lesson according. Moreover, he described himself as a "patient" person. He believed that a teacher and a mentor need to have a lot of patience in order to let their students and interns grow, and they need to be willing to let them make mistakes. He referred back to his own time when he was learning as a school student, and then as a student teacher, and the difficulties he had. It was in the third month of lead teaching when Daniel observed growth in Ms. AW as a teacher. He told me that Ms. AW was pacing herself "better," and her "confidence, planning… and pacing of the material have improved." As Ms. AW became more confident, Daniel's expectations also changed. He then wanted her to take the lead and tell him what she wanted to teach and how. He said that he always gave her the "option to add whatever she wanted to, as long as it pertained to whatever we were studying."

Giving Space to the Intern to Find Her Own Style

Daniel also aspired to help his intern develop her own style of teaching, even if it meant a style different from his style of teaching. He said, "I'm fine with it, as long as she has control of the kids it's fine with me. We talk all the time about where we need to be at a certain time period. " For this purpose, he found it important that pedagogical space should be given to Ms. AW to give her the sense of ownership of the class. Off and on Daniel left the classroom in the first semester, but in the second semester he tried to give her more space. The idea behind giving her the space not only revolved around developing a sense of ownership and making the intern comfortable with her teaching style, but also involved giving of her experiences what it meant to have control of the classroom, meeting the benchmarks and grading papers along with being flexible as a teacher. He emphasized,

> I like to give the interns freedom and space. I like them to try things that they want to because I want them to be their own person. I don't want them to try to be me… I wanted her to experience what it's like to have control of the classroom. Not from just a student classroom management, but from the preparation – making sure that she's meeting the benchmarks that are required by the state. Grading the papers, there's just so much that goes into it. She's doing this for that experience, and I wanted her to have the whole experience of being a teacher… And I wanted her to take ownership.

The quote above shows Daniel's rationale of giving space and letting the intern experience alone the feeling of being the owner of a class and managing it herself. When I asked about Daniel's views about Ms. AW's teaching from the beginning to the end of her lead teaching, he said, "In coaching we call it the part-whole to whole-part – I go whole-part and she goes part-whole." Daniel meant that he taught smaller ideas related to a concept first and then taught the bigger idea. Ms. AW taught the other way round. He also mentioned,

> I see a little bit of my strategies. But she still likes to experiment and find out what is working. And that's what this [internship] is for. Again, as long as she's teaching the kids that's fine. But she's figuring out who she is. She loves the inquiry based learning, which probably comes from her MWSU days. She loves to get the students to think about what's happening. I kind of like to give the kids some information and then have them develop their thinking on the subject.

It was not atypical of Ms. AW to use some of Daniel's strategies. It strengthened Daniel's belief that people develop their style by taking "little bit from here and little from there." More important for Daniel was letting his intern do what she loved doing, that is, inquiry-based teaching. This also changed my initial view about Daniel, as someone who was a lecture-oriented

teacher and who therefore, might not allow his intern to try out inquiry. Although he liked doing things in what I think is traditional teaching, but he himself was flexible and open to whatever ways his intern wanted to teach, with one important condition, that she was teaching what students need to know.

Teaching to be Flexible

There were nine snow days in the OPS County the year I conducted the research. Daniel used it as an opportunity to teach Ms. AW about being flexible. He said, "There's nothing we can do about the time." Daniel shared two examples of how he helped his intern to be flexible. He guided her to make decisions as a teacher about the parts of the chapter that were more important and what parts could either be skimmed through or even left out. Daniel helped his intern to choose the topics that were important and were a part of the state tests. He also taught her that at times "we [teachers] like to go above and beyond what is in the standards. Unfortunately, above and beyond in the content standards a lot of times means real life situations." Therefore, she needed to be flexible enough to move away from the content in the book, and to use daily life situations to teach a concept.

Modeling

Daniel and I did not specifically talk about modeling. When I talked to him about teaching the first couple of days in the beginning of the internship, I asked Daniel what he wanted his intern to learn by sitting in his classroom. He said,

> I wanted her to see how I address the class, how I walked around the class, how I stopped kids from talking, how I tried to make sure they were paying attention, my demeanor, classroom expectations – I wanted her to see all of that and I wanted it to be observation for her. Boy, I'll tell you what, I think I would have been scared to death if I was an

> intern and had to go in on day one not knowing what was expected of me and start teaching the class. So I wanted her to know what her expectations were. I slowly brought her in because I didn't want her having to teach a lesson the first day. I didn't want her to have to get up and tell the kids all the classroom procedures because she may not have known them. She may not have known what would be important for classroom procedures.

It was mainly the classroom management, related aspects rather than how he was teaching and how he responded to students' queries about concept being taught. Daniel was big on management from the very beginning, even when he observed interns as a field instructor. Daniel's quotes also illustrate his own expectations he had from his intern and it also meant that he wanted his intern to think about the ways of managing classroom that suited her style. However, I wondered if only modeling of such expectations accomplish what Daniel wanted his intern to learn.

Daniel firmly believed that without classroom management, students do not learn and teachers cannot teach. He said,

> … the students aren't gonna learn if the classroom is out of control. The teacher is not gonna be able to teach, if the classroom is out of control. The teacher probably will not enjoy being in the classroom that they can't control.

He explained further that by "control" he meant setting up guidelines in the classroom routines, for instance, getting up, submitting work, walking around the classroom, etc. He felt that by showing Ms. AW his ways of setting up those guidelines, he prepared her for the transition being from an intern to being a teacher and taking over the class.

The Next Steps, the TE Program, and Time Constraints

It was the last time when I was meeting Daniel. We were sitting in the vice principal's office. I asked him what practices he would like to continue with the next intern. I felt sad when Daniel said that he would not have an intern the following year, because he wanted to be in class and wanted to apply what he learned by mentoring Ms. AW. For Daniel, mentoring interns and learning new ideas from them kept him "fresh." He also added that mentoring is a huge responsibility, and he did not want to put in a half-hearted effort. He said,

> You spend a lot of time making sure that they are – like a parent – you're not a parent to your child for twelve hours a day, five days a week. You're a parent 24/7. And when you walk into the school building in the morning, your mind and a lot of your work goes toward helping the student teacher develop as a teacher and helping your students that are in the classroom. It's not a vacation if you want to do it correctly; it's work.

Daniel also hinted that his mentoring approach depended on the next intern's needs. For instance, he mentioned that he walked away earlier from the previous intern because he had gained Daniel's confidence and trust in managing and in class preparations as compared to Ms. AW. He remembered spending his preparation hours with Ms. AW, helping her with her planning, and with little time for his own class preparation. I asked him what he learned from Ms. AW. He talked about experiments and activities, she did, which he had not thought about. He wanted to try out those experiments and activities to find out whether they worked for him or not, and to fit them to his style. He also mentioned that he would continue to develop strong communication with his intern and let him/her be the teacher.

> If I have another intern, that's my goal – to be able to let them have the classroom and they are the teacher. And then again, while they are the teacher, I would like to have that

time to talk about anything that may have come up in the class that they weren't sure if they handled it correctly. Maybe ask how I would have handled the situation.

Daniel also added that he would not give the intern their lead teaching, or their focus class; rather, he would make it a team taught class. He would rather have his interns with the smallest class as the focus class, and the rest of the classes as team-taught classes. The year I interviewed him, he actually did not team teach any class with Ms. AW.

Daniel also felt very strongly that MWSU must have a "hands-off" policy during the lead teaching time. He said that it was important for him to be hands-off, in order to let his intern get the ownership of the class; similarly, the TE program should let interns teach full time. He also felt that Ms. AW had a lot on her plate with teaching five periods and doing projects and assignments for her TE program. Moreover, being away on Fridays also was not helpful for interns to get the whole picture of teaching.

Daniel talked about time constraints as well, especially with nine snow days. Although he taught his intern to make decisions as a teacher to cover the content required, he also talked about a change coming in the school system. He elaborated that an extra period, during which mentors and interns could actually sit and talk about an intern's growth, would be of great value. Although they talked about a planning period, it was about the content rather than the intern's growth.

Today as I wrote about Daniel, as I read through his interviews and each quote I was reminded of his empathetic and understanding personality. He demanded hard work from his students and interns, but only because he himself was ready to put in the same amount of hard work. I believe that the next time he will have an intern, he will continue to fall back on his past

experiences, because those experiences have developed him into a person who is truthful to himself and to others.

Concluding Summary

Temporality: Past, Present, and Future

The *core* of Daniel's mentoring practice grew from his mother's teachings and by assisting a renowned coach. . He tapped into the ways he himself learned content, learned about being responsible, accountable, and self-evaluative for his learning. Having found success with these, Daniel expected the same obligations from his intern. He approached mentoring as "communication" and continued using the same strategies throughout the internship year. Positioning himself as the expert, he offered more suggestions to his novice and spent more time in the class in the beginning of the internship year. He gradually moved out of the class showing his trust and confidence in his intern's abilities as a teacher. Overtime, there was a role shift from Daniel to his intern being the information provider. For his future plans, Daniel wanted to continue making use of his existing knowledge and practice, which is to provide information and to communicate on regular basis with his interns.

Sociality

Personal conditions – Beliefs. Since Daniel drawn to traditional way of teaching and learning, he approached mentoring in the same way. Daniel believed that individuals develop their teaching philosophy over a period of time and his role was to help his intern find her way of teaching. This belief came through in letting the intern to maintain ownership of her approaches to teaching. He felt responsible for knowing his intern's needs and identifying areas for improvement and he demonstrated this by focusing more on these aspects of teaching with his intern (e.g. classroom and time management). He firmly believed that classroom management

and relationship with students were the two main aspects for successful teaching. Daniel encouraged his intern to observe other teachers. Daniel also believed that mentoring is teaching.

Social conditions. Since Daniel was drawn to traditional ways of teaching and certain values, these played a central role in how he identified his role models (high school teachers and student teaching mentor) and how he described himself as a teacher. His receptiveness towards his intern's needs came through his stories as he often highlighted his relationships with individuals, in particular his chemistry mentor, his colleagues, his students, and his intern. Although he did not socialize much with his teaching colleagues , Daniel's stories about OPS and the science department illustrated the importance of a supportive working environment and administration that provided him a sense of belonging.

Daniel's stories also underscored *the role of his intern's willingness* to try out new teaching approaches in her class, rather than following her mentor's way of teaching.

Place

The significance of place was never a main part of Daniel's stories. When considering the spaces where Daniel lived or worked, how or whether the physical characteristics shaped his mentoring practices remained unrevealed in his stories. Daniel's narrative about the school in which he did his student teaching and its staff may have influenced the way Daniel talked about collaboration and being receptive towards his intern.

Chapter 7

John Fred: The *Cynic Teacher* and the *Blacksmith Mentor*

John's story revolves around his experiences from his childhood, interactions with his high school biology teacher, his student teaching, his substitute teaching, and his current teaching. The *temporal* dimension is represented in John's past experiences as a learner and teacher, moving to his present mentoring practices, and looking to the future (imagining change). In this story as well, the personal values, the context, and interactions (*sociality*) played a significant role in informing John's mentoring practices. The *place* in John's story is significant in changing his views about teaching and learning in suburban and urban schools.

The chapter begins with John's story about two teenage girls talking about pregnancy, which is followed by my childhood story. This conversation connected me with John and his students. It showed me how much John cared for his "kids," who are also the most important characters of his narrative.

John's Story: Students: The *Struggling*, the *Unwanted*, and the *Disturbed*

"I'm overhearing two students talking – two freshman girls. One of them is pregnant. Not visibly pregnant, but she's confessing to the other one that she's pregnant. So the other girl is like, "So what are you going to do?" And the girl says, "I don't know, my mom is tired of paying for all these abortions." So right there you know she's already had a couple abortions. "So I think we're going to let the baby stay with one of my aunties." I started to think about that kid – the child of the pregnant girl – and I started to imagine. Okay, this girl is my mom. What kind of life is this poor kid going to have? Okay, maybe an aunt is going to take them for a while, or maybe not, and I realized as I looked at the classroom, that I was probably looking at half a dozen kids who had been conceived and brought up in the same way. And when you

realize the challenges these kids have overcome and just the crap they've had to go through, your heart just breaks for them...", John's voice faded away, I do not hear him anymore.

I see a second grader with a 103-degree fever, coming out of her room, on a dark stormy evening. She has been sick for a couple of days now. She looks pale and weak. She is scared of thunder sounds and lightening, and she does not intend to go out. She calls out for her mother. No answer... but she hears her stomach growling... she is hungry. She wants to reach out to her mother in the kitchen across the big courtyard. She takes small, slow steps along the wall as if the wall will cover her from lightning and rain. "Abu [dad]," she mutters and shivers as the howling thunder sound surrounds her. She starts walking faster. She is approaching the kitchen door... the door is slightly open. Now she is at the door... her hand extends to push the door open, but wait, her mother is talking to her elder sister. The little girl can hear them. "I never wanted to have another daughter. I tried all ways not to get pregnant. But I got infection and I had to remove the coil and within a month I conceived her. It would have been okay if it were a boy, but girl no! I was not mentally prepared to have another girl. I didn't want her. I tried everything to get rid of her, but she was stubborn. You know I didn't feed her for three days after her birth, but she survived. She falls seriously ill every year, but she survives. I don't like her at all. I even don't want to see her face. I wish she dies." Stunned by what she heard, the little girl is moving away from the kitchen. Where is she going? Isn't the little girl hungry and scared? She is going back to her room. She is no more scared of thunderstorm. She lies in her bed. She closes her teary eyes and wishes that her Abu comes home soon... tears roll down my face...

The little sick girl was me. Although my memory was not about teenage pregnancy; it was about being an unwanted child. I grew up with names given to me by my mother, such as "Kalo" (someone having a darker skin color), or "Faltu" (something extra, not of any worth), but

I had a loving and caring father. He called me "Rani," which means a *princess*. He comforted me and gave me the confidence and motivation to be at a place, where many Christians in Pakistan aspire to be. As John was telling me about the kids he was teaching, my mind wandered and wondered about the lives of those kids. They might not have anyone at home to care for them. What they do? How they survive? What does it feel like living in such conditions? What is the life of an unwanted child? Such thoughts only gave me goose bumps, and I had to come out of them.

John was saying something... "I think it's just seeing over and over again the difficulties these kids have that I never had. I mean, I had problems but not the same kinds of problems these kids have. When you see that, you have to want to help. You come here at 7:00 in the morning, it's a blizzard out – you'll see our cafeteria is full of kids who walked here two hours before the dawn through that weather because that's the only way they were going to get breakfast. If they're going to eat that morning, they've got to walk to school to do it. It's almost humbling when you see that...." He stopped. "I'm sorry, it's very emotional, isn't it," asked John, and continued, "That's good to know. I don't think that everyone does relate to that!" "Yeah, it is. I have no words to say. There are things that I've been through in my life, and I completely understand," I said in a weak voice.

I was meeting John for the second time, but I felt connected to the kids, something I didn't feel the first time I visited the school.

Meeting Mr. John Fred: Introductions, the Soul Train Club, Popcorns and Cool Aid

This is how I would like to define my first meeting with John, and his intern Ms. RM at LHS. I arrived early at the school and stood in front of an old red-bricked building –it is said that its structure was considered to be appropriate after researching the wants and needs of its

communities. I was at the backside of the school. I was looking at and admiring the mid-1940's engineering marvel, when a gentleman approached and asked if he could be of any assistance. After knowing that I was from Midwestern State University (MWSU- a pseudonym), and was there to see Mr. Fred, he let me in with his card. I entered a semi-circle sitting area of the school. Decorative tiles representing a variety of zodiac signs, Shakespearian characters, sports, mythological creatures, and different cultures, beautified the hallways. The floor was chipped and also had decorative designs. The gentleman escorted me to the main office. As I signed in, the lady gave me directions to Mr. John Fred's classroom.

I stood in the hallway, outside Mr. John Fred's classroom, nervously waiting for the bell to ring. I could hear a remarkably strong and distinctive voice coming from Mr. John Fred's room. "He must be a well built man," I anticipated. I wanted to inspect more when a young lady approached and asked if I was there to see Mr. Fred. As I nodded, she opened the door and peeped in. A slender, medium heighted person approached the door, "It would be another couple of minutes," and closed the door. Yes, it was his forceful voice, it was Mr. John Fred. I felt embarrassed because I had no intentions to disturb him. Finally the bell rang and a swarm of high school kids filled the narrow hallway. I heard a shout, "C'mon move, move, ladies you are not supposed to stand in the hallway. Get going, Move on, move!" I recognized the tone behind me. I had heard the same tenor in two other urban schools when I was collecting data for my practicum. Is this type of loud, harsh voice a norm of all urban schools, I asked myself? Nervously, I turned around and saw a tall, large African American security guard standing at a short distance from me. Now Mr. John Fred was out in the hallway too. As he was moving out of his door, he told me to get inside his classroom, saving me from a boy who was carelessly moving backwards, not listening to my voice, and who could have hit his backpack on my face.

Mr. John Fred put his arm in between and said in a loud voice, "Watch where you are going!" As I got inside the classroom, I was welcomed by an intelligent looking, very determined face, Ms. RM, the intern. She informed me that Mr. John Fred would be on duty until all the kids moved out.

The classroom was a bit congested and shaped like a *thin rectangle*. Tables and chairs were all lined up facing the whiteboard. The space between the whiteboard and teacher's table had just enough space for a person to move sideways. A small lamp, a projector, a computer, a telephone set, a coffee mug warmer, and worksheets or maybe bell work adorned the teacher's desk. The walls of the classroom presented an interesting sight. The empty space on the walls, above the cabinets, was decorated by faded, handwritten charts, and charts with encouraging quotes of famous people. Yet the more fascinating part of the display was printouts, or rather, placards in each corner stating, "*agree, strongly agree, somewhat agree, strongly disagree*." I wondered if any of the students had ever read a single quotation and had thought about what that quotation meant. One wall had painted ecosystems, and there was a fine collection of stuffed animals displayed around the room. There were two doors, but I did not see what was behind those doors.

"Sorry about that," the same forceful voice interrupted my thoughts. I turned around and this time looked more closely at Mr. John Fred. He had bright eyes, a warm smile, and was wearing a stud in his left ear. "An ear stud, hm," It did not fit my teacher's profile, but justified my curiosity by thinking that maybe this was how a Caucasian male showed empathy with the population he taught. We *clicked* in our very first meeting, as they say, and felt comfortable in each other's company. During our brief yet detailed introduction, Mr. Fred used the term "cost-benefit" a couple of times. For instance, what would be the "cost and benefit" of becoming a

mentor, when he received my invitation to participate in my research, he thought about the "cost and benefit" of participation. He thought that there were no costs involved in participation, because I would not be interrupting his daily class work with his students; but he wondered about the benefits. And we settled with the idea that my research would help him think and reflect about his practices as a mentor.

After introductions, I stayed back for the Soul Club meeting. Students came after school, sat, chatted, and listened to fabulous old pop music. Mr. John Fred provided information about the music he played, and asked students questions about whether they knew the group. He also provided free pop and popcorn. As the opening story tells, majority of the students were from the lower socio-economic class and did not have enough finances to buy entertainment for themselves. According to Mr. Fred, he was providing a safe place where these kids could sit, chat, and laugh, along with enjoying nice soothing music. Was the music the students' choice? No, it was Mr. Fred's choice, but few of the students knew the music and singers, especially the young Michael Jackson. However, students had the choice to suggest the music they wanted to hear or share with other students.

Although attending the Soul Club was relaxing and entertaining I came home disturbed with the security man's loud voice. The disturbed feeling was not new to me. Why do they have to yell at the students? Are these students so ill-behaved? Do they really deserve this? These half answered questions have floated in my mind since the first day I stepped in a heavily guarded and security checked urban school for my practicum. Deep inside me, I knew that I have my biases about urban schools, which were developed over a period of time with some personal experiences, and also as a result of several discussions with my Caucasian friends. But what had eighteen years of teaching in urban settings had done to Mr. Fred, I wondered.

Out-of-School Experiences

John was brought up in a single parent family, with older brothers who "were going through a lot of stuff," in a suburb. John's painful tone did not let me ask any further questions about his family. I understood that his growing up made him relate to the student population he taught. But why did John experience as a student make him feel so strongly with his students? It was yet to be found.

As long as John could remember, he had been "interested in science." He had always wondered why things were the way they were. As a kid he was "really into insects and spiders" and he spent "a lot of time trying to identify them." The activities John described he was interested in described him as a child who liked spending a lot of time alone. In a very lighthearted way John said, "I don't know for sure, but I've often suspected that I have a little touch of Asperger's Syndrome. I just don't quite interact at an emotional level with other people the way normal people do. I'm very shy, it's very hard for me to interact socially with people." John and I both felt awkward to interact with people socially; maybe this was the reason why we both clicked in the first meeting, and we found each other personable. What changed John's views about not relating to students emotionally? I wondered. I found the answer when I asked John about his memories of his science teachers.

K-12 Experiences: John's High School Teacher

Out of all his school and college teachers, John talked about one very respectfully and affectionately - his high school biology teacher. Although the biology teacher was not very much liked by many students, and was considered *harsh*, yet John thought that he was a *great* teacher. John took two courses with him, and he also assisted him in the third year. John was not only impressed by his biology teacher's hard work, organizational abilities, his knowledge and his

"no-nonsense approach," but also because his classes were not about feelings, but rather about what you learned and did. The classes were not about feelings, which related to John because of his self-defined inability to relate emotionally with people around him. John also appreciated the sense of humor the teacher had, and said very fondly, "He really made a big difference in my life." John recalled,

> Well, when I was in high school was when compact discs were first coming out. He knew that I liked classical music, which he liked also. Whenever he would replace one of his records, he would give me the old record. I still have those records and I'm sure I'll keep them my whole life. He could see that I appreciated what he was doing and he reached out to me. At the time things weren't great at home; my parents had separated, I had two older brothers who were going through all kinds of stuff. It was a really nice thing.

In the midst many things going wrong in his life, the biology teacher lightened up John's life by giving him his old classical music discs. John still cherished that moment and those musical discs. He said that at the time he did not have any idea what his biology teacher was doing with him. But when he looked back, he could see the difference that this teacher had made in his life, and the "effect a good teacher can have." John added, "That' why I'm here." I could see John's belief about changing students' lives and using music to connect with students ensuing from his experiences with his biology teacher.

Although John believed that there was no need to develop relationship with kids, he observed other teachers whose kids performed well, who had relationships with their kids, and he thought, "This is what all good teachers do." He also realized the fact that his biology teacher had spent time to understand him and to build a relationship with him. As a teacher today, he believed in himself, his abilities to reach out to his kids and to make a difference as his biology

teacher did for him. John was not impressed by other high school science teachers or his college professors. I wondered about John's student teaching experience.

Pre-service Experiences

John attended MWSU between 1988 and 1992. He had a degree in biology, with a minor in philosophy. While he was talking about the TE program, I asked John about his student teaching and his mentor.

Student Teaching and a "Disengaged" Mentor

John did his student teaching in a "Big White" school in the Midwest state. Growing up in a "fancy suburban" neighborhood and student teaching in a suburban school was a familiar context for John. After John graduated from MWSU, his student teaching then was for fifteen weeks. He said, "You were the teacher for ten weeks. You had a couple weeks to build up to it and a couple weeks at the end to wind down. I did all the teacher's classes for ten weeks and nobody helped me with anything. I just did it." He said that he was "impatient to go out and start teaching kids." I asked him about his mentor. He said that his mentor was "disengaged." John added,

> You tried things and they either worked or they didn't, simply because my mentoring teacher was disengaged. He wasn't really in a position to give me that kind of instruction beforehand, anyway. You just did it and you were either successful or you weren't. In a way, that is kind of how I was taught how to do it, but maybe not as deliberately.

It is reasonable to say that because John's mentor was disengaged, the image of mentoring that was formed in John's mind was to let the intern try new things and find out what works and what does not. John also mentioned that his mentor took his presence as an opportunity to do other

things that he wanted to do. John did not experience any problems teaching in a suburban school and enjoyed his independence.

Field Instructor: "She did write me a nice letter"

Because he earned his teaching certificate from MWSU, I wanted to know about the field instructor and the feedback given to him. John chuckled and said that his field instructor observed him "maybe three times." He added that she did not know or care what students, the mentor, and John were doing in the class. I found it more disturbing when I asked about the feedback he received from her about his teaching. He laughed and said,

> She wanted me to cut my hair. I had long hair at the time. What I'll tell you about her was, when you get done with your student teaching you need letters of recommendation and there are only a couple of people who will give them to you. She asked if you want a letter of recommendation and of course you say yes. Then she gave you the MWSU evaluation of her and have you fill that out in front of her and then she decides if you're going to get a letter of recommendation or not. So of course I said glowing things about her!

I looked at John with astonishment, and he said, "That was the extent of my "meaningful" interactions with her. And she did write me a nice letter. " I believe I was stunned by John's story about his field instructor because I had observed the involvement of field instructors now at MWSU at a different level – more critical and constructive, rather than being disengaged. John's student teaching experiences also represent his views about the role mentors play during student teaching and about independent learning as a student teacher. How did John's experiences help his career as a beginning teacher?

In-service Experiences

John said that he "romanticized" what teaching might look like based on his interactions with his biology teacher and his student teaching, but when he started subbing in an urban district, his idea about teaching were challenged in familiar and unfamiliar ways. John said that he was not prepared for his "transition from sub-urban schooling and student teaching to urban schools." He said that he learned very quickly by his experience when he substituted for teachers in an urban district, that whatever he learned "would not work in urban schools."

John Fred's Subbing Experiences – The "Real Eye-opener"

After attending MWSU, John lived in the capital city and started subbing in urban schools of the district. John quickly became cognizant of the fact that "the environment was very different than the schoolrooms he grew up in." There were different problems that required a whole different set of skills and needs, pretty much for everything. John also noticed that the students were needy in almost every sense, academically, emotionally, even nutritionally. During his subbing period, John also realized that it was a district in which a good teacher could really make a difference, which theoretically was the reason he thought most of people got into teaching. When John started subbing in an urban district, he followed his high school biology teacher's way of teaching. He said, "At first, I really tried to do the kinds of things he did, but that doesn't work for these students." The first year in an urban school was a "real eye-opener" for John, and his experiences were also prominent in his discussions with his intern about what would work and would not work for the student population he taught. John finally got a full time job in LHS, where he had been teaching for last eighteen years. During the time of my study, John was also serving as the Chair of the department.

LHS: The Urban School and It's Culture

John joined LHS as a substitute teacher for almost two years because the school could not find a full time teacher to take over the class. During these years, he taught a 6th grade special education reading class in a middle school, a position for which he had absolutely no training. He then switched to his full time current position at LHS. Over the next decade, he taught different subjects and combinations of subjects every year - starting with Biology, then adding and removing classes every now and then, such as Advanced Biology, Physics, Environmental Science, AP Biology, and now 9th grade Remedial Science.

John gave me a little history lesson about the school. LHS is located in downtown area of the Capital district, near the shrinking industrial base of a renowned motor company. As the factories closed in the district, the enrollment shrunk from around 1,700 students down to around 800. LHS is currently identified as a "Priority" school by the department of education, because their students score in the bottom five percent of schools in the state. The majority of the kids in LHS come from broken families, as the beginning of the chapter describes; students' suspensions, drug use, fights, and use of foul language, even in the presence of teachers is common. For instance, one day when I visited the school, only six out of nineteen students were present in the first hour of the day. When I asked, John enlightened me that during the breakfast hour, there was a big fight and many of the kids were suspended. Those kids might not come to school for the next couple of days at least. On another occasion, I was observing the class while Ms. RM (John's intern) was teaching. A girl who was constantly busy chatting with two boys, one of whom complimented her for wearing a nice short dress earlier, was requested to move to another place by Ms. RM after a number of warnings. The girl moved to the new seat reluctantly, and she put her head down on the desk in front of her. When Ms. RM asked her to do an activity,

the girl mumbled, "F*** you!" I was baffled and looked at John and his intern, but there was no reaction from both the teachers. Maybe they did not hear it, or maybe they just ignored it. However, it exemplified what John and his intern had to face almost daily in their classroom, and I wondered if any TE program can ever prepare student teachers for such situations, or even transitioning from suburban to urban settings.

I asked about the role of the school administration in supporting him as a mentor, and about interactions among the teachers in the school. About getting support, John said, "I don't think I've ever gotten any support. I don't think what that support would be." I asked about teachers and interactions between teachers. He said that they liked "working behind closed doors." I also asked him about the time when he joined the school. John said that the only support he got from any of the teachers was "in the form of something photocopied." If he asked a teacher, "What are you going to do for Chapter twenty-three?" he answered his own question,

> …the most you could hope for was that the teacher would go to their file cabinet and pull out a manila folder and give you four or five dittoes that they do. And that was all the input I would have gotten from any teachers.

From John description of his interactions, the teachers at LHS worked behind closed doors, but they shared their teaching materials, if someone asked for them. However, sharing "four or five dittoes" as teaching materials also illustrated that maybe the teachers at LHS taught the same material again and again, which reminded me of teachers' practices at the school where I taught. The teachers exchanged or shared copies of position holders' work, because there were no lesson plans. The work and notes on the copies were either used as reference material or were taught and copied.

Based on John's anecdotes, his mentor was disengaged, his field instructor did not give him feedback, and as a new teacher he again had no guidance. John's description of his unguided learning represents a vivid example of *sink or swim* situation associated with the teaching profession. After spending some time with John in his class, I could relate his teaching practice, such as being firm and reaching out for his students like his biology teacher, but I was curious to know about the source of his mentoring practices. John replied, "From my own teaching experience." He mentioned that by making mistakes as a substitute teacher, he discovered aspects of teaching in urban-setting that he needed guidance for. As a mentor, he focused on those aspects such as classroom management, lesson planning, etc. (described later on). By then I had also noticed that John had a lot of cynicism about teaching struggling kids, which I think became a part of John because of his experiences as a substitute teacher, followed by his experiences as a teacher.

John Fred: The Cynic Teacher

When John started teaching at LHS, he found the environment very intimidating; as he recalled, "It was new. It was intimidating because you get in there and you realize that you don't know any of the rules. You're the outsider. You don't get it like everyone else does." May be wearing a stud in his ear was his way to become an insider and to relate with the kids he taught, as I saw many male students wearing studs. I never asked John, because I thought it to be very personal. Yet he wanted to succeed not just as a teacher but as a teacher who made a difference in his students' lives. John remembered his early days in LHS;

> The students did not automatically just defer to me because I was an authority figure. You realize that you have to establish that authority. You have to prove to the students that you are a teacher. At least I had to because I was young and goofy and didn't know

> what I was doing. And the kids – it was like sharks and blood – they smelled that! They know when you're soft or new and you don't know the rules. Bored middle school kids are going to find a way to amuse themselves and usually at your expense.

Although I did not like John referring students as "sharks" or "wolves," it illustrated John's experience as a new teacher and the intensity of the struggle he went through to survive his initial years and to gain the respect of students. John said that he never felt "unsafe," but the environment was intimidating because of its "unfamiliarity." He found himself "in an environment where I didn't know anything of what was going on. And that's not what I'm used to." John said he was excited by the whole new experience, and more importantly he wanted to "get into teaching to help people and then you get into [the Capital district] and you see these kids who need so much help." I could see that his passion in teaching struggling students and making a difference in their lives was his driving force. John started his career as a teacher with lots of positive attitudes about the kids he taught. He still believes in their abilities. He shared his thoughts about his current remedial class:

> In terms of the students' ability, a lot of these kids are just as smart as the kids who would be in biology. They're just knuckleheads in class; they screw around in class or they have discipline problems. So they've earned those grades not because of a lack of intellect but because of a lack of ability to sort of play the classroom game. This kid who sits back here with the Afro – super smart! But he was selected by a teacher as someone who is not going to pass biology because he can't control his mouth and his behavior and he's got to get up and he makes all kinds of inappropriate comments. He's one of the smartest kids – I bet he's in the top 10% in the ninth grade as far as intelligence. But something else is keeping him from succeeding. And that's what I see with maybe a third of my

> students – they're bright enough, they just have emotional, social or whatever problems. That's something I wasn't really expecting. I really thought that everyone was going to be just not that bright. But a lot of it is that they just can't get themselves together to function.

It was obvious from John's conversations that the period of eighteen years of teaching has left a strong *conflicting* mark on what John did, believed in, and said. On one hand, he believed that his students were intelligent and had potential. On the other hand, I believe repeated failed attempts of making a difference in his students' performance had made John a cynic about what would work and what would not with the students he taught. The *John* I met had even adopted the language of students, for instance, using words such as "screw around" or "half – assed activity" for describing things his students did, or calling himself a "jerk." Several times I found John appreciating and acknowledging the intellect his students possessed; his past unsuccessful experiences had made him cynical about his students' success. As he described in one of his conversations,

> … no matter how good, interesting, well-developed, and hands-on activities are, they are not going to work for the kids in his class, not because they don't have the ability, but because they cannot concentrate on what they do and they don't have support system at homes.

And this was not the only time when John expressed his thoughts about an activity or lesson as not being for his kids. In his interviews, he repeatedly pointed it out. I understood his intention was not to demean his kids or underestimate their abilities in any way. But he knew that many kids in his classes did not attend school regularly. For instance, he appreciated inquiry, yet teaching content via inquiry required a lot more days than lecturing. Because students were not

regular, he feared that his intern's efforts would be wasted, and he did not want her to lose self-esteem as a teacher and start considering herself an unsuccessful teacher.

After reading his interviews, I could clearly see that John had reached a point, whether he realized it or not, where he had started believing that what he does for his students makes no significant difference in their schooling as well as their personal lives. How does John cope with exhaustion and a diminished sense of accomplishment? It also seemed that John held two opposing views about his students – their lack of motivation alongside their need for support and a good role model. I wondered how can be it. John did not leave the profession as many of his counterparts usually do, and I wondered what kept him going for so many years - passion, job, or something else. When I asked him, John agreed that he had thought of leaving LHS and to join another school. He thought that LHS had a challenging environment, but his belief that he "is a good teacher, and that these kids need/deserve good teachers, as much if not more than the kids in the suburbs," and simply because he "just loves these kids," prevented him from quitting the job. In John's words, the "only thing that had kept [him] going for so many years was [his] big ego that made [him] think [he] might just be able to make a difference in students' lives, and there wasn't a better place than LHS to try and make that happen." The belief that he could make a difference in students' lives goes back to John's experience with his high school biology teacher. Moreover, John saw that his voice as a teacher was an important one for some of the LHS population. He was invited as a keynote speaker at the commencement because he believed that students respected him and understood his "sincere" efforts. He has a very positive image of himself as someone who could make a difference in "urban kids' lives."

"You've seen their smiles and heard their laughter, you know how joyful their worlds could be, how could one not want to stay and help?" John refreshed my memory. Yes, I have

seen those kids laugh, joke, and ask smart questions. I have observed John appreciating his students' participation and providing continuous positive reinforcement verbally throughout the day. During my observations, he never seemed tired of or was short of good words for any effort shown by his students. By the end of the day, though overwhelmed and exhausted he might be, he talked about a kid who had asked a question or shared his bell work, with his intern, or he discussed something that he thought was not good about a kid. John felt happy about the little things his students accomplished; for instance, a boy who had started working hard and had shown improvement in his grades; John appreciated his progress in front of the other students. John's narrative provides another aspect of teacher mentors' values and how those values are communicated to their interns. John always shared those moments with his intern. Although the focus of his mentoring practices seemed to counter argue this point, I wonder his appreciation reinforced intern's commitment to teach in urban-settings.

How has coming to an intimidating environment daily without even having a "wild guess" about what might happen when he enters the school affected John as a mentor?

Current Mentoring Experiences: John Fred: The "Blacksmith" Mentor

John began mentoring Ms. RM sometime in October, which was already more than a month into the internship year. He received an email from another teacher, working in another urban school, asking if he would like to have an intern.

Purpose of Mentoring

He agreed to be a mentor because he thought it would be "great" to have another "teacher" in the classroom to share ideas for developing a new class he was teaching that trimester. He said, "I need some good ideas about how to teach it. So I thought I could get some good ideas from this teacher who is going to be fresh out of classes and have all these techniques

and things they want to try." John saw mentoring as an opportunity to create a curriculum from scratch. He also thought, "why not to have someone along to make sure that it's not done in a jaded, cynical way but a little more cutting edge, with some of newer ideas?" Initially he also thought that being a mentor would save him some time, but he did not know that all the preparation they had to do would be very "time consuming."

Views about Mentoring

When asked what mentoring meant to him, John said that mentoring was very much like an "apprenticeship." He said,

> When I think about an apprenticeship, I always think about a blacksmith. And I think about the person who learns smithing by working with the blacksmith. You can read about that process, but everybody knows that you have to get in there and get the metal hot and get the tongs and the hammer – you have to do that to really learn how to be a blacksmith. And that's how I feel it is with teaching. So my role as a mentor is to kind of take her into the classroom, show her what I'm doing behind the scenes to make the classroom effective and giving her opportunities that are sort of scaffold so she can build up to all the skills that she eventually needs, giving her opportunities to try some of those techniques out for herself. To me, it's like I'm letting her come into my blacksmith shop and use some of my tools and have her help me make some of these orders so that she can go out and do it herself.

John's description of a mentor as a "blacksmith" who lets his apprentice (intern) use his tools to find out what works for her, illustrates his experiences as a student teacher and his main way of mentoring. As mentioned earlier, John's student teaching learning experiences were independent and his mentor was "disengaged." In his mentoring, John was more engaged with his intern; he

provided her his materials and supported his intern's learning by doing and by making mistakes. Just as for his students, John considered that his role as a mentor was to develop his intern into the most effective teacher that she could be. John mentioned that as a mentor his responsibility was to share the "what was happening behind the scenes" with his intern. I thought he meant the teacher's thinking process, but it actually was about "bringing the positive out from negative and share his strategies or tools" he used as a teacher. He stated, "you can't let them [interns] think that that's how it ends. There has to be a positive spin. There has to be some learning aspect to it so that bad experience turns out to be useful in some way." Based on the role and expectation he identified for himself, he used several practices to mentor Ms. RM.

John's Mentoring Practices

John summarized his mentoring approach as "kind of let the intern try things out and make their mistakes and see what works and doesn't work for them." He thought it was a successful approach, but he also became cognizant of the fact that interns may not share the same priorities with him, and he shared an important tension between him and his intern. His students lacked basic science literacy skills, and he wanted to focus on developing those skills, while for Ms. RM it was more about teaching science. John thought that he had left a little bit too much to the intern. He concluded from his mentoring experience that he should have been more assertive and should have provided more guidance to Ms. RM about what his students actually needed and why.

John was a blacksmith, and his intern was his apprentice. When John said apprentice, he as a mentor wanted to show her all the tools he had used over a period of eighteen years of his teaching, and let her choose the best tool she found that worked for her style of teaching. John had some issues related to his intern's introduction (teaching load) to the classroom. Based on his

student teaching experiences, John thought that interns take their mentor's classes and teach all day. That was "really what teaching is," he said. Therefore, he showed some resentment about his intern picking and teaching one hour in the beginning and gradually taking a full teaching load. John's primary mentoring practice was to ask questions, because he said asking questions was the only way he knew to connect with his intern. He also did planning, modeling, giving feedback, and understanding his intern's strengths and weaknesses.

Asking questions: ***"Direct way- just to ask what happened."***

This was John's primary mentoring practice. "It just seemed like the most straightforward way to get at" what he wanted to know. Every time his intern taught or had some incident in her class, John would ask her questions to know what his intern thought had happened, and what aspects of it she thought were important. For him, it was a problem-solving approach. He shared an incident, which he called the "most dramatic incident":

> Probably the most dramatic incident we had was a time where Ms. R was teaching the class and it was not going well. The students were not paying attention to her. That is something that she really does struggle with, as every teacher in this building does. Trying to keep the students engaged. Our students are so easily distracted and so ready to just turn and start chatting with their neighbor. She just could not seem to get the class back on task and she kind of gave up. She said, "Look, I'm not wasting my time with this anymore. I'm going to go back to my desk and if you want help you can come back and talk to me there." I didn't say anything- I was in the room while all this was happening and I just let it go. And then afterward we talked about it. At first, she was a little defensive. I asked her, "So what do you think happened? How would you describe what was going on and how it went?" And I remember she said, "Some observers might say

> that the class got the best of me. But I don't think that's how it is." And right there I knew that she knew that the class had gotten the best of her.

I asked John what he hoped for his intern to learn from this incident. He said that he wanted her to realize that a teacher "can't just abdicate control of the classroom, even if the kids are behaving poorly. It's [her] job to rein them in one way or another. That doesn't have to be in some kind of harsh, iron heeled approach, but [she] got to get them under control one way or another." John thought his discussion with his intern about giving up and going back to her desk rather than engaging them, was "instructive" and "very successful," because his intern learned from her mistake by giving away what her students wanted from her.

If John did not use this technique with his students, where did his intern learn to do that? John brought up it when asked if he encouraged his intern to observe other teachers. Initially, ignoring students' behavior was a technique he thought Ms. RM had learned from her teacher education program. But then he realized that the teacher his intern was subbing for used that technique. He said,

> [S]pecifically today, what I noticed was that she [the other teacher] was trying to do something with the students, they weren't cooperating and so she said, "Okay, do it on your own." And that's something that we've seen happen in my class. So right there that tells me that that's a technique that [my intern] uses.

This raised concerns in my mind about observing other teachers without any guidance or understanding of the thought process behind another teacher's approaches. John talked about it with his intern to help her understand that as a substitute teacher she could get away with that attitude, but as a full time teacher, she should not be doing this because her students would not learn anything then.

John's personal memories of observing other teachers as a student teacher were mainly negative, and he believed that the observations had no substantial contribution to his learning. He did not recall any staff reaching out to help him in a meaningful way. The teachers and their classes were the kind of an old-fashioned "Here's the worksheets, I'll be at my desk if you need me" approach that I observed, and no one seemed particularly interested in changing," he recalled. The principal also had no idea who John was.

Planning

According to John, he agreed to take an intern because he wanted to bounce back ideas with someone who had knowledge of new techniques for the new curriculum he wanted to plan. Therefore, John thought his intern to be his equal in planning lessons. John said,

> I like to think that we approach it pretty much as equal partners, but that I have a little more experience in knowing what may or may not work. I have more experience in the pacing aspect of it. So I like to see both of us as jointly coming up with the schedule and then I play almost an editor role. Like, "That might not work but this would work great. Let's try this, this way." I try and make sure that she knows if we're going to do this lesson this day, then we have to have the assignment by here so we can copy it on this day and have it ready to go by that day. So there are some practical concerns that she might not have in mind where I might need to step in and say something. I like to think we're approaching it as equal partners and that I just kind of use my background to adjust it a little bit to make sure it's as effective as it can be.

Taking care of pacing was something that was expected, because John had showed his concern about his intern not being able to pace in the beginning. Approaching planning as "equal partners" was also expected because John was teaching a new subject and he had to prepare a

curriculum from scratch. When I asked him why he approached planning as equal with his intern, he said,

> I don't know, it just doesn't seem fair. I feel like her input is valuable and if I wouldn't want her to think I didn't think her input is valuable. She's got to approach this with the idea that she is involved with the construction of these lessons or else she doesn't have that personal stake in it. And it's going to be less useful for her when she goes to do her teaching herself. I feel like she has to be authentically involved in the presentations that we do in class, because otherwise she's not going to learn as much as she could from them. So if we don't plan them jointly then they're just my lessons that she's doing. And she's not going to do my lessons; she's going to do her lessons when she's a teacher.

The quote highlights a disconnect between what John thought was empowering for his intern (preparing lesson plan) and the overwhelming realities (teacher evaluation, covering curriculum, state tests, etc.) are for a beginning teacher who was a career-changer and did not have multiple field experiences as her counterparts from the regular TE program. The planning sessions that happened in my presence focused on the content to be taught and the activities they chose to use. I did not hear John and his intern discussing connections across smaller discrete units of instruction. Rather, Ms. RM shared what she had planned for the class and John listened and gave his suggestions about what would work in his class. Discussion about activities was focused on whether they were aligned with the learning objectives, and covered some important part of the content. For example, John explained,

> So it was basically us sitting here looking at the screen, looking at the models and then going through the assignment and making sure it gets at what we want to get at, but at the same time hits our students needs and abilities. Because the assignment, as it was written

> has other things in it that we don't need to talk about... So we had to kind of tailor it to suit our needs. So our planning consisted of reviewing the materials and adapting them for our students.

The above quote represents a typical planning session between John and his intern, most probably because John was preparing a new curriculum, and whatever his intern planned, he processed through his experiences as a teacher whether it would work or not in the classroom.

Modeling: "Parrot[ing] Mentor's Actions"

John did not seem to be very fond of modeling, when interns observe their mentors teach and learn about content delivery, classroom and time management, and how their mentors respond to students' queries. John did not want his intern to "parrot his actions." He did not want Ms. RM to do something just because she saw him doing it for two reasons; first, he wanted her to find and develop her own style of teaching, and second, he thought imitating a mentor's style could be interpreted as an insincere effort by students, and his intern might lose their attention. He sincerely wanted his intern to believe in her teaching.

I asked John what he wanted her to learn during her observations. He said that he wanted Ms. RM to pick up "tools" that would be helpful for her to do the job in the most appropriate way. He also asserted that the most difficult part of teaching was "knowing what tool to use in what settings," which only comes with experience. He said,

> I want her to pick out things that maybe she would want to use for herself. As a teacher, this is a really overused metaphor, but you have your tool kit of techniques. And right now she doesn't have a lot of tools in her tool kit. Some of the tools she has, she might not know what job it's right to use them for. So what I want her to do when she's watching me is, I want her to think, "I could do that." I want her to start seeing what

> tools I use because those are the ones that I think are going to be effective based on my experience.

John's purpose of modeling was aligned with the "blacksmith" role he defined for himself and for sharing his "tools" with his intern. His role as a mentor did not include his thought process of selecting a suitable tool or even helping his intern to think through the choices she made about the tools she wanted to use. I found that John's role aligned with his experience as well as his notion of learning by doing. John continued by saying that he also wanted his intern to learn when to use a technique. He worried that if she had all those techniques, but had no idea when to use them, it could end up as an unsuccessful experience for her.

Giving Feedback

From his stories about student teaching experiences, I knew that John did not receive feedback about his teaching, or anything he did, from his mentor. I was anxious to know about John's views about feedback and what motivated his feedback. According to John, feedback is a "continuous process." Whenever he found something he needed to point to his intern, he would talk. The student population John and Ms. RM taught were struggling students and as John mentioned several times, there were not many positive things happening, which could intimidate his intern. Therefore, he tried to find a balance, "being encouraging with a realistic assessment." He said,

> … you don't want to just pretend that everything is great so your intern is happy – but at the same time you don't want to dwell on the negative. You have to balance the constructive criticism and the encouraging remarks.

Another motivation behind John's feedback was "wanting my intern at the end of the year to be a successful, independent educator and just asking what they are going to need to get there."

When John was a student teacher, he did not receive any "constructive" feedback from his mentor or his field instructor. John's recollection of memories about his field instructor's feedback was probably the most revealing experience of his student teaching, as mentioned earlier in this chapter. He said he learned to care for his students and nurture his intern by his teaching experience. He said that he blamed and pointed fingers at his students for not being successful, until the day there was no one left to blame except himself. As he said, "the realization came very slow," and it was quite recent – "maybe four years ago." During professional development opportunities or while observing the practices of other teachers whom he thought were successful, he started making conscious efforts to look for something to use for his students, for instance, being prepared with an extra activity when lesson ended earlier than expected or daily routines such as ways to distribute homework and class activities without making it a time of turmoil in the classroom.

Knowing Intern's Strengths and Weaknesses

It was obvious that John trusted his intern as a teacher. He mentioned it a couple of times in different interviews. He agreed to take an intern because he thought that she would have new ideas to teach students and would "possess less cynicism" than he did. He lauded Ms. RM's content knowledge. John contemplated that if one had graduated from a college, one knew way more than [they] needed to know to teach high school students. Therefore, he mainly focused on two aspects of teaching, time pacing and classroom management.

Pacing/timing of the lesson. According to John, Ms. RM was not intentional about pacing her lesson in the beginning. In the beginning, he said that he took the role of the "editor" because he had more experience with pacing. The following month in Ms. RM's second month of lead teaching, John shared,

> …now she includes the time every part of the curriculum. Every part that the lesson is going to take is part of her planning. And I don't know, but I don't think she was as deliberate about the timing and realizing how important timing and pacing is. Now I think she knows that so I don't have to discuss timing and pacing with her.

I asked how he had helped his intern get better at pacing, and he replied by providing "constructive feedback." For instance, he shared,

> So one aspect of constructive criticism that I've given her is, "You need to plan extra time. You didn't plan that out." Specifically, I guess the constructive criticism that I gave would be, "You didn't plan this lesson accurately, properly." That in and of itself isn't particularly constructive criticism – I think you have to go beyond that and you have to talk about what could have been done that would have made it more successful. So I wouldn't just say, "Well, you didn't do a good job doing that," but I would say, "Those lessons went faster than you thought they would. That happens all the time so try and have something else planned that you can pull out." And I also talk about, "You should be aware of the time while you're teaching the lessons. And when you see that you only have one activity left and you think it's only going to take ten minutes but you have a half hour left, you've got to start stretching that activity out. You've got to do things like asking them to make predictions and having them share some of their answers in a group.

He thought his role in helping Ms. RM to understand the significance of pacing as a teacher was to show her by providing her opportunities to experience that. He wanted her to experience the "panicky sensation as a teacher," so that she could know how important those ideas are to lesson planning. He knew that his intern had developed by the way she started planning her lessons. She

would say, “This is how long it's going to take, let's plan a little bit more.” So by experiencing the *panicky sensation*, she learned how to gauge how long an activity would take.

Classroom management. Classroom management was also an aspect John thought his intern needed a lot of work on. John believed that Ms. RM would not be able to engage students if she did not improve her management skills. For instance, in April, when I asked him to tell me about the growth in his intern, he mentioned that his intern had improved a lot, and her classes were managed and engaged. I could only assume, based on John statement, that he believed that controlling the classroom came before timing of the lesson, not vice versa. Moreover, on the basis of his experience as a substitute teacher, he firmly believed that to gain students’ respect and to develop one’s authority as a teacher, a teacher must establish their classroom management skills.

However, in an early interview, John was concerned about Ms. RM’s management skills. John remarked that a teacher cannot teach if there is no classroom management, and his students did not accept teachers easily. He said,

> She's not great at classroom management yet. That's hard, especially with my kids. You think about the student population she's dealing with – if she can manage this class, she can manage any class anywhere. These are some of the most challenging kids we've got. These are the lowest performing freshmen in one of the lowest performing high schools in the state! Oh my gosh! If she can do that, she's in good shape. So, while her classroom management skills aren't there yet, I don't know anyone who comes out of college who can just walk in and deal with these kids.

By John’s comments, I comprehend that he was referring to developing a relationship with such kids, and then developing one’s own authority as a teacher, just like he did when he first starting

teaching in urban schools. Classroom management was among the few things that his intern asked John's help with. He thought that his intern's asking for help was "almost a confrontational." John had pointed out that she had again ignored a student's behavior. Ms. RM contended, "If I'm not going to ignore it, what am I going to do?"John said that he did not have "some magic bullet." He suggested to her, "I don't have some technique that is going to solve the problem. But I am more likely to kick a student out of class. 'I've talked to you once, I've talked to you twice, I had you go sit in the back room, I'm not dealing with you anymore. Get out'."

Asking students to leave the classroom had worked well for John, and he thought his intern had not done much of that. As time passed, his intern started to realize "that sometimes that's just what you have to do with these students." They discussed when one "kicks" a student out, and what happens when a student is "kicked" out. Though I never saw Ms. RM doing that, maybe, because I shared that students could actually get out of control, she might have used this strategy. I was not there to argue whether John's management technique was good or bad, but I wondered about the appropriateness of John's rationale for sending the student out of the class, and what his intern learned from it as a teacher.

John called his own student teaching experience as a "hands-off" approach. His mentor did not have the "nurturing" approach that John used with his intern. When I asked from where he learned to be a nurturing mentor, his reply was simple, "I don't know any other way to approach my intern." From his interviews, it is hard to tell whether he was always nurturing or he tailored his approach because of his intern's personality and perceived needs. But it seems reasonable to add that John struggled as a substitute teacher in the beginning. Maybe those experiences had made him more "nurturing" toward his intern.

These were the practices that John relied on as a mentor. Because he developed tools to teach urban kids that worked well for him as he taught those kids, John's explicit purposes of mentoring could be generally defined as (i) showing and sharing his tools, and (ii) guiding his intern to find tools that worked for her in developing her into an effective teacher. These purposes reflect his perceptions about mentoring. He found mentoring and participation in my research as very helpful experiences for him as a teacher and as a mentor, because he constantly had to think about his practices, thinking about the rationale and how it helped him to achieve his goal of making his intern a better teacher.

Next Steps: Mentoring and Cynicism

When I asked John about the practices he wanted to continue as a mentor, or did not want to continue, he said that "Philosophically I liked the approach of letting the intern do the things they want to do and just seeing if they work or not." Therefore, he wanted to continue with the same approach. However, he wanted to change two aspects of his mentoring. First, he said he would try to be more assertive and establish an overarching focus, such as literacy skills in his class. He thought that because he focused on the curriculum and science knowledge and skills, he lost his focus on the "broader themes" they needed to address.

The second aspect John thought he would change was that he would not "tell somebody, 'That won't work. Don't do it'." His second change was related more with his philosophical inclination of letting interns try things and figure out themselves what works for themselves as teachers. Importantly, his philosophical inclinations were a result of his own experience as a student teacher and the way he liked doing things by himself.

While John was a cynical teacher in the beginning, in mentoring Ms. RM revitalized his hope that he could make a difference in his students' lives. He saw his intern trying again and

again with the most disruptive kids. He shared two incidents with two different kids – one was suspended because of drug use. They both worked with the girl and John mentioned that the girl showed improvement. John shared,

> On one hand I feel like I've spent all this time and energy on her and she [Ms. RM] spent all this time and energy, and in the end it's for nothing. Then on the other hand, I feel like you can't just assume a student is going to make these poor decisions.

John said that his intern followed through and did all the things and really tried hard to help the girl, but all in vain. The "happier" story John shared was about a "disruptive, angry, and disturbed" buy who used swearing words and threw things around in the class. John said that "We [John and his intern] worked with him, we spent time with him and he's a lot better." That student started participating in the class and passed exams. John added that he would have not "never expected that kid to turn around in a million years… but someone somewhere along the way has gotten through to him and he's made a lot of progress." That someone was his intern Ms. RM. For John, that was a big achievement. When asked what he had gained from mentoring, John said that he felt less cynical about his kids and his teaching approaches. He considered this kind of trying hard even if he knew that it would not work with his students was "challenging" for him and said, "That's something [not to give up] that the mentoring process has made me aware about myself that I could improve." These stories not only highlight Ms. RM's commitment toward teaching struggling students; but also show that an intern can change mentor's beliefs with their perseverance and resilience.

John's prior beliefs about teaching and learning mainly remained unchanged, not because he thought that his students did not have the ability, but because of high student absenteeism. With all his cynicism, as he mentioned over and over again during our interviews, John had

passion – passion to make a difference in his students' lives, to help them get better at studies. He was devoted to his work, and his devotion was visible in the extra efforts he did for his students, for instance, the Soul Train Club, or the opportunity to learn dissection sponsored by the Science Club at MWSU. He knew how privileged he was as a kid and the opportunities he had to learn dissection, opportunities that his students would not know of. Yet John was there, teaching for the last fifteen years, with the thought in his mind, "*You never know when that's going to really inspire a kid."*

Concluding Summary

Temporality: Past, Present, and Future

The *core* of John's mentoring practice grew from the ways he learned as a student working independently. Having found success with it, John naturally approached mentoring in the same ways. As a mentor, most of the time John seemed to be inclined toward *trial and error* approach. Although John edited or gave suggestion to his intern's to improve her lesson plans on the basis of his teaching experience in an urban settings, he encouraged her to develop her own teaching "tools." His practices mostly remained unchanged throughout the internship year. John's future plans mirrored his unchanged practices.

Sociality

Personal conditions – Beliefs. John's narrative suggest that he gained his academic success mainly through working independently, therefore, he believed that independent learning was the way of teaching and mentoring, and so used the same approach with his intern. John believed that individuals learn through trying out new things and learn from the experience. With respect to teaching, he also believed that teaching philosophy develops over a period of time and his role was to help his intern find her way of teaching. John felt responsible for knowing his

intern's needs and identifying areas for improvement and he demonstrated this by focusing more on these aspects of teaching with his intern (e.g. classroom and time management). John also believed that teachers can make a difference in their students' lives and that urban kids needed good teachers to help them succeed. John believed that there was no difference between teaching and mentoring.

Social conditions. John's independent way of learning played a central role in how he identified his role models (high school teacher), his student teaching experiences, and how he described himself as a teacher. *Relationships* with individuals were not a strong part of John's stories. The few relationships he mentioned, in particular with his students, high school teacher, and his intern were the most meaningful for him. John's current school and the science department echoed John's solitary and isolated work experiences as a teacher. Still he believed that in collaboration among teachers to bring a change. John's stories also underscored the *role of his intern's commitment* that challenged his cynicism as a teacher and renewed his commitment to teaching urban kids. Also in John's mentoring stories, his intern's race also played an important role. Although John thought that he had more knowledge about teaching in an urban school, he believed that his intern knew the community more than him.

Place

The significance of place to some extent acted as a backdrop to John's stories. For instance, growing up in a single parent family, his concerns about urban kids not having food or lack of support at home, showed how spaces where he had grown up or in which he had spend time influenced his decision to teach and mentor in an urban settings.

Chapter 8

Neil Kent: A Learner with an Open Mind and Willingness to Help Others

"I try to keep an open mind and say, 'This is what most people need to do, but let's find a way that works best for you guys." (Neil Kent, Introductory Conversation)

In this chapter, I present Neil's mentoring practices and the experiences that informed those practices. I had the most difficult time while writing Neil's story, because it had intermissions, that is, chronologically there were gaps that I missed the opportunity to follow up. For instance, Neil had a mentor during his first year of teaching. However, I did not ask him about his specific experiences with the mentor. I can only infer, based on Neil's other experiences that it would have been much like the one he had as an intern – mainly independent. As I read and re-read his stories, to figure out what those stories tell me about his mentoring practices, I found that his family values, his master's coursework, and his first year as a teacher in a southeastern state had greatly informed his teaching, as well as his mentoring practices. In Neil's story, I saw not his relationships, but rather interactions with others. No matter how short those interactions were, they shifted Neil's ways of thinking about teaching and then his mentoring.

Neil approached mentoring interactions as a *learner*. He intervened as a veteran teacher only when he thought his students needed him, and when he believed that sharing his past experience about students' responses or expectations would be useful in supporting the intern's growth as a teacher. Neil's stories tell us that he carried on some experiences from his past especially as a first year teacher in an urban school, and he shared them with his intern so that Mr. CM might also learn from him.

Neil was also good at asking what, why, and how questions. He learned the "questioning technique" during his master's courses. His main practice in mentoring, therefore, was *asking questions* and facilitating the intern's reflection and understanding of himself as a teacher. His other practices include *knowing the intern's strengths and weaknesses*, *sharing personal past stories*, *pushing the intern to do his own "stuff,"* and *co- teaching*. Neil's personal values, learning from his master's coursework, interactions with his mentors, and training as a coach played a significant role in informing his mentoring practices.

Meeting Mr. Neil Kent

It was in late October last year when I first went to see Mr. Neil Kent. Daniel had already introduced us to each other informally. Mr. Kent, a White Caucasian male, of medium height and in his late forties with a French beard, greeted me with a warm smile when I went in for the formal introductions. I conducted all interviews in Mr. Kent's classroom.

After introductions in the second hour, I stayed back. The students in his class were asked to share each other's models, to grade them, and to tell one positive and one negative comment about the model. The students had the sheet to note their comments on. I found Mr. Kent to be organized. For instance, he gave very clear instructions, kept track of the time, and seemed quite firm in his tone. He reminded the students constantly about the time, and he also called on the students with their names, for example, if they were chatting in a group rather than doing work. He had good voice projection for his teacher's voice. The interesting aspect of his teaching that I noted was that while showing his checklist to grade the models, he reminded his students of their responsibility to follow directions. He ended by saying, "Education is your way out and following directions is one way of getting that education." It reminded me of Daniel, who also

talked about responsibility and accountability with students during the first class I observed. Was that a norm of the school, I wondered.

While Neil taught, I looked around the class, moving here and there for a couple of times to give space to students who were walking around in the classroom to see each other's models. In the classroom, the student desks and chairs all faced toward the white board. The cabinets and cupboards were labeled, which showed Mr. Kent's organizational skills. There was a small room adjacent to the classroom, and then there was another room where Mr. Kent taught his Engineering classes. Both classroom walls were decorated with charts and rules for the classroom. After the class, when I asked Neil about his little "responsibility" speech to his students, he said, "I was a lazy student." He added that he knew what it meant to struggle when he was "thrown out" of college because of bad grades. He wanted his students to learn from his experiences and not to repeat the mistakes he made. I observed Neil teaching other classes as well over a period of five months. I found him to be a *no nonsense* type of teacher, who cares about his students' learning a lot, but is very direct, practical, and very particular about what he says and what comes out of his mouth. Although Neil sounded very polite when he talked with his students, there was a firm tone that was pretty good to tell the students that he meant business.

When I met Neil, it was his ninth year of teaching. He had taught one year in a southeastern state of the US, and after that in a midwest state for eight years. He had taught at both the middle school and high school levels. He taught remedial classes through honors classes. During the year of my study, he was also teaching an engineering course through the Career and Technical Education department. He had a bachelor's degree in biology and a

master's in education administration. At the time of my data collection, Neil was also serving as the Chair of the Science Department. Neil's story began from his childhood and upbringing.

Out-of School Experiences: Neil's Early Childhood

Growing up in a family that valued openness and willingness to lend a hand to others, Neil believed in and described himself as open minded and having the willingness to help when he saw someone in need. Since he was three years old, Neil had spent a lot of time sitting in the office of his grandfather, who was a Methodist minister, watching him be the shoulder to cry on or the person to talk to for many emotionally, financially, and physically struggling people. Neil's parents, he mentioned, also "volunteered for everything." His passion for mentoring was derived from the idea of volunteering for to help others. Although Neil talked briefly about his family background, but the values he described remained the core aspect of his own life and how he saw others.

K-12 Experiences

Neil called his educational background as "weird," because he went to school to be an architect. But when he joined the university to study architecture, he realized that he did not want to sit "in front of a computer all day long"; rather he would prefer to be in the woods, and he said to himself, "You know what? I'll try science and see if I want to do that." But before he could start studying science, his sister asked him to be her coach for softball, and he realized he liked teaching as well. From architecture to science, from science to coaching, and from coaching to teaching – it did sound a little weird. I assumed and Neil would agree, that his decision about teaching stemmed from his experience of coaching his sister to play softball.

No matter how "weird" one's educational background is, or how dim one's memory is, there is always a teacher or a person who has left his/her mark in our minds. Neil had one too.

College Experiences: Neil's Architecture Instructor

Neil said that he did not have any fascinating story to tell from his schooling about the teachers he liked. He very casually mentioned his architecture teacher in college. Neil said he liked his personality and honesty, and the way he talked or conveyed his ideas to students about their work. He mentioned that this teacher was also a former coach, who showed up for all the sports events, and he also served in the community. Communication seems to be the strongest aspect of architecture teacher, because Neil said, "He'd talk to every student every day so he kind of knew what was going on. He just had that knack of remembering what every student told him." The teacher's personality resonated with Neil's family values - honesty and volunteering for community events, and most probably for sports events too. And as I noted about Neil's way of talking to students, maybe it was also inspired by his architecture teacher.

Neil's story of becoming a science teacher to some extent reminded me of my own turn towards teaching. My fourth-grade science teacher geared me toward learning science, but teaching was not my initial passion. I developed my passion for teaching as a profession after teaching for two years. Neil's interest in teaching was triggered by his younger sister's request to coach her softball. Because he was interested in being outside in the woods, and because he also had a lot of "fun" in his freshman biology class, he decided to become a science teacher.

Although Neil adopted a very casual tone while sharing his turn toward teaching, his decisions after becoming a teacher were thoughtfully planned to guide his students and in my study, to be a mentor as well.

Pre-service Experiences

Neil went to a small Catholic university for a five-year program in a midwest state. He considered the program similar to the MWSU program. However, he mentioned that before they reached student teaching, the interns of his university had 350 classroom hours, out of which one hundred hours were strictly in the classroom. He took courses related to science content, science teaching methods, school finance, and school law. The underlying main focus of the education program was classroom management and working with different socioeconomic groups. Neil considered classroom management as one of the most important aspects of teaching that he learned from his TE program. He said, "Yeah, you need all this other stuff, but if you can't manage a classroom you're never going to get to the content."

He sounded very appreciative of having a superintendent of schools to teach one of the courses related to classroom management. Neil continued,

> Those are the people we look at – people who have a personality, people who know how to work with many different individuals. I'd rather have that person in the classroom instead of the Deans' list student who doesn't know how to talk to people.

Again I was reminded that communication and the ways in which people communicate were very important to Neil. It was a disposition of his family members, the architecture course teacher, and now his TE course instructor. The county where Neil's TE program was located was a majority White suburban area. He remembered that the school sent its interns to other counties to work with more diverse population of students.

Neil's Student Teaching

As an intern, Neil had a fourteen- week internship in the second semester, which counted toward his one hundred hours in the classroom. During those fourteen weeks, Neil had one week

for working his way into the classroom, twelve weeks to be "strictly in charge of every class," and then the last one week to phase out and the mentor teacher to phase back in. In terms of how that worked out, Neil thought "it was great:"

> … because I'm kind of a laid back person but I like to do things my way. So it was nice that my mentor teacher said, 'Here's my room. I'll be in and out because I'm the varsity basketball coach – I need to use my TV and VCR to watch film. Here's my file cabinet, if you want to use my stuff, go ahead.' I was kind of thrown to the wolves, but it was kind of nice – doing the entire curriculum and all the teaching. But there were times where I'd talk to him and say, "I'm struggling with this. What do you do?"

Neil taught in a "very small, rural school." Neil enjoyed working on his own because he said that "until I did stuff on my own, I didn't really understand the content." By "stuff" he meant planning, managing classroom, activities, etc.

Experiences with His Mentor

I assume his mentor teacher did not have much time to spend with him and guide him, because Neil mentioned that the mentor coached college basketball all over the country. However, the quote illustrates what Neil would have imagined about a mentor's role - a veteran teacher, who gives the keys to his teaching material, hands his class to intern, and then leaves. I could only infer the kind of feedback Neil must have gotten from his mentor whenever he needed help – maybe more suggestive to fix the problem.

However, the mentor gave advice that Neil believed opened "his eyes to the fact that I can't just do what I think is best, because I only learn one way and they [students] learn different ways." The mentor teacher told Neil that

> You've got to be able to relate to people. But there's a certain bar the every student has got to reach no matter what their background is or what their problems are for me to think that I'm doing my job as a teacher. But somehow you have to figure out how to help those students that can't do that on their own. You might have to teach five different lessons.

His mentor's advice was an important one for Neil, because the advice resonated with Neil's personality trait to help everyone and for him teaching meant reaching out to all students, rather than using similar methods to teach them all. However, according to Neil, the "best experience [he] ever had been moving to a [southeastern state for his] first year of teaching… in an extremely urban area."

In-service Experiences

In the introductory conversation as well as in the first interview, Neil mentioned that his first year of teaching had a profound effect on the ways he understood all different cultures. Coming from a one hundred percent Caucasian county, he got a job in a ninety-four percent minority county of a southeastern state.

Neil's First Year as a Teacher

Neil seemed fascinated by the idea that most of the students in the school did not care what the teachers were teaching; however, "if you told them to sit down and be quiet, they said, 'Yes, Sir.' It sounded a little heartrending for Neil to mention students' frame of mind with reference to their own learning. He said that most of the students realized that they were not going to do anything outside of high school. The thoughts of the administrator of the school, who himself was African American, was no different than the students. Neil mentioned,

> In a little conversation after our interview, before I even had the job, the assistant principal looked at me and said, "What do you think this school is about?" And I said, "It's a school. It's about educating young people." I was trying to give that political answer because I didn't know if it was still an interview. He looked at me and said, "I want you to know this. You're going to get the job, but your job here is not to teach kids to be doctors and lawyers. We're teaching our kids to be the maids, the landscapers, the maintenance people that work on the resorts at Hilton Head.

I wanted to know what Neil's response was. When I asked Neil what his response was to this statement, he said that it was his first job, and he just kept his "head down" and waited until he got in the building to see what was going on before he started voicing opinions. Although it was an "eye-opening" experience for Neil, he also pointed out the general attitude of administrators in districts with new teachers, and that one has to be very careful with what s/he says. He said that, "Not having any background with that district at all, I was like, 'Okay, let's see what this guy means and go from there'." I wondered what should a newly appointed teacher do in such a situation do?

The second incident during Neil's first year of teaching was related to class discipline, which strengthened his views about the significance of classroom management, and that teachers have to prove themselves to gain students' respect. Neil was challenged by a six foot two inch tall boy, who used the N-word to demean him. Neil recalled that he stood in front of the student rather than backing off. He added that it made his life "a lot easier" as a teacher. He chuckled and said, "I think I would have probably crapped myself if the kid would have done anything!" Neil believed that the moment defined him a teacher because a lot of the kids started to respect him as a person. He added, "That was the one thing you had to earn in that building first. You

had to prove yourself somehow to get that respect level. No one was going to listen to you until they had your respect."

Although Neil had spent hours with all different school populations, I believe his experiences as a first year teacher were different from his understanding of teaching and the purpose of education. I wondered about the number of teachers who work year after year under an administrator who does not value education for minorities, and how that might influence the way the minority student population learns and their social mobility. The African American administrator's response reminded me of a scene from *Django Unchained*, when the butler, Stephen, betrays Django. I have never understood, and I still wonder, how a person belonging to an oppressed or a minority group, after getting a position, can think that others cannot. It would be like me telling other Christian teachers and parents not to teach/educate their kids to get better or white collar jobs. How do people develop such a mindset? Have they not moved up because of education?

When I asked Neil who he was as a student, he said, "I was the student that did just enough." He continued that he was "smart" in high school and did well in the tests, so he did not find it important to do homework regularly. Neil told me that it hurt him in college because he did not know how to balance his workload. As a teacher, he believed that his experiences informed his teaching and expanded his focus. He added that instead of focusing strictly on academics, he focused on other things to get the students motivated. He reminded himself of the "hurt" he experienced, and he shared his story with his students. Neil said that when he saw students who were like him, he told them that their attitude would "backfire in college because you're not going to understand how to manage three chapters worth of work at night because you've never done it before." I believe that Neil considered it his moral responsibility to help his

students learn from his experience. More importantly, it resonated with his likeness for his ideal teacher's honesty. By sharing and telling his story, Neil was being honest and up front with his students.

Current Teaching: OPS Culture

I asked Neil about OPS culture among science teachers and the support he received as a mentor. He mentioned that the administration was not very involved, and there was not much support from them. With respect to the relationship with other science teachers, Neil also mentioned that during staff meetings, the science teachers talked, discussed, and planned to do things together, and they were also part of golf leagues and other outside-of-school activities. But he added that "we're all compartmentalized… I mean, day to day you see that we are kind of isolated in a room." I took "compartmentalization" as not having frequent interactions between science teachers. Neil clarified that he meant that science teachers did not have time to meet teachers in other subject areas. Neil believed that because of different lunch and planning hours, teachers did not have time to interact with each other. For instance, during his planning hour, he met social studies and English teachers, but he did not have a chance to see math teachers. He also added that in the age of technology, there were hardly any face-to-face interactions left among teachers. I inferred from Neil's explanation that the teachers at OPS had collaborative relationships, which was something that Daniel mentioned too in his interviews.

However, Neil was closer to another teacher who had helped him during his first four years of teaching and who also shared a storage room with him. Neil also talked to Daniel more often, because they both taught the same subjects, and because Daniel was also mentoring a MWSU intern.

Neil's Views about Teaching

Neil's passion for his students' learning and success was not limited to sharing his own experiences with his students. As I mentioned, his mentor's advice to him that he might have to teach the same lesson five different times, and his eye-opening experience in a minority school, made Neil think compassionately about his students' learning. Neil also mentioned that his teaching philosophy was based on his experiences as a football and wrestling coach. He said that as a coach he was always seeking different ways to teach a skill or a play, and talking to each student differently. He also recalled his experience in a hardware store, when he sometimes had to explain how to do something – plumbing, electrical, landscaping. He said that he did not explain those skills the way he learned to do them; rather, he explained in that person's terms so they understood how to do it. Neil said that the idea of "constantly looking for alternative ways to do things, looking at the big picture, stepping back and seeing what needs to be done and how can we [coaches] get there" was all in his training . He added,

> … during my internship, him [mentor] doing the same thing kind of reaffirmed that I was doing the right thing. And then just over the years I've seen good teachers do that same thing. Instead of saying, "This is the way I'm going to do it," and they have to figure it out, saying, "This is what we need to do. How can we get all of them to do it that way?"

Neil also deemed that the students always want answers. He as a teacher did not give them straight answers, but instead asked guided questions to help them find the answers, a technique he learned in his master's courses.

As a teacher, I saw two aspects that defined Neil – his inclination toward explaining things in a way that his basketball students as well as students in the classroom could get the

most of the content and develop the skills they were good at, and asking questions rather than giving away the answers. Did Neil use the same practices as a mentor?

Current Mentoring Experiences- Neil: The *Learner* Mentor

I thought of telling a story about Neil as the *athletic mentor* because of his practices. But when I read his ideas about mentoring and the purpose for which he signed up to be a mentor, I realized that he actually saw mentoring as a two-way process rather than him being the veteran teachers. Although there were incidents where he took charge of the class, such as during the test review classes, he mainly wanted to *learn* from his intern, along with helping Mr. CM grow as a teacher. Although there was a change in the roles that Neil adopted, according to the need of the hour, he maintained his role as a *learner* during his interactions with his intern, Mr. CM.

Neil struggled to differentiate between teaching and mentoring. Moreover, he mentioned twice, his role as a mentor was not defined. When I asked him how he saw himself as a mentor, he replied, "I'm kind of doing the same thing," which Neil afterward called the "athletic mentality." He described it as *doing everything the best he could do*. When I read his interviews, I think that having an athletic mentality also referred to being honest, to guide his intern in ways that helped him to develop his skills, and to ask questions rather than giving away the answers.

In response to my question about why he wanted to become a mentor, Neil said that he became a mentor not only to see whether mentoring helped another teacher, but also for him to go back and reflect about some of the basic things that a teacher goes through day-to-day in terms of lesson planning, after being in the classroom for so long. He wanted to learn the new theories about students' learning and new teaching strategies. The first time Neil and Mr. CM met he said that he knew that his intern was a good student, and that he would benefit in Neil's class.

Neil's Initial Experience as a Mentor

Based on Neil's own experience as a student teacher, when he was in charge of the class from the very beginning, his initial experiences as a mentor to Mr. CM illustrated his understanding of the role of an intern. The way he explained the experience also was revealing. He said,

> From the very beginning, my experience was more, not really mentoring – he came in, we had a couple discussions and then he just kind of sat back and observed what I was doing. When he had questions I'd discuss it with him, but from the beginning it was mostly just, "Okay, here's what I do, here's how I do it." And then he would ask questions like, "Why did you do it this way? Why did you make this correction on a student?" So that's where the mentoring kind of started with, was his questions.

As opposed to the other three participants who considered that a part of mentoring to let their interns observe their routines first and settle in, Neil did not consider it as mentoring. The questioning between the two was not only in the beginning of the relationship between Neil and his intern; it also continued in their planning and debriefing sessions as well.

Neil's Goals of Mentoring: "Bouncing ideas back and forth!"

When I asked Neil about his goals as a mentor, he said,

> My initial goal was to kind of refocus myself on the organization of the academic side. Because sometimes you lose track of that – the lesson planning, the unit planning – and also my goal was to kind of look for new ideas and new ways to work with kids… as a mentor teacher, my goal was to seek out new information from him, but also to have someone to work with.

Neil pointed out that one of the weaknesses of teaching as a profession working in isolation. He thought it would be "nice" to have someone else in the room to share and bounce ideas back and forth. Neil was looking for a collaborative relationship to seek information. I observed Neil's idea of having another teacher in the classroom to bounce ideas back and forth differing with John's in an interesting way. Both of them said that they considered their interns as "equals" and "another teacher to bounce ideas back and forth." But John's intern did the planning and he did the "editor's role" that is, he edited the plan based on his understanding of his students and the resources he had; whereas Neil and his intern shared ideas (mainly activities) and discussed whether those ideas were good enough to achieve the learning goals they had for a particular lesson. This observation helped me to see a difference in meaning of a similar notion of considering someone as "equal" and how it got interpreted in their actual practices.

For his intern, Mr. CM, besides sharing his knowledge about teaching with the intern, Neil wanted his intern to understand classroom management, working with kids, and how kids think. When I asked why those aspects were important for him, Neil responded,

> As a young teacher, that's what I struggled with – it took me a couple years to think on their level and understand their basic needs. A goal was to get him past that point early on so he could focus more on the actual teaching instead of the relationship part.

Neil relied on his own struggles and issues as a new teacher to reflect on and to guide his intern. He also focused on Mr. CM's strengths and weaknesses to support his growth. Neil's mentoring practices included asking questions, sharing his personal stories, pushing his intern to do his own stuff, understanding the intern's strengths and weaknesses, and co- teaching.

Neil's Mentoring Practices

Neil and Mr. CM's planning and debriefing sessions took the form of asking questions to each other. For instance, during planning he would ask his intern questions such as "what are your plans?" "Why do you want to do this activity?" "How long do you think it might take?" His questions seemed to be the over-arching *technique* for planning and debriefing.

Asking Questions

As I mentioned earlier, Mr. CM played a significant role in his own learning because he himself asked a lot of questions. Because it was also Neil's preferred method of communication, he encouraged his intern to ask *why* questions. The questioning method provided Neil with the opportunity to provide strategies for Mr. CM's teacher "toolbox." For instance, Neil gave an example:

> … when you're talking to a kid who has got his head down for ¾ of the hour. So you've walked up and done the encouragement thing and that didn't work, so let's try a different method. And if that didn't work, let's try a third method. So instead of letting him sit there, I do something and he goes, "Why did you do that?" I say, "Well, this is what I observed, this is my experience with that type of behavior that have led me to be able to do those things." So you're building a repertoire, you're building the toolbox.

Neil said that this also served the purpose of defining goals for himself as a mentor. It gave him the opportunity to reflect on his own strategies that he used to learn from his intern's insights. John also talked about sharing his "tools" with his intern, but his approach seemed to be more *hands-off*, that is, John shared his tools and let his intern use and find out which tool worked for her. Neil not only guided his intern to develop his *toolbox* but also revisited his own tools as a teacher.

Planning. In the beginning, Neil said that the planning was more about Neil sharing his lesson plans and Mr. CM tweaking them or using materials as they were. Mr. CM asked more questions about what Neil did and why he taught something in a particular way. Over time, Neil and Mr. CM's planning sessions meant sitting down and pulling out their curriculum map. Neil said that the curriculum map was the outline of the year for them. Neil started asking more questions. He said,

> I always asked my intern, "Do you feel comfortable with what we've done so far? Is there anything you think we need to revisit to make sure kids are clear?" … And then I always ask, "How do you think they got on this point, this point and this point?" Because these are the key points they should have learned. "Do you feel like they've mastered it or just barely gotten it?"

After looking back at where they were, Neil added that they made a list of things they needed to do, and then decided what they could do first. He again mentioned that he asked a lot more questions but his questions, guided his intern in the direction where he needed to go.
Neil shared that although several times he did not agree with what Mr. CM wanted to do because he saw things differently, he still let his intern try things his way, because those things might work.

By the end of Mr. CM's lead teaching, when Neil was getting back into his class, the role once again changed, when Neil considered his intern as his equal. Mr. CM guided his mentor more during the last month's planning sessions. Neil said,

> It was colleagues saying, "How would you do this?" Because there's going to be a stretch there where I have to go to a conference that he's actually going to substitute for me. So it's like, "Well, you're going to be in charge that week, how do you want to do it?" I felt

like during that time it was more of a collegial thing saying, “Let's work together and common plan together,” instead of, like before, saying, “This is my idea, this is what we do, how would you tweak it a little bit without changing too much.” So it was more equal ground. I mean, he's pretty much a full fledged teacher at this point.

The change in the roles could be attributed to the intern’s personal interest in learning that helped to gain Neil’s trust as a teacher, and Neil’s own attitude of being a learner while entering the mentor-intern relationship. Although Neil associated with teaching and mentoring strongly, the goals he set for himself were more learning oriented

Debriefing. Post lesson reflections, or debriefing are as important as lesson planning. Neil’s debriefing also took the form of questioning. He said,

> We always talk about how you think the lesson went. How do you feel, do you think that the kids really picked it up or are there any areas that you think still need to be covered? Did you notice any student behaviors?

Neil continued with his set of basic questions. He added,

> Do you think there's anything in the lesson today that you need to cover again tomorrow? What else do I always ask? I ask whether there were any questions that the kids had that made you think about the lesson or the topic. Maybe you didn't know the answer for it or maybe now you think about doing the lesson differently next time.

Neil’s basic questions during debriefing sessions focused on some of the important aspects of the intern’s learning as a teacher – such as reflecting on his own teaching, on areas that need improvement, on any issues he noticed during his class, on parts of content he thought needed to be covered again, and on focusing on students’ responses. I asked Neil what he did when his

intern said that there was some problem in the class that he noticed. Neil responded with another set of questions,

> I usually ask him, "Okay, describe what you're talking about. How do you see it as a struggle?" And then I say, "Okay, what are some of the things that you've done so far to fix it?"

From asking questions, Neil said he could get a bigger picture of the problem and what his intern saw, versus what he as a veteran teacher might have seen. However, I expected Neil to go further with his questioning, by asking about alternative solutions to the problems and what might be some probable outcomes. He said, "And then I say, "Okay, here's what I would do." And I usually try and give him two or three different things to do that would help." Neil's questioning method ended up in a suggestive mode, providing some solutions based on his experiences.

Sharing Personal Past Stories: "Just to give him [the intern] an idea of what's out there!"

Neil as a teacher shared the story of his laziness as a high school student and his failure because of his attitude in college. He expected his students to learn from his mistakes and not to repeat them. He shared stories of his experiences with his intern as well.

Neil shared his stories about the school administrator, his mentor, the student who stood up and challenged him, and many more, about which he smilingly said, "… You probably don't need to hear those stories." I asked Neil what he expected his intern to learn from his stories because it was his experience, and his intern might not experience any of that. Neil said,

> …I'd hate to sugar coat it or paint a picture with a bunch of roses and then all of a sudden he's out there and is like, "That dude I worked with was full of crap. He didn't know what he was talking about.

Neil knew Mr. CM's background of being from a small community in a midwest state, but he was not sure whether his intern had any experience of working with diverse populations. Neil said that school is a "controlled environment and one does not see everything," and he suggested his intern to walk the common grocery store or have dinner downtown, to understand the community in which the intern was teaching. He added that it changes one's outlook on what the town is by seeing older couples.

Sharing stories that were not "sugar coated" reflect Neil's honesty, and also his concern about his intern not falling on his face when he actually goes into the field to teach a different population of students. It also reminded me of Neil helping his intern to prepare his "toolbox" as a teacher. How helpful those stories will be for Mr. CM, only time will tell.

"Pushing Intern to Do His Own Stuff"

Neil learned by doing things himself. It was "great" for him, and an ideal learning situation, when his mentor left him with his keys and classroom during his internship. He only asked for help when he needed as an intern. Neil mentioned that his experience was "a lot different than what [he saw] the mentorship program at MWSU." He thought the program at MWSU to be "more of a co-teaching." Based on his ways of learning, Neil pushed Mr. CM to do stuff on his own. Neil said,

> I've kind of pushed [CM] to do a lot of stuff on his own because I think he needs to do that before he gets out, instead of us always planning and teaching together. That was probably the best thing for me as a person. I like to do things my way but I didn't like asking for help. But that forced me to ask for help when I needed it. I could see how he did things and then tweak the way I did things.

He said that because he did not go back and do lesson planning himself, he did not really understand the content and did not learn ways to reach the students. He believed that one should ask for help only when one is stuck, but not "too much help," and try to figure out things on one's own. Neil also believed that letting his intern work on his own he gave him the confidence he needed as a teacher. He added that the approach forced Mr. CM to ask questions and to start identifying his own weaknesses and areas of growth as a teacher, rather than Neil pointing out what he needed to change.

Knowing the Intern's Strengths and Weaknesses

Neil found knowledge of his students' strengths and weaknesses helpful in planning his lessons. He tried to know and understand his students' skills, to support that particular area of growth. Neil did the same for his intern. Looking at his intern's strengths and weaknesses, Neil focused on ways to show his appreciation for his intern's strengths and to improve his weak areas as a teacher.

Content knowledge. While talking about Mr. CM's strengths and weaknesses, Neil spoke highly of his content knowledge. He said, "… academically, he's [Mr. CM] extremely strong." Neil's philosophy about becoming a teacher sounded quite intriguing. He remarked,

> You don't have to be the best academic person to be a teacher. You have to have those social interactions to be a good teacher. Because everything you learned in college, usually leaps and bounds above where the students are and what they're going to learn.

I found his remarks to quite interesting, because many of my friends who are doing engineering also believe that for teaching one needs to know the content and have good relationships with students to get good evaluation. However, Neil's thought about social interactions with the students most probably referred to knowing the abilities of the students so that a teacher could

plan lessons accordingly, because he said that it was eye opening advice from his mentor teacher to teach a lesson in five different ways.

Classroom management. However, Neil voiced his concerns about Mr. CM's classroom management skills. The day I interviewed him, Neil talked about the fourth hour, during which his intern was given responsibility for the class. Neil said,

> Even today, I let him have fourth hour on his own and there were a couple kids coming and going. I came in the last couple of minutes and those are the kids that I noticed didn't understand what was going on. So I'm like, "Just don't let them go." I mean, they're missing the content so that's why they're struggling.

Neil believed that his presence might change the way students behaved, so leaving his intern on his own was important for him to learn how to manage the class. The fourth hour class was also Mr. CM's focus class. Mr. CM was in charge of the class from the beginning until the end of his internship. Neil and Mr. CM chose the class for two reasons: the class had a smaller number of students, but also the students were very "energetic," compared to other classes who were "serious" about their studies. Neil thought that the fourth hour class would be good for his intern to practice classroom management.

Neil said that he always talked about management techniques with his intern, such as "throw detentions out like candy. If they [students] don't want to pay attention, discipline them more and more and more and they will start to understand where their boundaries are." I followed up with Neil about stressing management skills rather than focusing on the content and the way it was planned to be delivered. He said,

> … if you have those [management skills] you can do whatever you want. Administrators will love you because you're never sending kids to the office, and kids will sit there. And

> if they're going to sit there, they might as well try and do something. They might sit there and fight it for a week or two, but after awhile they'll pick up that pencil and paper and realize, "I can't do anything else so I might as well."

As a mentor, Neil asked a different set of questions, such as "Can you control a class? Can you work with kids? Those are the skills for good teachers." Neil called it as his "athletic mentality," to focus more on the skills he thought Mr. CM needed to become a good teacher. However, Neil's focus to improve his intern's particular skills was aligned with the overall purpose of mentoring described in other three narratives as well. Neil also mentioned that he learned classroom management from his TE program. He said that although it was a "small school," they had an entire semester class about classroom management skills, how to work with at-risk kids, and things of that sort. It was the same class taught by a school administrator mentioned in Neil's early experiences.

When I selected this excerpt from Neil's interview, I realized that he pointed out another murky side of teaching, when one's ability to teach is judged by the number of students sent to the principal's office. This reminded me of a conversation I had with the principal of the school I taught in. I was a new teacher, and in early 90's corporal punishment was an admissible way of disciplining students, especially boys. Even the parents favored it. I never favored the punishment, so I sent misbehaving students to the principal's office. I was called by him, and he firmly told me to stop sending students to his office, because it showed him that I was incapable as a teacher. More importantly, I was told that I was spoiling students but sparing the rod. So I picked up the "rod" something that I still regret as a teacher.

Being quiet and shy. Another concern Neil mentioned was Mr. CM's quietness and shyness. Neil told me that the first time he met and talked with his intern, he was very quiet and

shy. Neil added that he was "a little concerned with his quietness and shyness." I asked Neil how he had helped his intern in overcoming his quietness and shyness. He laughed and said, "I threw him right in front of the classroom." His approach took an interesting turn, when Neil said that he himself was a shy person and still got that feeling every year with new students around, but he had learned to put on a "game face." He said that he knew his intern would do fine.

While talking about Mr. CM's shyness and quietness, Neil posed a question for TE programs. He asked,

> Do you really want somebody who is a true academic as your teacher, or do you want someone that is able to hold conversations but may not have the mastery of that topic, but they can at least teach what they know, convey what they know and have conversations with students.

Neil said that he fully believed that his intern was a full academic. He continued that at the beginning, he was a little concerned because for him building relationships with students played a significant role in their learning, and he doubted if Mr. CM could actually develop those relationships as a teacher. It was in the month of February, the second month of lead teaching that Neil showed his satisfaction with the relationships Mr. CM had build with students and Neil was ready to trust him and leave the class to his intern. He commented,

> He's [his intern] kind of grown into the role of being the person in charge of the room and also understanding. He's slowly starting to understand how to build relationships with all students. There's a certain group of students that every teacher instantly connects with because they have a lot of similarities and things like that. But he's started to really build those connections with those other groups that he may not have any similarities with.

Neil's impatience and concern could be attributed to his first time mentoring. The other three mentors had prior mentoring experiences and they were more experienced as a teacher as well. Neil's anxiety reflected an emotional state that all mentors go while mentoring for the very first time.

I was also following Neil's argument about choosing from someone academic or personable for teaching. I had been a part of several conversations around the same issue in Pakistan, about the kind of people we want to become teachers. The answer to the question always seemed to be simple – both academic and personable. If being an academic means having higher qualifications and theoretical understanding about teaching, my experiences told a different tale. My math teacher in 9^{th} and 10^{th} grades had a bachelor's degree as compared, to my 8^{th} grade math teacher, who had a master's degree. My $9^{th}/10^{th}$ teacher was personable and I learned to do math from her. She was able to tell which of her students, including me, were not following her explanation. She approached us separately and put in extra effort to help her students understand concepts, as opposed to the 8^{th} grade math teacher, who had the knowledge but did not understand what her students needed from her. I myself taught educational counseling courses, and I have no expertise in the field. Yet my students in evaluation appreciated the extra effort I put in to help them understand terms and concepts relevant to school counseling. The idea of being academic versus being personable is still a mystery for me, and so during the interview I found myself in agreement with Neil.

Co- Teaching

It was in the fourth interview that Neil mentioned that he and Mr. CM were co- teaching. It is also important to remind you that Neil had changed his role during planning as well in the third month of Mr. CM's lead teaching, because Neil was coming back into the class after two

months and his intern had done all the planning. Neil then considered his intern as his *equal*, and he wanted his intern to guide him through the planning sessions. Most probably because of the change in the mentor-intern role, Neil encouraged co-teaching during the last month. I asked Neil how he saw co-teaching. He said,

> Co-teaching is like when one person is leading and the other person kind of interjects and adds things here and there. We've been doing the digestion body system the past couple of days. I'll ask him a question about something so he can interject and share things with the class, because the kids are used to listening to him.

Neil said that instead of "just sitting off to the side and being a wallflower," he preferred Mr. CM to interject if he had some idea to share with the class that would help in developing students' conceptual understanding of the content being taught. Neil was designing the lessons, but he said that during the actual lesson implementation they both interacted and talked to the class together.

Co-teaching served two purposes. First, it helped Neil to get back into his class and his students, and second, it helped Mr. CM slowly to fade away from the class because the students had been listening to him and had been with him for two months. It would otherwise have been much harder for the students to switch back to Neil's teaching style.

Blurriness between Teaching and Mentoring

When asked Neil about teaching and mentoring, he said, "As a mentor, I think the teacher/mentor lines are blurred for me." Based on what Neil had told me about his experience during his own student teaching, I was compelled to ask him about the source of his mentoring. He answered, "Just my own experiences." I should have known, that because he mentioned in his story about his mentor, who gave him the key to his cabinet and left. Neil also mentioned that it was good for him because he liked doing "stuff on [his] own."

Neil seemed cognizant about the teacher and mentor roles being separate, but his teaching experiences were a source of his mentoring practices. This may be because of the fact that the line that separates teaching from mentoring was blurry in Neil's mind. He said,

> … but I don't think there's much difference between them. As a mentor you are a teacher. And as a teacher you're constantly mentoring students to do the right thing and guiding them. Whether you're talking about a high school student or an intern – you're always guiding them to do certain things that would be the most logical or appropriate.

The blurriness of the roles as a teacher and as a mentor affects the way mentors, especially novice mentors, play their roles in helping interns to learn, especially when it comes to explicating one's thought process as a teacher in front of an intern. This may be not as much in Mr. CM's case, because he asked more clarifying questions than I saw the other three interns doing.

The Next Steps, the TE Program, Test Preparation, and Time Constraints

The last interview in May was focused on Neil's reflections on his year as a novice mentor, his learning during the internship year, the practices he wished to continue or not to continue as a mentor, the issues he thought hindered his mentoring, the aspects of mentoring he thought worked well for him, and his expectations for his next intern. Neil thought it was "tough" to relate to his "growth" as a mentor. However, he mentioned a couple of things he thought he would not do the next time, and practices he wished to continue. With respect to the questioning technique as his main approach, Neil said,

> I really like the way, my questioning method – I don't want to dictate what they do. I want them to kind of find their own way. But I still want to push them in the right directions during certain times. I think that's important because I have found certain

things that work for me and I'd like them to try those and see if they work for them and if not, how can we deviate from that?

Neil wanted to continue with his questioning method because it helped him to guide his intern's thinking as a teacher and to look for alternatives, rather than giving answers to interns. In terms of changes, he wanted to be more involved as a teacher during lead teaching time. Neil's concern was related to his "coming back into the classroom." Neil thought that he "stepped out too much" of the class, for two months (February & March), during his intern's lead teaching. He was "pretty hands-off." When Neil took over his class again and tested his students on the content that Mr. CM taught, he realized he did not "remember exactly how he [Mr. CM- the intern] covered this [the content]." Neil wanted to make sure that he did the same things on the reviews and exams that Mr. CM did to avoid confusion. Neil said that with the next intern's lead teaching months, he will be "a little more observant during those time periods." Neil's concern about getting back into class was related to his teacher's role rather than his role as a mentor. He thought lead teaching to be an independent experience for interns and he communicated before and after school with his intern daily and sometimes during the day.

With respect to support from MWSU and OPS as a novice mentor, Neil mentioned, "There's no guidance from anyone else." He also said that there are some expectations spelled out in the MWSU handbook, but not that guide novice mentors like him. He had to find his own way through the mentoring year. He found it to be challenging as a first year mentor, not knowing if he was doing "right or wrong." He was also aware of the fact that if he failed to mentor his intern in a beneficial way, it could have hindered Mr. CM's progress through the whole system.

Another aspect that Neil mentioned was to have more conversations with the field instructor, or even having a Moodle account where novice mentors could ask quick questions, rather than "having a feeling of being isolated on an island." Neil also talked with Daniel when he had "big questions" and Daniel did not have the answer, Neil emailed the MWSU and waited "a day or two to get an answer, instead of having access to be able to talk to someone…" I asked him what kind of "big questions," he had. Neil's questions were related to his role during lead teaching, scheduling, and expectations from him as a mentor, for instance, what he needed to do during certain time periods. His questions were related to Neil's initial concern of being unknowledgeable as a novice mentor, and his fear of hindering his intern's development in terms of moving forward as a teacher.

Listening to Neil's feelings of uncertainty about what works and what does not as a novice mentor, I wondered about the ways the feelings of uncertainty might affect a mentor's practices. Test preparation also decides the roles mentors take on. On the test preparation day, Neil said that he "took a little bit more charge… because [he] wanted to make sure things [content] were hit." He added that he

> figured it would be better for me to do the review part because I can keep pace a little better than him at this point. He allows the kids a little more time to think, where, as a veteran teacher, I know that time is more of an issue. So I can make sure that we get through more of the content.

However, Neil did take the opportunity to help Mr. CM to learn how to review the material important for tests. Because both Neil and Mr. CM were good at observing and asking questions, they made sure that they discussed the aspects that they thought were not clear and that needed elaboration from them.

Snow days, as Daniel also mentioned, were distressing for Neil as well. During the month of February, Neil said that he and Mr. CM had to go through and really evaluate a lot more often their long term plan. For instance, "Okay, what can we cut out? How can we shorten it? What needs to be our focus for the next couple weeks?" Neil was appreciative of the strong communication he had developed with his intern. Although he was more in control of such days, Neil acted more like a sounding board for his intern to bounce around ideas, or Neil would suggest what he would have done as a teacher. As a mentor, he used the opportunity to teach his intern to make decisions about what was important for test preparation.

Neil was a novice mentor, and the youngest of all the participants in age and teaching experience, but also considered his students as his primary responsibility. He mentioned it several times during the interviews about being responsible for students' learning and answerable to their parents. He said,

> Because ultimately, yes the mentee is in my classroom, but these kids are still my kids and I'm ultimately responsible for their grade. So if I'm not guiding the mentee in the right way, then I'm not only failing that mentee but also my students.

Similar to his other counterparts in my study, I found Neil to be setting his feet in two boats. On the one hand, he was concerned for his students' learning; on the other hand, he also realized his responsibility toward Mr. CM's learning. This tension definitely burdens mentors and their practices. Neil signed up to mentor another intern the following year. He found mentoring as a two-way learning process. He believed that Mr. CM helped him, and he helped his intern. He said if he did not have a "good experience, [he] wouldn't have tried to sign up again," but unfortunately there was nobody available for the following year.

However, I also wondered how Neil and other mentors managed their responsibilities of helping two different populations of learners. Although it seemed to be a very smooth process, was it really that smooth?

Concluding Summary

Temporality: Past, Present, and Future

The *core* of Neil's mentoring grew from his experiences in his teacher preparation program. He had successfully used the questioning technique and naturally used the same style with his intern. This highlights his affinity for questioning technique to approach mentoring. His practices mostly remained unchanged throughout the internship year. Neil's future plans mirrored his unchanged practices.

Neil approached mentoring situations as an expert about classroom teaching and as a colleague to his intern. He spent more time in the beginning and then gave more space to his intern for working independently as a teacher.

Sociality

Personal conditions – Beliefs. Neil believed that questioning technique was the way of teaching and mentoring, and so used these in his work with her intern. He also believed that individuals develop their teaching philosophy over a period of time and his role was to help his intern find his way of teaching. Neil allowed his intern to maintain ownership of his teaching approaches. He also felt responsible for knowing his intern's needs and identifying areas for improvement and he demonstrated this by focusing more on these aspects of teaching with his intern (e.g. classroom and time management). As his counterparts, Neil associated mentoring with teaching.

Social conditions. Since Neil was drawn to questioning, it played a dominant role in whom he identified as his role model (architecture course teacher) and how he described himself as a teacher. In Neil's stories, *short exchanges* (interaction) between him and some significant other (such as teacher mentor and vice principal) played a central role in redefining teaching philosophy for him. He believed in *relationship* between teachers and students for successful teaching and *relationship* between mentor and intern to support intern's growth as a teacher. His stories about OPS and the science department illustrated non-involvement of the administration and relationship among science teachers in and outside the school, and that they collaborated online rather than in person.

Neil's stories also showed another aspect of his *intern's role*. Both Neil and his intern valued questioning, which resulted in a stronger understanding of teaching materials and a comfort level between the pair.

Place

When considering most of the spaces where Neil lived or worked, how or whether the physical characteristics shaped his mentoring practices remained unrevealed at large. However, his induction in an urban school did give him a different perspective about the purpose of teaching, thus, implicating importance of providing multiple and diverse field experiences during student teaching and induction (as in Neil's narrative).

Chapter 9

Discussion and Conclusion

Studying novice mentors is a fairly new area of research, especially in regard to those mentors who do not experience any professional development related to taking on such a role. My study explores how NSMs articulate the work of mentoring through the stories they tell about their past experiences as learners and teachers. The term *learner* included experiences that the NSMs had before school, through K-12, and in their teacher education programs. The experiences as a teacher referred to NSMs' in-service experiences—teaching, coaching, and mentoring (if any). In my study, I defined novice mentors as the ones who were mentoring for the first or the second time as mentors for MWSU. To achieve the overarching purpose of the research that is, to learn about mentoring from NSMs' stories of experiences, two secondary questions were developed. The first question focused on looking for the evidence about the mentoring practices of NSMs and the second question was used to uncover sources and factors that informed those practices. Each of the NSMs was interviewed once a month for a period of five months. The interviews served three purposes – first, to capture experiences of the NSMs since their childhood; second, to document salient contemporary mentoring experiences that the NSMs employed; and third to find out the sources and factors that informed their mentoring practices.

The discussion chapter is organized according to two secondary research questions about NSMs' mentoring practices, their sources, and influencing factors using the three-commonplace framework. Although the second research question is more aligned to the overarching purpose of learning about mentoring from the NSMs' stories of experiences, I begin with a review of mentoring practices of NSMs revealed from their narratives because before talking about the

sources and factors that informed the NSMs' practices, it seemed sequential and important to mention the practices in the light of the literature on mentoring to develop understanding of what the NSMs said they did. The descriptions and analysis of mentoring practices is followed by discussion of the sources from which those practices originated and the factors that have informed those practices using the analytical framework. In this chapter, I also will present the implications for practitioners and research communities, my conclusions, and the significance, where I discuss the contributions of my study to the larger field of research, and limitations of the study. Another important section of this chapter is where I introduce the important construct *professional identity* and argue theoretically about the connection between experiences, professional identity, and practices. Since the study of novice mentor practice is a relatively new area, throughout the chapter I use research studies related to mentoring and novice teachers' learning to teach as a framework for thinking about the significance of my data.

NSMs' Mentoring Practices

The NSMs employed a number of mentoring practices. I divided the practices into three categories on the basis of how often the NSMs reported employing them. The categories are *frequently used* practices and *infrequently used* practices by the NSMs. The purpose of this section is not to evaluate NSMs' mentoring practices but rather to highlight how differently or similarly mentors described these practices in comparison to researchers' descriptions. I use one example from each of the two categories of practice (see Table 9.1. below) to illustrate the basic differences between researchers' and teacher mentors' understanding of those practices. The information about how novice mentors understand mentoring has major implications for the field, which are discussed later in the chapter.

Table 9.1. NSMs' Mentoring Practices

Practices	Julia	Daniel	John	Neil
Core practice	*Demonstration/ hands-on*	*Responsibility, accountability, & self-assessment Communication*	*Learning from mistakes*	*Questioning technique*
Frequently used	Co-planning	Planning	Planning	Planning
	Debriefing/ reflection	Debriefing/ reflection	Debriefing/ reflection	Debriefing/ reflection
	Feedback	Feedback	Feedback	Feedback
	Knowing needs of intern	Knowing needs of intern	Knowing needs of intern	Knowing needs of intern
	Letting the intern make mistakes	Letting the intern make mistakes	Letting the intern make mistakes	Letting the intern make mistakes
Infrequently used	Co-teaching	Co-teaching	Co-teaching	Co-teaching
	Stepping-In	Stepping-In	Stepping-In	Stepping-In

Co-Planning/ Planning

Although co-planning and planning seem to have different meanings—co-planning sounds collaborative (when mentor and intern sit and plan together) whereas planning sounds individualistic (when intern does all the planning)—the NSMs used these terms interchangeably. According to Schwille (2008), co- planning goes beyond commenting, editing, and suggesting changes in lesson plans. Rather, she argued that the process of planning entails collaborative work between mentors and their mentees, where they sit together, design learning activities, and engage their mentees in intellectual work by exposing their own thinking and inviting mentees to do the same. The data analysis shows that the NSMs defined planning as sharing teaching

materials, looking over activities designed by interns, giving them feedback, and acting as an "editor." Although there were times when the NSMs sat with their interns, it was not to co-design activities or expose their own thinking, but rather to see what their interns had done and to give suggestions for improvement. The NSMs' definition suggests that they were engaged in *planning* rather than *co-planning*, which is referred as "conventional ways" of co-planning by Schwille (2008, p. 153).The narratives offer three possible explanations for the NSMs' conventional ways of approaching planning. First, they were following the model of mentoring they learned from being mentored themselves, which either focused on providing materials and suggestions to improve lesson plans (Julia & Daniel) or involved a hands-off model of mentoring (John & Neil). Second, their more conventional approach focused on giving space to their interns to work independently, based upon a belief that individuals learn by hands-on experiences and from their mistakes. Third, their approach was the product of the NSMs' own ways of learning, which was mostly independent (Daniel, John, and Neil) and included the perceived need to "show" interns what they did (Julia). While the first and the second are reasonable explanations, the third is probably the explanation that lies in the core practice of each NSM. The core (see the Core Practice in Table 9.1.) not only illustrated the NSMs' own ways of learning, but also the NSMs' conceptions and beliefs about teaching and learning processes they valued. Researchers (such as Grossman, 1989) have found that NTs expect their students to learn in the same way as their own. Likewise, the NSMs also believed that their interns will learn in the same way they did. For instance, Julia shared that she learned by hands-on and demonstration. As a teacher and a mentor, she contended that hands-on and demonstration was the approach with which her students and interns would learn. Daniel, John, and Neil's views aligned with Julia's views about

learning.. Although Neil mentioned that one should be prepared to teach a lesson in "five different ways," he said that he usually used a questioning technique to reach out to his students.

Stepping-In

Stepping-in is considered in-action practice, when mentors step in to elaborate something that their mentees are finding trouble explaining or do not know how to respond to in the middle of an on-going lesson. After helping the mentee, the mentor steps out, without making their mentees feel embarrassed (Schwille, 2008). Julia's practice resembled stepping-in in that she temporarily stepped in while her intern was teaching and then moved out. Yet Julia differed with what researchers have defined stepping-in to be. She did not step in to offer suggestions to her intern or in response to her intern's request; rather, she stepped in when her intern missed some important content information that her students needed to know. The other three NSMs' ideas of stepping-in were more extreme in that they were akin to taking over the class from their interns. They did not see it as a mentoring situation. Daniel described stepping-in as potentially embarrassing not only for his intern but also for him as a mentor. Stepping-in was infrequently used by the NSMs because they viewed this practice quite differently from its description and function as represented by the research on this practice.

If each of the practices mentioned in Table 9.1 is discussed in the light of the literature about mentoring, the analysis will illustrate that the practices the NSMs employed usually fall into the *conventional ways* of mentoring, rather an intellectual engagement between mentors and interns about teaching. In the light of the NSMs' stories, I conjecture that the idea of apprenticeship of observation by Lortie (1975) also applies in mentoring, where the NSMs followed the models of their mentors.

Sources and Factors Informing NSMs' Mentoring Practices

This section discusses the sources and factors that informed the NSMs mentoring practices using the three-common place framework (Clandinin & Connelly, 2000). Clandinin and Connelly's (2000) framework provides insights about the experiences mentors have had during different phases of their lives, and how those experiences informed their practices. The data analysis illustrate that the core practice of each NSM was an outcome of their experiences. As a result of the core practice, each NSM's mentoring approach was different than the other. The analysis also shows that the NSMs beliefs about teaching, learning, and mentoring along with the contexts they were brought up and worked, informed their practices.

Below I discuss in detail each of the three commonplaces and what each of the commonplaces tells us about the mentoring practices of the NSMs. Table 9.2 represents common and uncommon themes related to their mentoring practices across all four NSMs' stories of experiences. In the table, MIE represents *most influential experiences* of the NSMs' lives as described in their narratives, and CMP means *core of mentoring practice* that was a result of the MIE (details in the *temporality* section).

Table 9.2. Common and Uncommon Themes across All Narratives

NSMs	Temporality	Sociality	Place
Julia	MIE: Out-of-School, Pre-service, In-service CMP: Hands-on & demonstration	Role of - Beliefs - Relationships - School culture - Intern - Science background Mentoring Model	Not significant
Daniel	MIE: Out-of-School, Pre-Service, In-service CMP: - Being responsible & accountable - Communication - Self-assessment	Role of - Beliefs - Relationships - School Culture - Intern Mentoring Model	Not significant
John	MIE: K-12 CMP: - Independent learning - Learning from mistakes	Role of - Beliefs - Relationships - School culture Mentoring Model	Implicitly significant
Neil	MIE: Out-of-School, Pre-service CMP: - Independent learning - Questioning technique	Role of - Beliefs - Relationships - Interactions - Intern Mentoring Model	Not significant

Temporality: Past, Present, and Future

In my study the temporal dimension is reflected by the fact that NSMs' salient experiences started well before their lives as mentors, progressed in their present (mentoring practices), and looked towards the future (imagining change). In this sense, the NSMs' past

experiences, present practices, and future plans all constitute what they know about mentoring; thus, mentoring cannot be discussed independent of time. I specifically attended to NSMs' mentoring practices in relation to their past, present, and future. In order to capture the temporal dimension of the NSMs' experiences, I asked them to share stories as learners (out of school, K-12, and pre-service) and as teachers (in-service experiences such as teaching, coaching, and mentoring).

The study revealed two major features of the NSMs' mentoring that have temporal dimensions: (i) the most influential life experiences and (ii) the core of their practice. These two features are not parallel; rather the core of practice grew out of the influential life experiences. Those experiences included Out-of- School (upbringing), K-12 (high school), Pre-service (coursework and student teaching), and In-service experiences (teaching, prior mentoring, & coaching). Although, it was not a part of my initial coding, the analysis of Neil's stories showed that his other job experiences as a salesman also helped his understanding of teaching. These findings suggest that the NSMs' conceptions of mentoring resulted from different phases of their lives, rather than just their learning experiences during schooling and/or pre-service. As noted by narrative researchers (e.g., Clandinin, 1985; Connelly & Clandinin, 1988), teachers' knowledge does not result only from their professional lives, but also from circumstances of their personal lives. Thus, Connelly and Clandinin (1988) argued for taking teachers' personal lives and work outside their classroom into account in order to understand teachers' teaching knowledge fully. Although my study does not represent the fuller picture of NSMs' personal lives, the findings do suggest that taking into account novice mentors' or mentors' personal life experiences may be helpful in explaining some challenges and engaging mentors in effective approaches. Also experiences such as upbringing and teaching helped the NSMs to find what was important to

them as teachers and mentors; and experiences as student teachers gave them a model of mentoring.

These experiences revealed the origins of the key feature of the NSMs' mentoring practice, which I call the *core* (see Table 9.1.). The stories of the NSMs about their experiences in a variety of settings also revealed that they all embraced a preferred style of teaching and learning. In other words, the core had a repetitive nature: it was the feature that remained consistent in the NSMs' past, present, and future stories. Although the NSMs mainly followed their mentors' model of mentoring, the *core* of their mentoring was a result of their upbringing (e.g., Julia), upbringing and coaching (e.g., Daniel), upbringing and preferred learning style (e.g., Neil), and preferred learning style (e.g., John). Consequently, the *core* filtered not only what the NSMs considered as effective, but also the descriptions of their model teachers, and their likes and dislikes related to other teachers' practices.

Pertinent to my study is how they described their mentoring practices. For instance, Daniel's mother taught him to complete a task with full responsibility and to hold himself accountable for the outcomes. He also learned the importance of self-assessing one's performance from coaching experience with a famous coach. Daniel used the same approach with his intern. Another example is Daniel's vivid description of why he liked his chemistry mentor more than his biology mentor (because the former provided Daniel with the necessary materials and information and let him be responsible as a student teacher for the rest as compared to the latter, who did everything himself).

On a temporal continuum, the NSMs' present knowledge and practice as mentors give rise to their future actions. According to all four NSMs, they will apply their core mentoring approach and model with interns in future as well. A change in the process of planning sessions

was shared by Julia, where she described her desire to "show" rather than "share" moving her closer to the *core* of her style she preferred and also to what research suggests as productive planning. In brief, the continuity of the NSMs' experiences shows that temporality is an important structural condition of teacher mentors' knowledge about mentoring.

Researchers (e.g., Feiman-Nemser & Buchmann, 1986; Grossman, 1990) have noted that teachers' memories of their learning experiences influence their expectations for their students. The NSMs' narratives suggest that each one of them achieved academic success mainly through their preferred styles (see Table 9.2.). The NSMs' successful experiences have subsequently led them to expect their interns to achieve success either by the same means or by finding their own way of teaching. For instance, because both Neil and John learned to teach independently, they were baffled by the time they had to invest with their interns as mentors when compared to the time they experienced with their own mentors during their student teaching experiences.

The four narratives of my study, illustrate influence of prior experiences in informing NSMs' practices. The finding of my research that each NSM had a *core* mentoring practice, suggests that their personal and compulsory educational experiences informed their practices. For instance, Julia's core was a result of her personal out-of-school experience with her dad, whereas the core of other three NSMs was a result of their educational experiences. These findings are consistent with the research on learning to teach. For instance, Britzman (1986) argued that novice teachers' (NTs) personal biographies (beliefs and past experiences) shape their teaching practices. Although the literature about teacher development (see Kagan, 1992) has focused on the impact of experiences during schooling and TE programs on NTs' teaching practices, Britzman (1986) argued for taking into account NTs' "cultural baggage" (p.443), which includes personal and compulsory educational experiences that inform NTs' teaching

practices. I argue on the basis of the evidence presented earlier, taking into account novice mentors' cultural baggage is also as significant to understand learning to mentor as it is in the case of NTs' learning to teach process.

The prior student teaching experiences also led the NSMs to have a different set of mentoring goals as compared to their own mentors. For instance, John wanted his intern to become better at what she was doing; he also wanted to share his "tools" with her and to use the opportunity to update his own knowledge as a teacher. To achieve the goals he set for himself as a mentor and for his intern, John had to spend more time and be more involved as a mentor in his intern's teaching and learning, even though his own mentor was "disengaged." John wanted to continue his involvement as a mentor with his next intern. Neil and Daniel mentioned explicitly that they looked back at the problems they faced as a student teacher or a new teacher to help support their intern's growth. The reliance of NSMs on their own experiences and difficulties during student teaching is consistent with the findings of Orland (2001) and with learning to teach literature (e.g., Grossman, 1989; Kagan, 1992). It can be argued that novice mentors prior experiences as student teachers and goals as mentors can inform their mentoring practices.

To conclude, it will not wrong to say that the NSMs' biographical histories that is, experiences during different phases of life shape their present practices and together the past and present of the NSMs' experiences define their future practices as well (Connelly & Clandinin, 1988).

Sociality

The narratives of the NSMs showed that personal and social conditions also inform mentoring practices. Experiences take place in social, institutional, and cultural contexts, in which individuals interact, develop relationships, and collaborate with others. In other words,

what individuals know and the ways in which they interpret their surroundings is a result of these contextual or social factors (e.g., Cobb & Bowers, 1999; Lave & Wenger; 1991; Richmond & Muirhead 2014). Likewise, the NSMs lived within larger social and cultural contexts and their mentoring practices cannot be seen as independent of these contexts, but rather as an integral part of the interactions and relationships within their schools and outside of the schools—their neighborhoods, family, and friends. There also exists an outer sociopolitical layer of state and federal educational policies that can influence the NSMs' mentoring practices. Therefore, *sociality* is an important commonplace to be taken into account.

Sociality has two conditions—*personal* and *social* (Clandinin & Connelly, 2000). For taking into account the *personal* dimension, I followed up with the NSMs about aspects of experiences that they thought were important. For instance, I asked them what they remembered about growing upor about their science related experiences at home. To have the NSMs talk about the *social* dimension, I asked them questions that revealed their perceptions about their contexts from childhood to in-service experiences. For instance, I asked, "What was your relationship with your own mentor like? How do you see the role of your administrators in supporting you as a mentor?" The role of sociality is evident in the shape of several personal and social factors in the narratives of the four NSMs, which I will discuss next.

Personal conditions - Beliefs. NSMs' personal conditions revolved around their personal and professional beliefs about teaching, learning, and mentoring.

1) *All four mentors believed in one particular way of mentoring, which was the core of their mentoring.* Having a unique core mentoring practice makes mentoring a very individualistic process.

The individualistic process of mentoring. The narratives of the NSMs demonstrate the individualistic nature of the work of mentoring. How a veteran teacher without any professional development will mentor mainly depends on that teacher's style of teaching and learning or, in other words, on the *core* of their practices. Daniel asserted that teachers mostly teach in the way they learned as students. Three of the NSMs' preferred learning style was their preferred teaching style and also their preferred mentoring style. For instance, Julia liked demoing for her intern and Neil enjoyed asking questions and so did his intern. Daniel was a lecture-oriented teacher, so he preferred providing information that he thought would help his intern in preparing her lessons. John was different because from the very beginning he approached his intern as his equal. His approach could be because of the fact that he had not taught the course before and he was planning the course with his intern.

These findings are also consistent with literature about the learning to teach and teacher development. Kagan (1992) argued that novice teachers relied on their own learning styles. The literature about teacher development (e.g., Bell & Gilbert, 1996; Clark, 1992; Hargreaves & Fullan, 1992) illustrates that teachers tend to apply the strategies they feel competent about. The use of their own teaching and learning styles by the NSMs can be explained by the comfort level and feeling of being competent they had when using those styles rather than trying out other strategies.

2) *The NSMs believed that individuals develop their teaching philosophy and skills over a period of time and their role was to help their interns find their way of teaching.* As a result of this belief, the NSMs allowed their interns to try out new teaching strategies and to make mistakes, and used those mistakes as problems to discuss with their interns to find alternative solutions.

Learning-by-doing approach. The NSMs seemed to have a constructivist approach toward their interns' learning; that is, they wanted their interns to learn from mistakes. Their own experiences as student teachers and as newly inducted teachers have led them to recognize the importance of learning from mistakes and developing one's own teaching style rather than imitating a mentor's teaching style. The NSMs said that they provided opportunities for their interns to try new things, make mistakes, learn from them, and find their own style of teaching. They believed that making mistakes and then reflecting on those mistakes was important for their intern's growth as a teacher. Moreover, the NSMs also said that they shared their ways to approach the problem under discussion. The literature about mentoring (e.g., Andrews & Quinn, 2005; Ottensen, 2007; Stanulis & Ames, 2009; Stanulis, 1994) confirms the NSMs' practices: when mentors make their own thought processes explicit and help interns to reflect on both successful and unsuccessful classes, the interns grow as teachers..

3) *The NSMs believed that it was their responsibility to know their intern's needs and to identify areas for improvement.* This belief led them to focus more on the practical aspects of teaching.

Knowing intern's needs. The NSMs identified classroom and time management as their interns' weaknesses and areas for growth. The NSMs reasoned out very clearly why they thought it was important for them to focus on the practical aspects of teaching rather than on teaching approaches (such as inquiry) used by their interns. They focused on practical aspects for two reasons: first, they had confidence in the interns' knowledge and their teaching approaches; second, the NSMs believed that practical aspects were necessary to support their intern's learning to teach process and to acquire *respect* as teachers from their students. Another probable explanation of the NSMs' belief could be that practical aspects are actually the aspects that

interns learn through practice, rather than in TE coursework (Feiman-Nemser, 2001). These findings are consistent with learning to teach literature (for details see Kagan, 1992), where mentors showed their concerns about interns not being prepared for class and time management.

Another practical aspect that Julia talked about was her focus on curriculum during discussions with her intern. Her intern did not have as many management issues as the other three interns. Therefore, Julia spent time in helping her intern to understand the parts of the curriculum that were important and less important to cover for tests, especially because during my study, the schools had nine snow days. She believed that teachers must know how to manage their time and content when they are left with fewer working days.

4) *All the NSMs believed that mentoring is teaching*.

Mentors' roles in "flux." In this section, I highlight unique, yet interrelated aspects of NSMs' mentoring – their roles as teacher mentors and practices related with effective teaching. As a result of the latter aspect, the NSMs' either focused on the practice unknowingly and mentored their interns or missed it as a mentoring opportunity. The NSMs treated their interns as the "other teacher" or their "equal" in the classroom and created learning environment that supported confidence building, risk taking, and a feeling of being welcomed and valued as teachers (Angelle, 2002; Boreen, Johnson, Niday, & Potts, 2000; Cherian, 2007; Harrison, Dymoke, & Pell, 2006; Yendol-Hoppey, 2007). However, because of their experiences as teachers and without any guidance of what it means to mentor an intern, the NSMs associated mentoring with teaching. Their strong association resulted in different roles for them – educational companion and emotional support, egalitarian, and authoritative (Bradbury, 2010; Feiman-Nemser, 2001, 2003). As educational companions and emotional support, the NSMs help their interns to cope with day-to-day routine, shared their experiences as teachers, shared

their teaching materials, and provided emotion support when their interns needed. More interesting were the NSMs' authoritative and egalitarian roles that they switched the roles depending on the activity they were involved with their interns. For instance, when the NSMs talked about their role as mentors, they mostly referred as to their responsibility to teach interns. The phrases they used (such as "I think its [mentoring and teaching] the same thing") while the NSMs talked about mentoring and teaching and the words they used to refer to their interns (such "kids" and "students") also illustrate association between teaching and mentoring. Being veteran science teachers, the NSMs played more authoritative role in lesson planning and students' learning rather than the actual teaching because they showed confidence in their interns' knowledge base and their approach of learning by making mistakes.

Drawing on the literature about teacher development and novice teachers, I argue that the prior experiences and beliefs of the NSMs were *personal conditions* that informed their mentoring practices; just as such experiences inform the teaching practices of novice teachers. Lortie (1975) contended that teachers' beliefs are usually derived from their experiences as students and teachers. Lortie further added that styles, preferences, and orientation toward teaching and learning largely depend on values, attitudes, and beliefs that develop with hours and hours of observing others. Other literature on beliefs of teachers also concludes that teachers' prior beliefs inform their teaching practices (Keys & Bryan, 2001; Pajares, 1992; Stodolsky & Grossman, 1995). Many research studies (e.g., Britzman, 1986; Cobern & Loving, 2002; Eick & Reed, 2002; Jones & Carter, 2007; Kagan, 1992) consider prior experiences as one of many factors that inform NTs' teaching practices. The findings of my study resonate with Jones and Carter's (2007) findings: these investigators noted that attitudes and beliefs of science teachers

about science, teaching, and learning influence almost every aspect of their job. However, this impact may be subtle. My study makes such influencing factors evident to some extent.

Social conditions. The narratives of the NSMs highlight the role of social factors such as relationships and interactions, school culture, and science background along with the role of intern to inform their mentoring practices.

Meaningful relationships and interactions. Meaningful relationships and interactions, either they are egalitarian or power oriented in nature can inform one's practices. As defined earlier, relationships refer to longer associations between the NSMs and some significant other (such as family members, colleagues, mentors, students, administration, etc.). Interactions refer to short exchanges between people and to contact with a particular environment. Research (e.g., Landsford, Antonucci, Akiyama, &Takahashi, 2005) found relationships to affect quality of life in general. The relationships and interactions that were mentioned by the NSMs had impact on their models of mentoring, their practices, and on their views about effective teaching and mentoring. In other words, those associations and exchanges were meaningful.

The importance of collaborative relationships between teacher mentors and their mentees is well documented (see Chapter 2) and commends the collaborative nature of the NSMs' relationships with their interns in my study. What is more significant here is the reason why Julia and Daniel found their relationships to be *meaningful*. It is reasonable to argue that Julia and Daniel described the meaningfulness and successfulness of their relationships based on their views about effective teaching and their own style of learning. In other words, the relationships Julia and Daniel described as successful were because of the fact that those mentors had same style/ approach to teaching. In contrast, Julia's student teaching mentor or Daniel's relationship

with his biology mentor was not successful because those mentors' way of teaching did not resemble Julia's and Daniel's teaching style.

John's narrative highlights the importance of *student-teacher relationships* and their effect on students' lives. Research done by Skinner and Belmont (1993) found that teachers who respond to the needs of their students can not only predict their students' behavior but also their emotional engagement in the classroom. This in turn effects how students perceive their interactions with teachers. John's high school story when his teacher approached him by giving him his old music discs, is a classic example of a teacher's involvement and its effects on that teacher's perception about the teacher-student relationship and the belief that all "successful" teachers have productive relationships with their students. This also explains his relationship with his students and his intern and his belief that teachers can make a difference in students' lives.

One of the two meaningful interactions Neil had with the vice principal during his induction highlights a *dissonance of values* in motivating teachers to act otherwise and to some extent the influence of *social power relations* as well. Pedder and Opfer (2013), who conducted a survey to analyze teachers' learning orientations, reported that teachers either choose to live with their dissonance or re-examine what they value and their practices to gain equilibrium. In Neil's narrative, the dissonance actually acted as reaffirmation of Neil's beliefs as a teacher. His quietness in response to the vice principal's comment illustrates social power relations. As a new teacher, Neil found himself in a position where he could not have a professional dialogue with the principal because of unequal power between the two. Xu and Liu (2009) reported similar results when they conducted a narrative study of a Chinese teacher's knowledge about assessment. Xu and Liu found that the Chinese teacher sacrificed her independent decision

making power to maintain her social relationship with the course leader. To some extent, Neil's silence in respond to the principal's advice illustrates that he sacrificed his opinion as a new teacher to maintain his relationship with the vice principal. In short, relationships and interactions can leave a long lasting effect on how novice mentors perceive mentoring.

School culture. The analysis of data shows school culture as one of the major factors to inform the NSMs' practices. The three schools where I conducted the study represented three different school cultures. Julia's school culture was very collaborative, which gave her sense of belongingness, collective ownership of her intern's learning and liberty to try out things that she valued as a teacher. John's school represented the stereotypical isolated teaching, where teachers hardly interact or share teaching materials. Both schools were urban, but the former was thriving and the latter was a school struggling with both economic and student achievement levels. Because of her school culture, Julia was able to find opportunities for her intern to observe other teachers and to interact with them. Her school had resources that she made available for her intern to conduct labs and experiments. Julia's students also had fewer behavioral problems. On the contrary, John had to think about expenses if his intern wanted to do labs or experiments. On top of this, his students were involved in behavior and discipline issues, which resulted in his constant cynical approach to his intern's lesson planning and activities. If John had been teaching in a different school, it is probable that he would have approached mentoring differently.

Daniel and Neil taught in the same rural school. I found conflict in their descriptions of school culture and what they said or I observed. Daniel described the school staff as collaborative but also shared that teachers spent their time behind "closed" doors and that he preferred to stay in his classroom, even during his lunch hour. Daniel's story of induction in his current school echoed the isolating school culture, where he was on his own. On the contrary,

Neil spent his time in his classroom but also socialized with his colleagues after school. He said that the collaboration between teachers was mainly online. As mentors, they both encouraged their interns to spend time with teachers during lunch, but mainly with their next door teacher. Research on teacher development suggests that the culture and economic status of the workplaces where teachers teach influence greatly the outcomes of beginning teachers' learning as well (Eraut, 2007; Feiman-Nemser, 2003; Feiman- Nemser & Parker, 1993; Gwimbi & Monk, 2003; Norman & Feiman-Nemser, 2005; Supovitz & Turner, 2000; Richmond et al., 2010). For instance, Gwimbi and Monk (2003), in their study about teachers' attitudes toward the philosophy of science, underscored context (poor or better resourced schools) as one of the critical and influential factors on teachers' practices. Likewise, my study suggests that the culture and economic status of the workplaces where teacher mentors work influence the outcomes of not just beginning teachers, but also novice mentors.

Role of intern's commitment and prior teaching experience. Interns can play a significant role in their own learning as teachers. For instance, John's intern was very committed to teaching in urban school settings. John's cynicism about using an inquiry method to teach his students did not prevent her from using it. Rather his intern's commitment renewed John's commitment to teach urban kids. Change in John's cynicism or beliefs about his students' ability to learn with innovative teaching strategies can be explained with the study conducted by Lane, Lacefield-Parachini, and Isken (2003). The researchers reported that the beliefs of student teachers challenged their teacher mentors' beliefs, and as a result teacher mentors' beliefs about teaching and learning were changed in urban schools.

Besides intern's commitment to teach in urban or another setting, intern's prior teaching experience and subject specific background can also inform mentor's practice. For example,

Julia emphasized her intern's prior teaching experience shaping her planning sessions. Julia said that she did not get into the details of her planning because she assumed that the intern already knew aspects of planning. Julia also credited her disciplinary background as the source for her specificity in her feedback. Research on mentoring shows positive influence on an intern's learning if paired with a same subject mentor teacher, but I did not find literature that suggests that science as a discipline can inform one's mentoring practices. Besides these, there are other questions that come to mind about Neil and Daniel's interns too. For instance, Neil's intern had the same learning approach as his—asking questions. Did having same approach to teaching helped Neil's intern to grow as a teacher? Daniel's intern preferred trying out new strategies rather than following her mentor's footsteps. Was her willingness related to her own passion to try innovative teaching strategies or was it because Daniel encouraged her to do so? These are interesting questions to explore in future research.

The unvoiced factor. With respect to the larger sociopolitical context of state and educational policies, the narratives of the NSMs also showed the unvoiced influence of state tests and teacher evaluation on their mentoring practices. I did not ask the NSMs specific questions related to teacher evaluation reform; however, I inferred this fact from repetitive mentioning by the NSMs that they were still considered responsible for their students' learning and were answerable to their students' parents. The implicit anecdotal evidence from the narratives of my study participants suggests teacher evaluation reform must be considered further to find out how teacher evaluation reform affects mentoring practices. It can be speculated that because a teacher evaluation system is in place, the teacher evaluation may have a stronger influence in informing mentors' practices in general.

Place

The *place* commonplace, along with its concreteness and physicality, also involves stories related to places where individuals grow up, live, and work, and how those stories shape who they are and their knowledge related to the work they do (Clandinin, 2013). Given the nature of my study and the questions I asked, the significance of the *place* commonplace was not as obvious as the other two commonplaces. Different questions might have reflected more on the role of *place* in informing the NSMs' mentoring practices.

To emphasize the influence of *place* in the NSMs' stories, I asked them to talk, for instance, about the neighborhood they grew up in or the school they attended. The stories of *place* where the NSMs grew up, studied, and worked did not necessarily elaborate how the physicality of the places impacted their mentoring practices, but they did reveal how NSMs' ideas about helping others, including their students, could be driven by the NSMs' sense of growing up in a suburban neighborhood, studying in a suburban school, and having support at home or from neighbors. Although, there may be aspects of the space/place that could have informed the NSMs' mentoring practices, their stories strongly suggest that it was not the *place* itself that was significant to the NSMs but rather the events which happened in that place and the people involved in those events. Additional research with specific questions related to space may yield different results.

However, the stories about *place* not only revealed how the NSMs placed/positioned themselves in a larger context with respect to the happenings around them (that is, how they perceived, reacted, and interpreted those happenings), but also how they might have placed others with whom they interacted and with whom they developed relationships in the context of those happenings. For instance, Julia's personal narrative revealed the general institutional narrative related to JPS (Julia's school) as teachers being "great," collaborative, open to

criticism, etc. How much of what Julia shared in her interviews about her mentoring practices was shaped by this institutional narrative? Similarly, Julia was also associated with MWSU and I also represented MWSU along with being a foreigner. How did that shape her sharing of stories related to mentoring? For instance, while talking about her intern being "long-winded," Julia said that she did not know whether being long-winded (talking about things in too much detail) "translates to Indian understanding" (she had forgotten that I was not Indian). I wonder how what she shared was filtered through the way she positioned me as Indian.

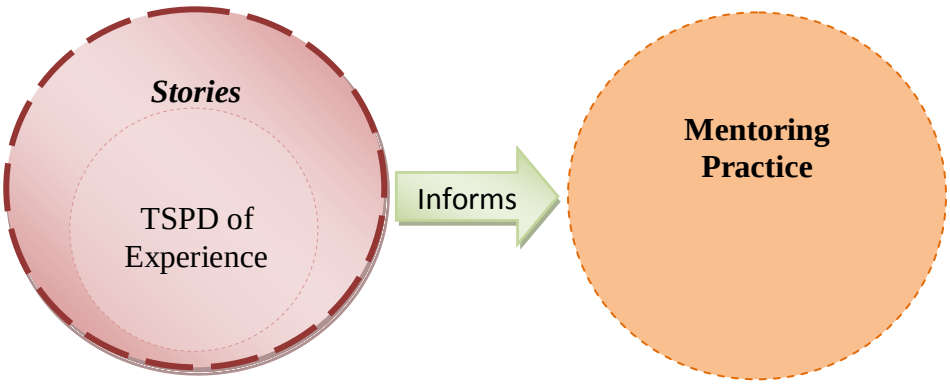
Likewise, John also presented a vivid example of how being positioned within a larger institutional narrative informed his practices as a mentor. John worked in one of the most challenging schools in the state and his cynicism was a result of his eighteen years of teaching in urban settings. John's constant reminder to his intern about what worked and what did not work with his students also illustrates how stories about a *place* informs one's practices. In addition to the NSMs' experiences with various spaces, how much of my perception and interpretation of what the NSMs shared has been informed by my schooling, up-bringing, and graduate work at the MWSU? The NSM's narratives raise awareness of the differences between places: urban/suburban settings, privileged/unprivileged people, struggling/prospering students, African American majority/ White majority, etc. The narratives suggest the significance of these differences (and other differences that I may not be familiar with because of being from another culture) and raise questions for future research.

In sum, the three-commonplace framework is helpful in understanding the work of mentoring from the NSMs' perspectives and in highlighting the factors that may inform their mentoring practices. As I analyzed data and summarized the findings, I found the three commonplaces interacting with each other. It was to some extent difficult to separate them apart.

Although the participants' stories of experiences did not directly connect places with their practices, I could not help thinking about them. *Sociality* and *place* seemed to be located on a temporal continuum because how the NSMs saw personal and social aspects in their growth as a mentor also changed over time. A vivid example can be found in Daniel's description of how differently he saw his relationship with his biology mentor and his mentor's practices during student teaching than now as a teacher. The interconnection within the three commonplaces was also noted by Murphy, Ross, and Huber (2012). The authors contended that as they studied the development of their own identities as teacher educators, they found it difficult not to think about social and spatial aspects of their experiences. In my study the framework does not explicitly illustrate how the *place* actually shaped the NSMs' practices; however, the framework shows the importance of understanding the NSMs' personal histories embedded not only in their schools and schooling, but also in their upbringing to capture influences on their mentoring practices.

I illustrate this section in Figure 9.1 and argue on the basis of the four narratives that temporality-sociality-place dimensions (TSPD) of experiences inform mentoring practices.

Figure 9.1. TSPD and Mentoring Practice



The dotted lines represent the non-static nature of both experiences and mentoring practices. I believe that individuals always have different experiences, even if they work or visit the same place over a period of time. The stories they tell also change aligning them with their most current experience or with audience of those stories. Also the dotted boundary of mentoring practice represents the notion of "teachers as learners" (Feiman-Nemser, 2012). The dotted boundary suggests that mentors learn from their experiences to reflect on and improve their mentoring skills.

Implications

Field experiences and mentoring are a significant part of most teacher preparation programs. The literature on mentoring establishes mentors as the most influential person in interns' learning as teachers, yet we know little about novice teacher mentors and what motivates their practices. The strong momentum toward certain mentoring practices (such as planning, communication, practical aspects of teaching, etc.) is understandable given NSMs' experiences as learners and teachers. Therefore, studying NSMs' narratives have implications for both practitioners' and researchers' communities. Each narrative suggests that novice mentors had well-formed ideas of effective teaching and mentoring that informed their practices.

Knowledge about Novice Mentors' Missed Opportunities

In the first section of this chapter, I categorized the mentoring practices of the NSMs. I also discussed one practice from each category to illustrate how the NSMs' conception of a particular practice differed or aligned with descriptions given in the research on mentoring. The analysis of my study suggests that unfamiliarity of the NSMs with largely accepted research-based of mentoring practices resulted in missed opportunities to engage their interns intellectually. The findings have some implication for professional development of mentors.

Researchers such as Carver and Katz (2004) found that mentors missed opportunities to address difficulties faced by novices during teaching. These missed opportunities, the authors argued, have direct implications for the learning of their students. In my study, there is a parallel in how mentors used or failed to use the co-planning/planning space in that these are missed opportunities to help improve teaching practice of interns. These missed opportunities can have direct implications on interns' growth as teachers. For instance, the ways the NSMs conceived planning suggest that they missed the opportunity to use their planning time to design activities with their interns or to engage interns in intellectual conversations related to teaching.

Knowing how novice mentors think about effective mentoring practices can be a powerful tool for individuals responsible for professional development. They can, for example, use mentors' definition of mentoring practices as a beginning point for their work together and can plan activities to engage them in discussion that specifically challenges mentors' current stances. For instance, such discussion is likely to help mentors see the difference between their definition of planning and what effective co-planning actually looks like. This can lead to discussions that revolve around how planning impacts interns' learning, particular skills needed for novice mentors to engage in effective practices, and so on and so forth. Professional developers can help mentors to use each aspect of planning productively. For instance, professional developers can begin by asking mentors simple questions to guide their thinking. Such as why mentors think a particular practice is important? What is the nature of that practice? How does engaging interns in that practice impact their teaching skills, particularly in their teaching context? What are important parts they want their interns to focus on and learn? What role they see playing as mentors during planning? How can they do it differently? Asking

questions can lead mentors to reflect on their practice and point out areas of improvement with guidance from professional developers.

NSMs' Philosophical Underpinning about Experiences/ Learning

The NSMs' philosophical underpinnings can also inform their mentoring practices. In general, the NSMs' stories illustrated a constructivist approach to learning that contends that people learn not just by experiencing something, but also by reflecting on their experience. In spite of this general view, their narratives revealed differences regarding what they considered to be learning experience. Julia approached experiences holistically; that is, she took into consideration what worked for her in a given situation and what did not. Such an approach, she reflected on each experience and was able to point out aspects that needed improvement both in successful and unsuccessful areas. Although Julia considered learning from mistakes important, she also took into account the aspects of her mentoring that went well. She considered her mentoring experiences to be successful; still Julia pointed out one area, lesson planning, that she should revisit in the future.

As opposed to Julia's approach, the other three narratives showed *failure* as the key *learning experience*. Daniel, John, and Neil firmly believed in learning from failures. This is most likely the reason that they had a more hands-off approach than Julia and left their classrooms to their interns. The fact that the three males considered *failure* as a way of learning could explain why they did not see any areas that they needed improvement as mentors. Because all three of them saw their mentoring as successful rather than a failure, they wanted to continue with their current ways of mentoring. I assume that if the three novice mentors had seen their mentoring as a failure, they might have thought ways of improving it.

Nonetheless, this has implications for professional development and mentoring. Looking at what novice mentors consider as a learning experience, professional developers can facilitate mentors to take a more holistic approach that makes use of reflection on both successful and unsuccessful practices. Mentors like Julia, who have a holistic reflective approach, should be facilitated in applying that approach to other mentoring practices, rather than just one. One way of doing this is by asking novice mentors questions about their successful practices, such as why they think their practice is successful, or what areas of the practice they would like to improve and how. A similar set of questions can be asked for the practices that mentors considered failures. Again asking specific questions to novice mentors can provide opportunities to reflect on their practices critically.

Using NSMs' Individual Styles of Mentoring as "Self-Directive" Professional Development

The narratives of the NSMs demonstrate the individualistic nature of the work of mentoring. That is, the mentoring style of an NSM without any professional development mainly depends on that teacher mentor's style of teaching and learning. The literature about teacher development (e.g., Bell & Gilbert, 1996; Clark, 1992; Hargreaves & Fullan, 1992) illustrates that teachers tend to apply the strategies they feel competent using. The style or approach that makes novice mentors feel competent should be taken into account by teacher educators. Rather than designing professional development activities for them, novice mentors should be considered a significant part of their own learning. Clark (1992) argued that the phrase "teacher development" carries a negative undertone. Clark (1992) wrote that the term implies a "process done to teachers; that teachers need to be forced into developing; that teachers have deficits in knowledge and skills that can be fixed by training; and that teachers are pretty much alike" (p. 75). He suggested using teachers as "designers" of their professional development along with

helping them to develop their strengths as teachers. Based on Clark's (1992) argument, NSMs should be supported by researchers in developing their own preferred style of mentoring. Because the NSMs' preferred style was what they valued, this approach can result in changes that are likely to be sustained by novice mentors. The preferred style is what the mentors are familiar with. That style is their strength. When novice mentors will build on their strengths, they are most likely to continue the new aspects they will learn in PD. It could be a huge stretch to make such a claim, but including novice mentors in their own professional development may result in bridging the gap between teacher mentors and teacher educators, because both will work closely.

The above sub-sections point out one important aspect about mentoring, which is that no matter how experienced teacher mentors are, they all need professional development. While there are monetary and time constraints, nevertheless, we also have examples where professional development schools have left a strong mark on the ways teachers (new and veteran) teach, where veteran teachers have taken up the responsibility of helping new teachers learn and develop what they consider as effective teaching strategies (see Woloszyk, 1992; Richmond & Rozelle, 2012). I still believe in Feiman-Nemser's (2001) call, "If teaching is the profession that shapes America's future … then investing in new teacher development and development of teachers' mentors is an investment in that future" (2001a, p. 29).

All of the NSMs in my study suggested that they would appreciate it if MWSU provided them an opportunity to meet veteran mentors from other schools who are ready to share their mentoring experiences with novice mentors. MWSU is now organizing cross-subject mentor gatherings, which I believe will provide novice and veteran mentors the opportunity to share their experiences.

Rethinking Internship

From a situated learning standpoint, one major point for researchers and teacher educators to ponder is the kinds of social relationships and interactions that can provide "a context for learning to take place" (Hanks as cited in Smith, 1999, p. 2). From a socio-cultural perspective, it is important to focus on the context where the learning happened, but also on the meaningfulness of that learning for interns during pre-service education. Understanding the meaning of an event for individuals reveals their beliefs. Although teacher educators cannot change or control what happens in interns' personal lives, they can help interns to make their beliefs about teaching and learning (which are a result of their personal experiences) explicit and can challenge them with alternative perspectives about teaching. A study conducted by Klausewitz (2005) about the influence of student teachers' prior experiences on teaching concluded that examining prior experiences and beliefs helps in reconstructing those experiences into meaningful experiences rather than "an overlay[ing] experience… that further create discontinuities in the thinking about the teaching profession" (Knowles, 1988, p. 712). The data analysis of my study also suggests that teacher educators bring into discussion prior experiences and beliefs related to teaching and convert those to meaningful experiences to develop solid mentoring practices.

The year-long internship has long been identified as the strength of the MWSU teacher preparation program. The NSMs considered it as the strength of the TE programs because the duration provided time for interns to settle in and develop relationships with students while also providing time for interns and mentors to get to know each other. In addition, the NSMs also pointed out weaknesses of the MWSU teacher preparation programs. The NSMs had concerns about unpreparedness of the interns with respect to classroom management and time pacing of a

lesson plan. On one hand they all agreed that these aspects can only be learned with teaching experience (Feiman-Nemser, 2001). On the other hand, Neil mentioned that he had "good" management skills because of the courses he was taught during his teacher preparation coursework. The NSMs also said that some steps must be taken by the MWSU teacher preparation program to develop these two important teaching skills in interns. I too think that when mentors, regardless of whether they are novice or veteran, say something repeatedly, then the TE must rethink their stance about the issue. A senior science education doctoral candidate at MWSU mentioned that focusing on classroom management largely depends on who is teaching the methods course. If MWSU does not want to offer a separate course about management (which at present it does not do, and the pattern varies at other institutions), then it must at least work carefully with instructors who teach the methods courses to address issues voiced by the NSMs in my study and highlighted in the literature in general.

The above discussion around my research questions, I conclude that the stories of the NSMs' experiences reveal mentoring practices they employed. The stories also highlighted the sources and factors that inform those practices as shown in figure 9.1. To understand whether a *relationship* exists between the NSMs' experiences and practices, there is another important construct that can provide insight about that relationship. The construct is professional identity.

NSMs' Professional Identity as an "Invisible and Comprehensive Power"

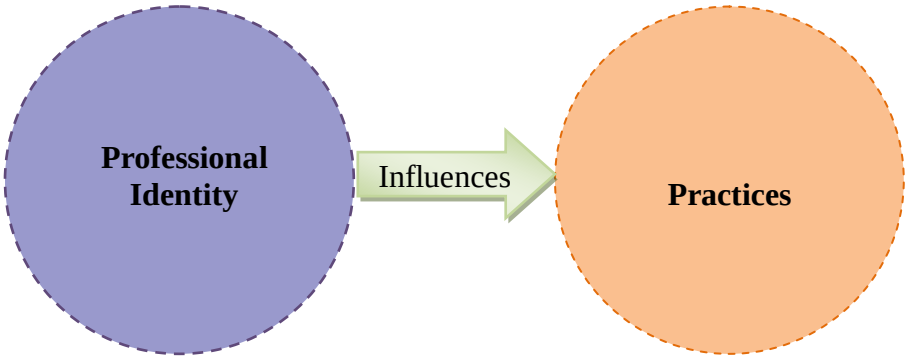
In this section I make a theoretical argument that the NSMs' professional identity (PI) is the power behind what they say and do as mentors. I argue that the relationship between the NSMs' experiences and their mentoring practices is their professional identity. In other words, the NSMs' experiences resulted in professional identity that informed their practices. Research studies (e.g., Crow, 1987; Knowles, 1992) suggest the influence of a teacher's biography on

classroom practices in several different ways. For instance, Crow (1987) found teacher role identity to be related to biography, particularly to role models (positive and negative), to memories of school experiences as a child, and to family activities. Julia's narrative, for example, strongly features elements of her upbringing and family activities into her mentoring practices. To understand the NSMs' mentoring practices, their mentor identity seems to be an important feature to be considered.

Understanding PI

PI, as a subfield of identity theory, aims to understand teaching, teacher development, and teacher education (Beijaard, Meijer, & Verloop, 2004; Leuhmann, 2007). Leuhmann contended that "The focus on professional identity affords a lens in which the breadth of one's experiences is considered in light of how they impact one's professional practices, values, beliefs, and commitments" (p. 827). She further added that using PI as a lens helps to access and operationalize constructs such as beliefs, attitudes, values, etc. through the stories NTs tell or others tell about them. Richmond et al., (2010, p. 27) defined PI as comprised of *values* ("personal needs and felt obligations that drive their [teacher candidates] priorities") and *positioning* ("with respect to communities of practice, that is, school professionals, and the TE program"). The results of their study reported that professional identity influences teacher candidates' instructional practices. For instance, teacher candidates who valued "content understanding" (p. 14) more than developing relationships with students or maintaining order in the classroom thought and focused more on the content as compared to their counterparts. The relationship between the PI and one's practices is represented in Figure 9.2.

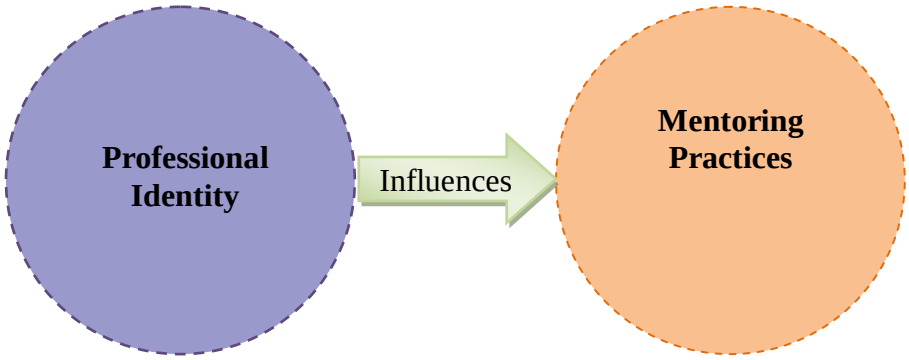
Figure 9.2. Relationship between PI and Practices



Researchers (e.g., Juzwik, 2006; Leuhmann, 2007; Sfard & Prusak, 2005; Richmond, et al., 2010) have defined the construct of PI differently. Their definitions and their views about how professional identity develops depend on the lens they used to analyze the construct. However, all definitions offer some common aspects to be either a part of one's professional identity or find those aspects influential, along with professional identity, on one's teaching practices. These are one's past and present experiences, values, beliefs, images of self as well as how one and others describe those images, dispositions, etc. For instance, Jones and Carter (2007) concluded that science NTs' beliefs about science learning affect their instructional practices. Further, researchers (such as Rozelle, 2010; Richmond et al., 2010) considered professional identity to be one of the major factors influencing NTs' teaching practices. Also the researchers contended that the nature of PI is non-static (that is, the PI is subject to changes with the individual's varied contexts).

On the basis of the literature cited, it can be argued that PI can be an important construct to consider in order to understand the NSMs' practices and preferences. Figure 9.2 can be changed to make an argument that PI influences mentoring practices as well, as shown in figure 9.2a.

Figure 9.2a. Relationship between PI and Mentoring Practices.



Again the dotted boundary lines show the non-static nature of both professional identity and mentoring practices, which are subject to change with experiences.

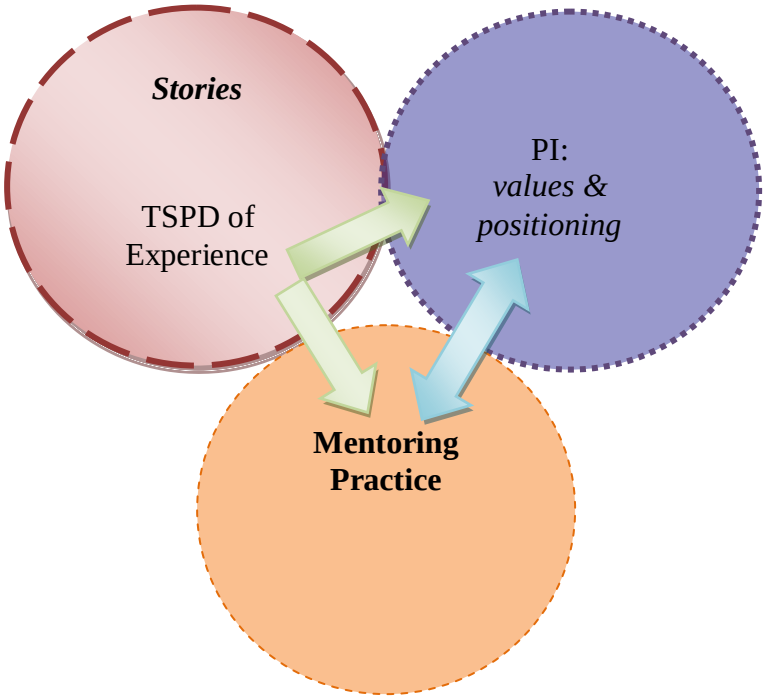
Relationship between Experiences, Professional Identity, and Mentoring Practices

As stated earlier, researchers may have different views about how PI develops or what comprises PI depending on the lens used, but all definitions offer some common aspects to be either a part of one's PI or find those aspects influential along with PI on one's teaching practices. These are a teacher's past and present experiences, values, beliefs, dispositions, and images of self as well as how they and others describe those images. Building on the work of Hall (1994), Luberdo (n.d.), and Richmond et al. (2010), I define PI as comprised of one's *values* resulting from one's beliefs and *positioning*. I follow Hall (1994) and Luberdo (n.d.), not Richmond et al., in defining values and positioning." In my study, "Values are ideals that give significance to our lives that are reflected through the priorities that we choose, and that we act on consistently and repeatedly" (Hall, 1994, p.21). I consider positioning as the way in which individuals describe their own and other's practices and the places (where they work/live or worked/ lived) with respect to their values. This definition is based on the idea that positioning can happen in conversations when individuals use words such as competent, effective,

unimpressed, and incompetent. (Luberdo, n.d.). This definition of positioning is closer to the narrative nature of my study and builds a relationship between values and positioning.

I used *telling* as my method of inquiry in which people tell stories about their experiences. In their stories, they implicitly share who they are by sharing their beliefs. Those beliefs reflect what they value as individuals. In other words, when individuals describe main characters in their stories and they interpret the happenings and meaning of an experience for them, they reveal their identity. An understanding of individuals' beliefs and what they value helps us as researchers to articulate how storytellers position themselves and others with respect to those beliefs. The data analysis not only revealed the NSMs' beliefs and interpretation of why a particular experience was "helpful" or "productive" and vice versa, but also showed how they positioned themselves and others in conversations. Recall, for example, Julia's belief about hands-on and demonstration as effective ways of teaching and learning. Julia's explanation of her student teaching experience being unproductive when compared to her induction experience shows that she interpreted both experiences on the basis of her belief. Furthermore, that she considered her student teaching mentor as an ineffective teacher and mentor in contrast to her induction mentor also substantiates the idea that she positioned her mentors with respect to her beliefs related to hands-on teaching. Julia's stories of experiences demonstrated who she was. On the basis of the definition of PI, the NSMs' beliefs, what they value, and their positioning and building on the concepts expressed in figures 9.1, 9.2, and 9.2a, I propose a model of the relationship between the NSMs' prior experiences, PI, and their mentoring practices (figure 9.3).

Figure. 9.3. The Experience-PI-Mentoring Practice Relationship



The figure suggests that the three components are always linked and interacting with each other. The dotted boundaries represent the changing nature of each of these components. Stories may change with time, audience, and place. The tighter boundary of PI suggests that the nature of PI may be fluid, as demonstrated by prior research; the four narratives of my study suggest that a change takes time to occur. I speculate that although stories may change with audience, time, and space of sharing, the change in stories may not be considered as a change in one's PI. I conjecture that the meaning and interpretation of the stories the NSMs shared can be different over a period of time and context, but the core of their practice remained the same. The unchanged core of their practice suggests that PI remains stable for a longer period of time. The NSMs' narratives illustrated that their beliefs and values did not change. However, Julia's future plans reported some change in one of her practices. Some change in the process of a particular

mentoring practice (Julia's planning) was noted, yet the core of her practice did not change. It is plausible that the NSMs' positioning also remained stable because of their unchanged values. The figure also suggests that each NSM's PI is a unique result of their unique experiences, which is reflected in mentoring practices. The two one-sided arrows pointing from the TSPD of experiences as described in stories show the influence of experiences on teacher mentors' PI and mentoring practices. The double-sided arrow between PI and mentoring practices demonstrates the affect practices have on PI. Although prior research does not suggest that practices change PI, my study suggests that they do because they provide experiences for the individual to learn from.

There are several theoretical links between mentoring practices and PI that can strengthen the idea of an existent relationship between the two. First, researchers (e.g., Britzman, 1986; Clandinin & Connelly, 1987; Crow, 1987; Kagan, 1992; Lortie, 1973) have contended that biographies (prior experiences) shape NTs' practices. Likewise, researchers (e.g., Crow, 1987; Knowles, 1992) have argued that biographies shape one's identity. Second, research also demonstrates that beliefs related to teaching and learning, relationships, and the environment where one grows up play a significant role in informing teacher practices. My research also reported the same factors informing the NSMs' mentoring practices. Research related to PI also suggests that relationships (e.g., Murphy, Ross, & Huber, 2012) and context (e.g., Beijaard, Meijer & Verloop, 2004) form and inform one's PI and beliefs. PI and practices result from individuals' prior experiences and are affected by similar factors. Researchers (such as Rozelle, 2010; Richmond et al., 2010) have considered professional identity as one of the major factors to influence NTs' teaching practices. Furthermore, based on the two theoretical links, it is also reasonable to argue that individuals' PI informs their practices. In other words, the NSMs' PI

informed their mentoring practices and it can also be inferred that the temporal-sociality-place dimensions (TSPD) of their experiences represent the sources and factors that formed and informed both their mentoring practices and PI.

Although the evidence may not be sufficient to make any empirical claims about NSMs' values and positioning, the NSMs positioning is illustrated by the values they repeatedly mentioned (such as their passion for a particular style of teaching and learning) and the way they described significant individuals, such as mentors, teachers, and vice principals, as well as the places where they taught, with respect to their values. Research suggests that the PI of NTs influences how they develop their instructional practices and how they make sense of what they are learning from an experience (Rozelle, 2010; Richmond et al, 2010). Likewise, how NSMs' mentored, defined their roles, and approached mentoring situations, as well as what they focused on during their interactions with their interns, may be attributed to their PI (Rozelle, 2010). Neil and Daniel worked in the same school. However, they mentored their interns differently. The difference of NTs' practices in the same teaching context can be attributed to differences in professional identity (Chong, Ling, & Chuan, 2011; Hewson, 2007; Lasky, 2005; Leuhmann, 2007). Likewise, on the basis of the literature cited, it seems reasonable to argue that the difference in the NSMs' mentoring practices can be attributed to differences in professional identity. The NSMs in my study managed their new roles and situations as mentors by looking at their past, and their current experiences as mentors enabled them to plan for their future.

Therefore, professional identity is an important aspect of the NSMs' personality to be taken into account for future research because, as Rex and Nelson (2004) argued, professional identity can exert an "invisible and comprehensive power" (p. 1319) on the ways they mentor their interns. One of the major implications for taking mentors' PI into account for the field is

that the construct can help to bring forth the specific beliefs and values mentors hold, which can then be challenged with alternate views. Also PI will help to explain the specific challenges mentors' beliefs and values present, and to suggest effective approaches to develop teacher mentors into more effective mentors.

Conclusion

Narrative, as a means for understanding mentoring, provides great insights into what motivates novice science mentors' actions and the complexity of teacher mentors' everyday life experiences In mentor-intern relationships, intentionality and goal-setting are not as important as how mentors' lives play out in the ways that they mentor. Mentoring is also as dynamic and as iterative a process as teaching is. As with novice teachers, who must have time and support to develop effective teaching strategies, novice mentors also require time and professional development to establish proficient practices that could be construed as "educative" in the ways teacher educators envision mentoring. With respect to mentoring practices, my study concludes that although novice mentors may have a model of mentoring and practices to use and apply with their interns, they still need guidance and professional development to make those practices productive and supportive for interns' growth and learning.

Using Clandinin and Connelly's (2000) three dimension framework—temporality, sociality, and place—to analyze NSMs' past experiences, I examined how NSMs articulated the work of mentoring. The stories the NSMs shared revealed that they relied on their own experiences as learners and teachers to articulate their work as mentors. The process of one's experiences informing practices is not linear. The process is more complex than just saying that NSMs' past experiences inform their current mentoring practices. It involves a cognitive process of visiting, revisiting, and analyzing past experiences to reinforce or change one's current

practices, which was not the focus of my study. However, my study directs us to take novice teacher mentors' past experiences into account for understanding mentoring.

My study also concludes that each NSM had a core practice that was a result of their prior experiences. The core remained unchanged throughout the internship year and in future plans. The study concludes that prior experiences, beliefs, relationships, and contexts are the sources and factors that informed the NSMs' practices. If teacher educators hope to improve mentoring and make it a productive and educative experience for both mentors and interns, they must work on developing meaningful relationships with mentors. Developing relationships with novice mentors will provide teacher educators opportunities to challenge the mentors' beliefs with powerful alternatives by engaging them in intellectual discussions. Furthermore, the NSMs' stories of experiences revealed their values and positioning, that is, their identity as mentors. The idea of mentor identity needs to be further explored in order to gather empirical data to support the role of this construct in mentoring practices. However, there are strong reasons to suspect that professional identity and mentoring practices might be tightly linked. If this is the case, there may be valuable strategies which can use this connection in supporting the development of effective mentoring strategies.

Contributions of My Study

My study signifies the non-traditional use of narrative inquiry as a method for understanding mentoring from mentors' perspectives. Commonly researchers have used traditional methods, such as case studies, to understand mentoring and mentoring practices. Generally speaking, my study adds to the current literature about mentoring and specifically to literature related to novice mentors and novice science mentors. My study opens up discussion about the importance of taking into account novice mentors' prior experiences and what they

know about mentoring for their professional development. Novice mentors are not blank slates; they have strong beliefs about what is important for their interns to learn and how certain things should be done in their school contexts. They have beliefs about what each mentoring practice, such as planning or team teaching, looks like. Based on their own strengths as mentors and teachers, the NSMs were at different stages of mentoring. Professional developers as well as teacher educators can use this information as leverage points to provide professional development to mentors rather than treating them as if they know nothing about mentoring. Professional developers can give novice mentors the opportunity to share what they know about mentoring and mentoring practices and why they act the way they do as mentors.

For teacher education programs, my study offers ideas about what they can use to develop a certain mentor selection criteria besides teaching experience and student achievement. TE programs can use mentors' core of practice to conjecture the ways they will mentor. Furthermore, my study also points towards a new aspect related to understanding mentoring, that is, professional identity, which needs further investigation.

Limitations

There were several limitations of my study.

Being Vulnerable

At a personal level, I found a narrative approach to have a certain level of vulnerability and enjoyment at the same time. It made me unexpectedly vulnerable but I do not remember when was the last time I enjoyed writing something so much. I can say that writing narrative research has made my inner self known to me in the ways I never had known myself before. I am sure that those who have known me for long enough will see a different aspect of my personality, which is weak and fearful.

I thought about what to say

To hide my pain, if I may

I dare not to speak the truth

Yet there, naked I stood!

Being a Conversationalist

Another aspect that is important to mention is my ability to converse with participants. If there had been a good conversationalist in my place, the data could have been richer and more detailed. My formalistic idea of having multiple sources for triangulation purposes was also challenged by doing narrative inquiry. Multiple interviews helped me to corroborate the meaning of an experience for the NSMs, because they mentioned what they wanted to highlight repeatedly.

Being Judgmental

As a novice narrative researcher I struggled with being judgmental toward the practices of NSMs because the purpose of my research was not to judge or compare the NSMs' practices with each other or with respect to the literature on mentoring. The struggle was primarily related to word choices as a non-native speaker and writer. Moreover, listening to the NSMs' stories about their personal and professional lives reminded me of the similarities the teaching profession bears across boundaries and cultures.

Data Collection, Data Coding, Subjectivity, and Boundaries

I started collecting data in the beginning of the second semester of the teacher candidates' internship year, when the NSMs had already developed a relationship with their interns. It is possible that if I had interviewed them in the beginning of the internship year, the NSMs might have answered questions about their practices differently. Data was only coded by me, which

means that the study did not use multiple coders. The description that I shared in my dissertation work is prone to change over time as I learned and started articulating things differently.

Subjectivity based on my views of mentoring may have influenced and shaped the descriptions and interpretation of data. Although I consider my subjectivity as being objective to the purpose of my research (to give voice to novice mentors), being so much invested in one purpose can result in overlooking aspects that may be pertinent to my study.

Using the *telling* form of narrative research cannot be extended to the NSMs' actual mentoring practices because it did not involve observations of mentor-intern interactions, but it helped me to see the power of stories and a narrative approach in understanding mentors and mentoring. Moreover, the stories shared may resonate with some and may not correspond with experiences of others as mentors. That was not the purpose of the research, rather my research must be seen as a starting point in taking into account the experiences of novice and seasoned mentors in order to influence their professional development.

Neither teaching nor mentoring is a set of quick and easy recipes. I was a strong proponent of development of a knowledge base for teaching and of course for mentoring as well. But now I believe that documenting practical knowledge of teachers or mentors is an audacious task because what we consider knowledge today will be outdated tomorrow. There is more to the landscapes of mentoring than meets the eye. In other words, the end of a mentoring experience represents a new beginning for all four mentors. I end this dissertation by a quote from the movie *Uptown Girls*, which says, "Every story has an end. But in life, every ending is just a new beginning" (Stevens & Yakin, 2003). My dissertation is just a new beginning!

Chapter 10

Implications for Teacher Education in Pakistan

Retallick and Farah (2005) in the introduction of their book wrote, "Improvements in both quantity and quality of school education are desperately required in Pakistan" (p. xiv). The quote represents the irony that school education is going through even today in Pakistan. Although the number of private schools has increased (Aslam, 2007), still the public schools provide education to the majority of Pakistani children. The enrollment rate due to poverty is low in both sectors and the quality of education provided in the majority of schools is still under scrutiny, as I described in Chapter 1 of my dissertation. Quality concerns include gender parity, low enrollment rates, lack of infrastructure and resources (especially in rural areas of Pakistan), and teacher training[6]. According to Lynd (2007) fifty percent of teachers working in the private sector lack professional qualifications as compared to five percent of untrained teachers in the public sector. Still the quality of education provided to students in schools in Pakistan is not comparable even to other South Asian countries. The question that arises is if teachers in the public sector have professional training, then why is the quality of education still low. It is not about having professional training or not, rather the issue is related to the quality of teacher training provided to teachers, which is also argued in the National Professional Standards for Teachers in Pakistan document.

One way to improve the quality of teacher training is to adapt ways to support both pre-service and in-service teacher development. As I argued before, mentoring as a process should work both ways. On one hand, mentoring provides learning opportunities to pre-service teachers

[6] The term *teacher training* is used for teacher preparation in Pakistan.

and, on the other hand, veteran teachers who serve as mentors also professionally develop while they guide their mentees.

Before I delve into how my research supports initiation of mentoring programs in Pakistan, I provide some general information about education and teacher education in Pakistan.

Culture, Education and Teacher Education in Pakistan at a Glance

The population of Pakistan is 180 million, which makes it the fourth most populous country in Asia, and the sixth in the world. Everyone is aware of the critical socio-economic and political situations in Pakistan. Recently, the tension among ethnic groups, religions, and religious Muslim sects has doubled, but these ethnicities and ethnic tensions do not in any way mirror the common Black-White racial politics in the US. For instance, our schools are not segregated. Anyone can attend any school. However, education is a commodity of different qualities in Pakistan. Depending on finances, one can buy good quality education from private schools or low quality from many public or neighborhood schools (small private schools are found in every nook and corner of a neighborhood).

In Pakistan, teaching is considered as a *prophetic* profession. Therefore, the attitude of parents, students and society toward teachers in general is very respectful. Students' disrespectful behavior toward teachers is akin to being disrespectful to one's parents. So classroom management might not be an issue in many Pakistani classrooms. The majority of parents trust teachers with their children's learning. One of the reasons parents trust in teachers is the low literacy rate among parents. I was reminded of Lareau's (1987) research about home-school relationships (parental involvement) of children in a White working class school and in an upper middle class school. One of her major findings showed that parents of working class children doubted their own educational capabilities and were dependent on teachers. Their visits to school

and their interactions with teachers were short, as compared to middle class parents. The middle class parents had strong skills and shared the responsibility of their children's education; they critically assessed the school and had a tendency to intervene in their children's schooling. This situation is overall true in the case of working-class parents versus parents of the upper middle and elite class in Pakistan.

Although Pakistani teachers are underpaid, as are many of their counterparts in both the developed and developing worlds, many continue to teach, either because teaching is the only profession they can join (especially females, myself included) or because they believe that they can make a difference in their students' lives.

The Education System in Pakistan

The overall literacy rate in Pakistan is fifty-five percent (World Bank, 2012). Literacy rates differ from province to province, region to region, between genders, and across urban[7]-rural locations (Ministry of Education & Training, 2013). For instance, the most populous province, Punjab, has a seventy percent literacy rate, whereas Baluchistan, the least populous province, has a fifty percent literacy rate. The adult female literacy rate in the country is forty-six percent (UNDP, 2011).

Formal school education is divided into three stages—Pre-school (play-group, nursery, Kindergarten, Prep), elementary (grades 1-8) and secondary (grades 9-10). In 8th grade, students have to decide whether to pursue science as majors (Bio, Chemistry & Physics or Computer Science, Chemistry & Physics) or the arts as majors (history, literature, home economics for girls, etc.). Students have to score seventy percent or above on math and general science subjects to take science classes. The common practice is that parents decide what majors their kids should

[7] The terms *urban* and *rural* refer to far flung areas from the main cities and villages.

pursue (teachers offer no guidance to students). Two common thoughts behind wanting their kids to pursue science are that kids who study science are considered *intelligent,* and they have more chances of *getting good jobs*. It is also a common norm to send high scorers to science majors, whether they have aptitude for it or not. Girls and boys may study in co-education schools until 5th grade. From 6th grade onward, they attend single-sex schools and colleges. However, they might study co-education again in universities.

The 9th and 10th grades are also called matriculation or secondary school certificate (SSC). The 11th and 12th grades are usually taught in colleges, and are together called intermediate or higher secondary school certificate (HSSC). However, a few secondary schools also offer intermediate classes. Grades 9-12 come under the jurisdiction of the Boards of Intermediate and Secondary Education in every province, which are responsible for conducting exams at the provincial level. Many private schools also offer a common alternative form of education is General Certificate of Education, which replaces SSC and HSSC with Ordinary and Advance level courses (O-A level) respectively. For bachelor's degree programs, colleges are not the degree issuing bodies. They are affiliated with degree-issuing universities. Colleges offer a wide array of courses. For instance, students can study Bachelor of Arts (BA with general humanities & social sciences courses), Bachelor of Science (B. Sc, pre-medical or pre-engineering) Bachelor of Commerce (B.Com) or Bachelor of Business Administration (BBA). The general bachelor's degree programs are two years long, whereas BA honors programs vary from three to four years, and they are affiliated with a university. Some colleges offer master's level classes, but master's degree programs are usually university-based. Most of the master degree programs require two years of education. Master's of philosophy (M. Phil) is also a two-

year degree, and it can be undertaken after obtaining a master's degree. One can pursue a PhD after earning a M. Phil degree. The duration of the PhD varies from two to three years.

School curriculum. A national curriculum is followed across provinces. Although until 8th grade schools have the freedom to use whichever textbooks they wish (beside provincial textbooks), they are recommended to use books that cover the maximum content of the set national curriculum. In the majority of public schools, and in few private sector schools, students take the national board exams in 5th and 8th grades. Math, general science, social studies, Urdu, Islamiyat (catechism in missionary schools only), and English are compulsory subjects until 8th grade. In secondary school, Math, Urdu, English, Pakistan Studies, and Islamiyat (Civics for non-Muslims) are compulsory for all students. In 11th and 12th grades, all students study Urdu, Pakistan Studies, and Islamiyat (Ethics for non-Muslims); at the bachelor's level Pakistan Studies and Islamiyat (Ethics for non-Muslims) are compulsory for all students. Now Civics and Ethics are made optional for non-Muslims, giving non-Muslims the option of studying Islamiyat if they want to.

Types of schools. Although schools widely vary in the student populations they serve, and in resources, location, and administration, the schools in Pakistan can be roughly identified as government (public), semi-government (public-private partnership), and private schools. The public schools are run by federal (Garrison/Cantt Schools) and provincial governments; the semi-government schools are run by the private sector (such as Army Public Schools), which partially rely on government funding; and the private schools are independent (missionary schools, Beacon House School System, and CITI School System).

According to the Learning and Educational Achievements in Punjab Schools report (Andrabi, Das, Khwaja, Vishwanath, Zajonc, & the LEAPS Team, 2007), public school teachers

possess higher qualifications and are paid more as compared to their counterparts in the private sector. However, students from private schools usually outperform public school students on national tests. The better salary of public school teachers is because of the fact that the government offers monetary incentives to teachers to improve their qualifications or to pursue professional development, at least in the province of Punjab. Nevertheless, Pakistani students' performance is relatively low regarding "the learning standards, where children in grade 3 are found to have barely mastered the curriculum of grade 1" (Andrabi, Khan, Khan, & Naseer, 2012, p. 5). This is where the heart of more recent reforms lies and one of the major solutions being considered is to improve the quality of teachers, in order to improve student achievement.

Teacher Education

In Pakistan, there are 275 teacher training institutions, and 300 teacher training resource centers in the districts (UNESCO, 2009). The training institutions provide pre-service training (certificates, diplomas and degrees), and they are managed by the Bureau of Curriculum and Extension for pre-service programs. In-service training programs are also offered by the Provincial Institutes of Teacher Education (PITEs).

Table 1 presents an overall view of teacher training programs in Pakistan. Previously (more than a decade back), anyone who passed SSC exams with a good score was hired to teach all subjects until 5^{th} grade, and after passing the HSSC, they could teach until 10^{th} grade, especially in private schools. In public schools, however, people interested in teaching after 10^{th} grade must acquire a primary teaching certificate (PTC), and after the HSSC, they must acquire a Certificate in Teaching (CT). Gradually, the requirement to teach in secondary schools was set as bachelors in the arts or science subjects, with a bachelor's in education (B.Ed.). The duration of B. Ed varied from nine months to one and a half years. During B. Ed, prospective teachers study

courses related to school administration, classroom management, school counseling, and philosophy, along with specializing in two subjects they would be teaching as teachers. The duration of the practicum component (student teaching) varies from three weeks to one and a half months.

Table 10.1. Teacher Training Programs in Pakistan

Training Program	Qualification for admission	Duration	Grades to teach
PTC	Matriculation (10^{th} grade)	1 academic year	1-5
CT	Intermediate (12^{th} grade)	1 academic year	1-8
B.Ed	BA/B.Sc	1 academic year	6-10
M.Ed	B.Ed	1-2 academic year(s)	6 to Master's level
MA Education	BA/B.Sc	2 academic years	6 to Master's level

After training, Pakistani teachers teach in a variety of classroom settings. These settings include multi-grade classrooms (especially in rural and urban areas) taught by a single teacher, crowded classes (number of students ranges from 40- 100+), classes with fewer number of students (in small private schools, number may range from 10-15), and classes equipped with resources to classes with no resources (sometimes without any blackboard to write on). There are medium-sized classroom as well where number of students may range from 30-40 (usually in middle class schools) and 15-25 student in elite schools. As far as the classroom settings are concerned, the situation is still the same.

In the last few decades, however, there have been a number of reforms, projects to improve teacher quality and teacher education (for instance, The USAID Teacher Education

Program (TEP), previously known as Pre-service Teacher Education Program Pre-STEP). Like many other developed and developing countries, teacher education programs in Pakistan are criticized for not producing quality teachers. Therefore, the National Professional Standards of Teachers (NPST) were introduced in 2009 (Ministry of Education, 2009a). The document clearly states that current teacher education preparation programs are not producing quality teachers, and it recommends achieving NPST to improve teacher preparation. With the introduction of the NPST, USAID also initiated a four-year B. Ed program in the partner universities of the TEP. It is assumed that enrolling students after HSSC in four-year B. Ed programs prepares quality teachers. As mentioned in Chapter 1, merely introducing teacher preparation standards cannot result in improving the quality of the teachers prepared. It requires changes in the language of educational policy and efforts to provide continuous support, not only from the TE faculty but also within the schools where student teachers do their internship/practicum.

My Research and its Implications for Teacher Education in Pakistan

My research findings are very individualistic and are related to the teacher mentors' personal experiences, which cannot be used to suggest drastic changes in educational policy. However, my study does underscore at least two key findings which can result in looking at teacher preparation in different ways and can start new discussions around what it means to prepare teachers for quality teaching.

Initiating Formal Mentoring

Mentoring, as I initially thought, is not a new concept in teacher preparation and teacher development in Pakistan. A doctoral dissertation submitted to MSU in 1996 by Mehrunnisa Ahmed Ali titled "On Becoming a Mentor: Influences on Teachers' Construction of Their Identities as Mentors" provides some interesting insights about the prospects for mentoring in

Pakistan. She conducted case studies of six veteran teachers (both males and females, from public and private schools) enrolled in a master's degree program at a Pakistani university, to understand the construction of identity among novice mentors. Those veteran teachers mentor "practicing teachers." Although Ali did not define the term, the mentee teachers were neither novices nor student teachers, but rather were experienced teachers. Ali (1996) referred to mentees as *practicing teachers*. The study's settings varied from western teacher preparation settings in at least three ways. First, it was the first program of mentoring in Pakistan; second, the teacher mentors were enrolled in the university master's degree program; and third, they also served as part-time instructors for the university program.

Likewise, another large scale study conducted by Andrabi, Khan, Khan, and Naseer (2012) in the province of Punjab, to investigate the effectiveness of in-service teacher training to improve the pedagogical skills of teachers, found a positive effect on students' performance. To provide continuous in-service professional development to enhance the quality of teaching, the Directorate for Staff Development established a system, one of the features of which is to provide support in the form of mentors, called *District Teacher Educators* (DTEs). Although it is not clear from the reports who these DTEs were, whether they veteran school teachers or were selected teacher educators from TE institutions, and how they were selected, they visited, observed, modeled teaching, and provided feedback to teachers to improve their pedagogy. The DTEs used assessment data to mentor teachers directly and to assess their own training needs. While I found myself appreciating the steps taken by the government to improve the quality of teaching by initiating mentoring as one of the ways to help teachers improve their pedagogical skills, I also found myself concerned with the underlying idea of mentors being responsible for telling teachers their weaknesses and "training" them rather than involving teachers in

discussions around their weaknesses and finding possible solutions. This idea to some extent promotes the "promise to quick fix for [teachers'] deficits" (Clark, 1992, p. 79), rather than doing something that can be sustained over a period of time by teachers.

Both studies (Ali, 1996; Andrabi, Khan, Khan, & Naseer, 2012) underscore the value of mentoring for professionally supporting in-service teachers to improve their teaching. However, as argued in Chapter 1, there is also a need to support student teachers during their student teaching, because those experiences will most likely affect the way they will teach and, if they become a mentor for in-service teachers, they will have the model of their own experience to follow. To achieve this goal, I propose that educational policy makers should consider making mentoring formal.

Systematic Hiring and Professional Development of Mentors

Just making teacher mentoring formal in policy is not enough. The initiation of mentoring should be followed by systematic hiring and professional development of teacher mentors.

Systematic hiring. What is important based on my research about the selection of mentors is looking into veteran teachers' teaching and learning experiences along with their students' performance, because how the selected mentors conceive of themselves as mentors has the potential to influence future mentors. Teacher educators should collaborate with the hired veteran school teachers to collect, analyze, and assess data as a way to start a process of self-reflection in teachers and also to strengthen research culture in teacher education in Pakistan, as noted by Huma (2013b).

Collaboration can bring teacher training closer to the realities and needs of different teaching contexts (Naseem, 2013). Because it might be a new experience for both school teachers and teacher educators, this will also provide opportunities to both parties to develop a

shared language and an understanding of each other's practices. Shared language among the two stakeholders is important for the dissemination of professional knowledge regarding teaching (Stigler & Hiebert, 2004) and learning; whereas an understanding of each others' practices provides opportunity to student teachers to make connections between what they study in their TE courses and actual teaching (Zeichner, 2002), hence, bridging the gap between theory and practice.

Professional development of mentors. The literature about mentoring emphasizes a "carefully chunked and sequenced" (Moir, Barlin, Gless, & Miles, 2009, p. 53) approach to make it more appropriate according to the needs of the mentoring process and the new teachers. For professional development of Pakistani teachers, the focus should be on helping teachers enhance their ability to think about and beyond teaching to analyze, reflect, and deconstruct their own teaching (Ottesen, 2007; Stanulis, 1994), and to support them to become independent thinkers rather than coming to professional development looking for easy answers and quick fixes. Teacher educators and professional developers should use the professional development opportunity to identify competent prospective teacher mentors regarding curriculum, instruction, and assessment. Once identified, those teachers can help in sharing their expertise with other teachers.

Taking Prior Beliefs of Teachers into Account

A recent doctoral research study conducted by another Pre-STEP scholar, Huma (2013a) concluded that based on TE faculty members' prior experiences and the strengths of using and understanding innovative teaching strategies, their teaching varied even after having relevant professional development. Likewise, my study also concludes that teacher mentors' prior beliefs of what works and what does not work inform their decisions as mentors. Therefore, I argue that

prospective teacher mentors' teaching and learning experiences will inform and filter their understanding of mentoring practices. If not challenged with alternatives, I do not think that just providing them professional development will make a difference.

Change in the Language of Policy

Furthermore, it is also important to point out that the policy in its recent state presents an information deficit model; that is, teachers in general lack quality practices and need to be trained to teach in innovative ways. For instance, while declaring education in an emergency state, the educational policy (Ministry of Education, 2009b) document says, "Teacher education and training curricula shall include provisions to enable the teacher to address education in emergencies" (p. 40). In addition, the section on *Improving Teacher Quality* (pp. 42-44, see Appendix D for details) states policy actions to be taken to improve teacher quality. The three policy actions relevant to teacher education state that

- Teacher training arrangements, accreditation and certification procedures shall be standardized and institutionalized.
- Teacher education curriculum shall be adjusted to the needs of the school curriculum and the scheme of studies. The curriculum shall include training for student-centered teaching, cross-curricular competencies, and an on-site component.
- A separate cadre of specialized teacher trainers shall be developed.

The vague language of the policy document and policy actions ignores teachers' existing skills and suggests "provisions" to improve their quality of teaching. For instance, how will standardization of teacher training and certificate or adjusting TE curriculum to the needs of school curriculum or developing teacher trainers improve teacher quality? Does it mean that teachers prepared will teach in a standard way? This discounts the very personal and

individualistic nature of the teaching profession and skills that veteran teachers have developed over a period of time and of individuals entering the profession, unless the policy makers think of cloning teachers.

The policy actions talk about "training," "on-site component," and "separate cadre of specialized teachers." All these components of policy, no matter how vague they sound, can be catered to by considering mentoring. First, mentoring is a part of on-site component; second, selecting and professionally developing veteran teachers as mentors place them in the "special cadre of teachers." Third, with respect to teacher education curriculum, teacher mentors can play a crucial role by working closely and collaboratively with teacher educators. As veteran school teachers, mentors will know the school curriculum well and teacher educators will know the teacher education curriculum. Both stakeholders can help each other by sharing their curriculum goals and findings common grounds to support student teachers learn student-centered and cross-curricular approaches to teach. Here I feel obligated to mention that although teacher educators emphasize on student-centered teaching, unfortunately teacher educators do not practice what they preach (Harrison, Dymoke, and Pell, 2006; Segall, 2001). Teacher educators should also use student-centered teaching approach to model for their student teachers.

I am also cognizant of the fact that the reality is more nuanced and complex, and no matter how appealing mentoring may seem to be, it cannot be *the* solution to improve teaching and teacher quality. I also think that my research provides a direction and also suggests basic mentoring practices that can be focused on during the professional development of mentors.

Some Challenges

Although the initiation of mentoring programs sounds promising to improve quality of teacher training, it is not without challenges. Here are some challenges that might slow down the process of initiating formal mentoring programs:

- Teachers in general favor rote memorization and encourage learn-to-test habits. It would be really hard to select teachers from the current cadre of teachers who think otherwise, especially from the public sector schools.
- Teachers usually come to professional development workshops to find solutions. Here again I like to mention the deficit model approach, because the majority teachers in public schools believe (and professional developers, too) that they do not have the knowledge required to improve their students' learning and their own teaching. Bringing them on board as a part of the solution might require a paradigm shift among teachers. Also general attitudes of veteran teachers towards student teachers also need to be addressed to make student teachers feel welcomed and respected by veteran teachers.
- Sustaining a culture of collaboration and sharing among teachers within a school, with teachers from other schools, and teacher educators will be another challenge. Because there is little to no monetary support available, there is also a need to develop and sustain a culture of volunteerism, rather than commercialism.
- The current practicum or field experiences duration is short and can hinder development of productive relationship between teacher educators- student teacher- teacher mentor trio. Longer duration is required to facilitate student teachers' learning and to orientate them to innovative approaches to teaching.

Emerging socio-economic needs of the Pakistani society as large require innovative and sustainable changes in education. These changes may take place in policy documents but not in reality because of ill-preparedness of teachers to implement the suggested changed. Teacher preparation then becomes the pivotal factor to make the change happen. As argued earlier, mentoring offers professional development opportunities for both in-service and pre-service teachers. Therefore, initiating formal mentoring may initiate change and improvement in the ways teacher educators, veteran school teachers, and student teachers view the goals and purposed of education. Although at times it seems difficult and even unrealistic to start something new amidst the socio-economic crises Pakistan is going through, I believe in the strength of Pakistani teachers and their strong desire for learning, improvement, and professional development. Mentoring promotes professional development. It seems reasonable to suggest that it is essential for teachers not only for their personal development but also for the provision of better learning opportunities for student teachers.

APPENDICES

Appendix A

Table A.1. Interview Protocol

	Focus of the interviews	Questions I asked	When?	Why I asked?
1.	**Prior Experiences** Demographics and educational background (Childhood and schooling)	Tell me about the stories of your childhood in relation to science. (Probed about people in their homes and around, who helped them in any way to develop interest in science) Tell me about your schooling in general and your science classes in specific? (Probed for a story about a science teacher NSM liked as a student, the role science teachers played) What was your teacher preparation experiences like? (Probed for stories about student teaching- duration of student teaching, interning school, mentoring experience) Tell me a story of any prior experience you have of mentoring someone? What did you do to mentor that person? Is there anything you wish to add in today's conversation?	January, 2013 The gap between the two conversations gave the participants to think about the things we talked about. It was also related to the temporal dimension of my research	Asking them to talk about their home environment, whether science was something that was discussed in the homes, things they did that they construed as scientific; stories about their school science teachers, what kind of practices their science teachers engage in, any role model at any level of schooling, revealed the temporality of NSMs' practices and helped in relating their current practices with their past experiences and in making connections to their future plans.

Table A.1. (Cont'd)

2.	**Current mentoring practices**	Tell me stories about your experiences as a mentor in the previous semester from the very beginning? What were your thoughts then about taking an intern or Fellow in your class? What significant incidents happened between your intern and you during the last semester/ month? Tell me about the strengths and weaknesses of your intern? What were the challenges your intern faced? (Probed for stories about their plans and ideas to help intern/fellow to meet those challenges and where did those ideas come from?) Talk me through your mentoring day—what are you thinking about? What do you do? (Probed for any dialogue or interaction between NSMs and intern/ fellow, what was it about) Can you talk about what motivates some of your feedback and actions? How do you decide what and how much feedback to give? Tell me a story about the support you received from your school administration and your colleagues as a mentor? Is there anything you wish to add in today's conversation or any of the previous one?	February, 2013	The second conversation was focused on NSMs current mentoring experiences and follow-up from the first conversation. The purpose was to elicit NSMs stories about their experiences in the previous semester and to ask them about the initial phase. How did they get started with their interns/fellow? In the stories shared, I looked for the NSMs mentoring practices, which they said they had employed and the activities they were involved in. Then asked the probing questions about their mentoring moves in Table A.2.

Table A.1. (Cont'd)

3.	**Current mentoring practices**	Now you are beginning the third month of mentoring your intern doing lead teaching. Tell me how your mentoring practice has changed from the early days with your intern/fellow until now? Tell me a story about your role in supporting the change in your intern/fellow. Do you find yourself using different approaches to mentoring over time? Can you talk about what motivates those changes? (Or what do you think this suggests about you as a mentor and or your intern/Fellow's growth as a teacher? What activities do you associate with mentoring? Is there anything you wish to add in today's conversation or any of the previous ones?	March, 2013	The third conversation was also focused on the NSMs' current mentoring experiences to continue conversations around their practices and how they saw their role as a mentor
4.	**Current mentoring practices/ change over time**	Tell me the story that illustrates any important change in your intern over the time. What was the high point in the story? What was the low point in the story? Who do you think have played the most significant role in the story and how? (school administration, other science teachers, students) Tell me about your role in the story. Is there anything you wish to add in today's conversation or any of the previous ones?	April, 2013	This was the last month of internship. The purpose of the interview was to learn about the any changes or reinforcement of NSMs' prior beliefs and perspectives about mentoring.

Table A.1. (Cont'd)

5.	**Learning from mentoring experiences and future plans/ Follow-up**	Talk me through your growth and learning as a mentor (Probed for their initial thoughts, significant incident that happened to them during this time period, practices they wish to continue next time and why, practices they wish to differently and why) Is there anything you wish to add in today's conversation or any of the previous ones?	May, 2013	The interview was aimed to learn about the growth of NSMs through their mentoring experience, their future plans of based on their learning from mentoring.

Table A.2. Mentoring Practices

Mentoring practices	Questions to elicit take about these practices
Co-planning	What do you mean when you say "co-planning" or that you "co-planned" with your intern/ fellow? From where did you learn to use this strategy/ or when did you first came to know about this way of mentoring? (Probed for a specific example and about what did the planning look like in the beginning and how it has changed over time, what role they have played during initial stages and how the role has changed now)
	Tell me a story about planning with your mentor when you student taught. Probed for a specific example.
Co-teaching	What do you mean by co-teaching? Tell me about your co-teaching experience with your intern? Tell me the story of what did you do when you planned and co-taught? Probed for a specific example.
Modeling or demonstration	How do you show your intern/ fellow a particular thing should look like, which you want them to know? Tell me about your thoughts and walk me through your planning process of doing that? What do you want your intern to see? From where did you get this idea? What did you do after the model lesson? (Probed for a specific example of a lesson they modeled to describe what they did)
	Tell me a story about your mentor modeling when you student taught.
Coaching and stepping in (during teaching)	I observed you stepping in while your intern was teaching. What were your thoughts when you did that and what made you decide to step in? Probed for a specific example.
Brief informal interactions/ mentoring on the move (before or after teaching)	Tell me how often you and your intern/fellow meet and where? Can you tell me more about these interactions? What happens during those interactions and do you think these interactions are important and why or why not? Probed for a specific example.
	Did your mentor also have such interactions when you student taught? What happened during those interactions? Probed for a specific example.

Table A.2. (Cont'd)

mentoring and debriefing sessions	Tell me a story about the last mentoring and debriefing sessions you had with your intern? Probed for a specific example. Talk me through the days when you were a student teacher and your mentor did mentoring and debriefing?
Watching video together	**Probed for a specific examples**
Looking at student work	How do you decide which students' work to look at or which video to watch? Tell me what does the activity look like?
Talking about science content to develop understanding	
Giving feedback	How do you decide about the feedback? Tell me story about your mentor giving you feedback.
Observing other teachers	You said that you encourage your intern/fellow to observe other teachers? From where did you get this idea? Probed for a specific example. Why it is significant for your intern/ fellow to observe other teachers? Tell me a story about your intern/fellow observing another teacher teach? What happened afterwards?

Appendix B

Table B.1. Lists of Narrative Codes

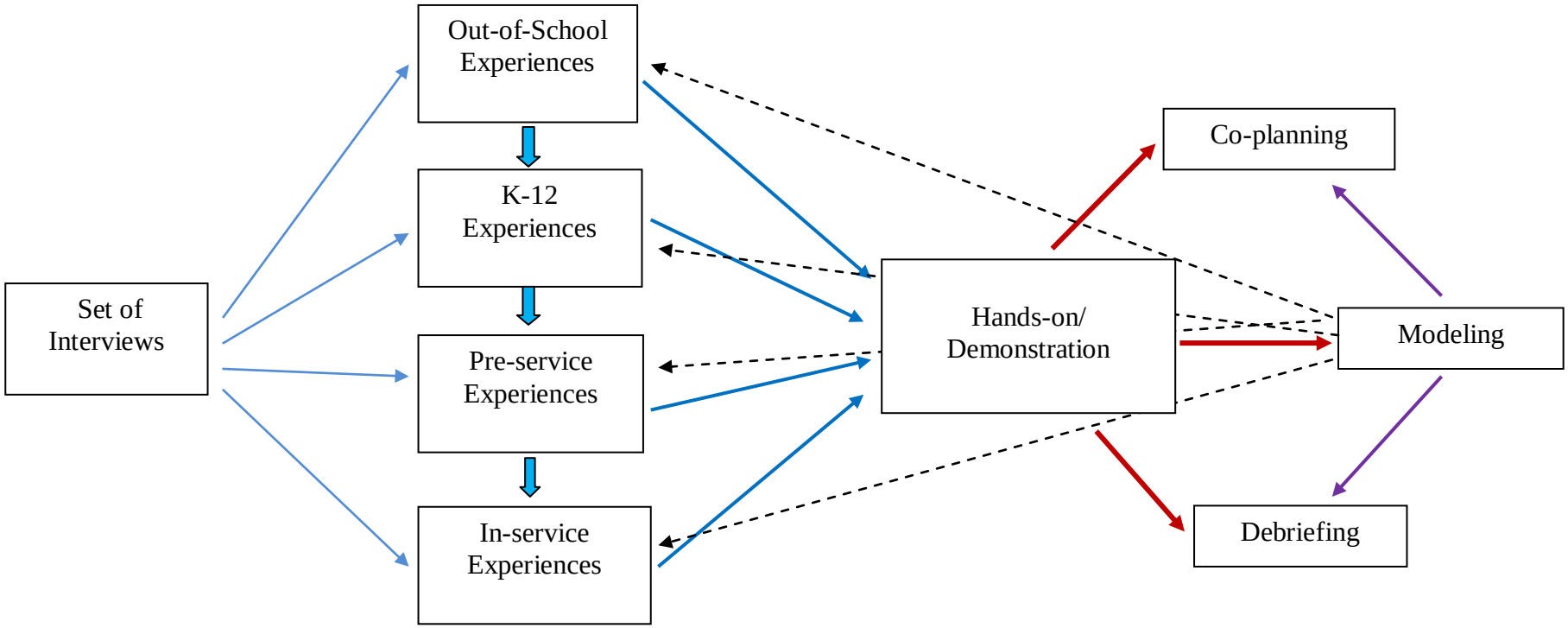
1. Family background
2. Letting the intern make mistake
3. Family values
4. learning from mistakes
5. Family member (mother, father, siblings, grandparents)
6. Lesson planning
7. Upbringing
8. Co-planning
9. Being eldest
10. Debriefing
11. Single parent
12. Reflection
13. Troubled siblings
14. Giving feedback
15. Hobby
16. Classroom management
17. Educational background
18. Time management
19. Elementary education
20. Pacing of the lesson
21. Higher secondary education
22. Student population
23. Role model
24. Observing other teachers
25. College education
26. Questioning technique
27. TE courses
28. Communication is important
29. TE instructor
30. Discussion about science content
31. School administrator as TE instructor
32. Watching video
33. Not impressed by TE
34. Assessing students' work
35. Negative experience
36. Co-teaching
37. Positive experience
38. Stepping-in
39. Student teaching
    - School
    - Mentor
    - Other teachers
40. Modeling, demonstration, observation
41. Relationships with
    - Family members
    - Neighbors
    - Mentor
    - Teachers
42. Mentoring practice
43. Childhood interest
44. Time constraints
45. Beginning teacher
    - School
    - Mentor
    - Other teachers
46. Responsibility towards students' learning
47. Views of administrator
    - Student teaching
    - Subbing school
    - Induction school
48. Ownership of the classroom
49. Views about
    - Teaching
    - Mentoring
50. Purpose(s) of
    - Teaching
    - Mentoring
51. Respect for student teachers
52. Learned from mentor

Table B.1. (Cont'd)

53. Goals of
    - Teaching
    - Mentoring
54. Finding their own teaching style
55. Mentoring as his/her mentor
56. Another teacher in the classroom
57. Future plan
58. Learning from mentoring
59. Role as a mentor
60. Learned from teaching experience
61. State tests
62. Discussing curriculum
63. Disengaged/ engaged mentor
64. Independent learning
65. Tensions between intern & mentor
66. Unclear role as a mentor
67. Culture of school
    - Student teaching
    - Subbing
    - Induction
    - Current school
68. Coaching experience
69. Description of self as a teacher
70. Description of self as a mentor

Appendix C

Figure C.1. Process of Data Analysis (Julia)



Appendix D

Appendix D.1. Policy Actions for Improving Teacher Quality

(National Education Policy, 2009, pp. 42- 44)

Policy Actions:

1. A Bachelors degree, with a B.Ed., shall be the requirement for teaching at the elementary level. A Masters level for the secondary and higher secondary, with a B.Ed., shall be ensured by 2018. PTC and CT shall be phased out through encouraging the present set of teachers to improve their qualifications, while new hiring shall be based on the advanced criteria. Exceptions shall be made in case of less developed areas where teachers with relevant qualifications are not available. Diploma in Education (D.Ed) may be used as an intermediate qualification till B.Ed teachers are available universally.
2. Teacher training arrangements, accreditation and certification procedures shall be standardised and institutionalised.
3. Teacher education curriculum shall be adjusted to the needs of the school curriculum and scheme of studies. The curriculum shall include training for student-centred teaching, cross-curricular competencies, and an on-site component.
4. A separate cadre of specialised teacher trainers shall be developed.
5. Governments shall take steps to ensure that teacher recruitment, professional development, promotions and postings are based on merit alone.
6. All teachers shall have opportunities for professional development through a programme organized on a three-year cyclic basis. Progress in career shall be linked to such professional development.
7. In service teachers training in mathematics shall be given with due attention to developing conceptual understanding, procedural knowledge, problem solving and practical reasoning skills.
8. In service teacher training in science shall be based on real life situations, use of science kits and provision of science kits to all primary and middle schools.
9. Teacher allocation plans, likewise, shall be based on schools needs and qualifications of teachers. Over the course of next two years, Governments shall develop a rationalised and need-based school allocation of teachers, which should be reviewed and modified annually.
10. Provincial and Area Administrations shall develop effective accountability mechanism including EMIS data on teacher deployment, to control absenteeism and multiple job-holding.
11. Institutionalised and standardised in-service teacher training regime shall be established in those provinces where it has not already been done.
12. In-service training shall cover a wide range of areas: pedagogy and pedagogical content knowledge; subject content knowledge; testing and assessment practices; multi-grade teaching, monitoring and evaluation; and programmes to cater to emerging needs like trainings in languages and ICT.
13. Training needs shall be assessed on the basis of research and training programmes.

Appendix D. 1. (Cont'd)

14. Governments shall take steps to improve social status and morale of teachers. These include: Upgrading of teacher salaries as part of establishing a separate teaching cadre and teaching career; teachers' professional development, and a reward system based on performance measures.
15. Incentives shall be given to teachers in rural or other hard areas at least to compensate for loss in salary through reduction of various allowances given for urban but not for rural postings.
16. The teaching workforce shall be managed on a truly professional basis, organized as a specialised function.
17. In-service teacher training institutions shall pay emphasis on developing the capacity of teachers and schools managers for school development plans to overcome low achievement scores. Special short terms courses for improvement of language skills for rural areas teachers shall be designed.
18. The voice of teachers associations shall be given due consideration in decisions on collective issues affecting teachers.
19. Governments shall aim to draw upon resources from the private sector through public-private partnerships, especially in the areas of teacher education and professional development programmes.
20. International Development Partners' resources shall be harnessed within a broad national programme of teacher improvement for the country as a whole through inter-tier collaboration.
21. Maximum age limit shall be waived off for recruitment of female teachers.

http://unesco.org.pk/education/teachereducation/files/National%20Education%20Policy.pdf

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