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THE IMPACT OF MENTORING PRE-SERVICE TEACHERS
ON THE MENTOR TEACHER

by

Patti Andrea

A Dissertation
Submitted to the
Faculty of The Graduate College
in partial fulfillment of the
requirements for the
Degree of Doctor of Philosophy
Department of Educational Leadership, Research and Technology
Advisor: Van Cooley, Ed.D.

Western Michigan University
Kalamazoo, Michigan
December 2010
Since the early 1980s, policy makers and educational leaders have pinned high hopes on mentoring as a vehicle for reforming teaching and teacher education (Feiman-Nemser, 1996). A review of literature written throughout the evolution of mentoring illustrated that researchers focused most of their attention on a relatively narrow aspect of mentoring relationships and relatively little attention has been paid to mentor benefits (Ragins & Kram, 2007). This study examined the patterns, similarities, and differences of the mentor teacher’s perspectives of potential mentor benefits of mentoring university pre-service teachers.

A phenomenological study was conducted to explore whether mentors attained leadership benefits and/or reflective behaviors from mentoring. A qualitative approach allowed for a deep, richness of data and captured the complexities of the mentors’ experiences and an understanding of those personal perspectives related to mentoring. In-depth interviews were the primary method of collecting information, which consisted of semi-structured questions that guided unconstrained descriptions of the mentors’ views on the impact mentoring had on mentors.
Participants of this study were selected because they were experienced mentors who were highly rated by previous student pre-service interns through a Midwest university’s pre-service intern program.

Results suggest that mentoring impacts mentors with respect to teacher leadership characteristics and reflective processes. Based on Kouzes and Posner’s (2007) Leadership Practices, and York-Barr, Sommers, Ghere, and Montie’s (2001) Profile of a Reflective Educator, mentors believed mentoring caused them to (1) challenge the process, (2) inspire a shared vision, (3) enable others to act, (4) model the way, (5) encourage others, (6) be responsible for their own learning and continuous improvement, (7) be more aware, (8) utilize effective inquiry and take action with new understandings more often.

Overall, mentoring programs are critical in both preparing tomorrow’s teachers and in enhancing the skills of teachers. Given the significant demands placed on schools, it is important for leaders to examine the benefits of mentoring programs. The findings from this study add to the literature base by providing a deeper understanding of how mentoring impact mentors.
ACKNOWLEDGMENTS

A hundred times every day I remind myself that my inner and outer life are based on the labor of others.

—Albert Einstein

A project of this magnitude is never accomplished alone. My heartfelt thanks to the mentors who made this study possible and even more importantly all they leave behind which continues to impact student learning. This gift of time, energy, and heart is far-reaching and impacts society greatly. Their willingness to share their experiences and perspectives made this dissertation possible—this is their story.

I would like to thank my advisor and committee chair, Dr. Van Cooley, for sharing his time, expertise, and humor—all of the characteristics mentors require. Humor is often underestimated as we travel the unknowns, through the land of mistakes into the world of understanding. My committee members, Dr. Katharine Cummings, thank you for your gentle guidance and support with gathering data; And, Dr. Patricia Reeves, thank you for your belief in my leadership over the years.

When we think of mentoring, our significant relationships come to mind—those who have made a difference in our lives. My life has been blessed with many who have made a difference in my life. I thank my parents, Beverly and Donald Pittenger, my first teachers, for their unconditional love and understanding. They instinctively knew just the right amount of support and freedom I needed, which is a difficult balance to find, but great mentors do that. Rose Bauer, my grandma, always models a gentle kindness
Acknowledgments—Continued

that makes everyone feel special and important—an element all good mentors possess.
Thanks to my friends and sister, who listen with their heart and know the importance of having fun. My PhD pals—thank you for helping me survive the dissertation process.
Mentors often change the course of our lives and teach us to see life differently and I thank my children, Blake, Ashley, Kylee, and daughter-in-law Mikaela for doing just that.

Most importantly, I thank my husband and soul mate, Lee, who always has faith in me. He gracefully endured this journey with me and always inspires me to be my personal best and continue to move forward as a lifelong learner. Thank you, love!

Patti Andrea
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CHAPTER I
INTRODUCTION

_We don't accomplish anything in this world alone . . . and whatever happens is the result of the whole tapestry of one's self and the weavings of individual threads from one to another that creates something._

—Justice Sandra Day O'Connor

Background

As I looked back at how I evolved from classroom teacher to literacy coach-professional development presenter to elementary principal, I realized the mentoring process and professional development, along with my education, played an important role in my career development. This development led me to examine the role of mentoring on my career development.

Upon further reflecting the benefits I received from the process of mentoring, a number of questions regarding the benefits of this process emerged. Did mentoring lead me down a “different path” and cause me to reflect and view education differently? Did the mentoring relationship contribute to my leadership abilities? These were important questions to consider as I reflected on my own development. Secondly, organizations might consider mentoring as a development tool as they address the challenges of increasing student learning. Too often, the importance of teacher skills is forgotten in discussions of improving student achievement (Haycock, 1998; Marzano, 2003; Nye, Konstantopoulos, & Hedges, 2004; Rothman, 2004). Numerous researchers have
documented teachers as the single most important component to student success (Block & Mangieri, 2003; Katzenmeyer & Moller, 2001; Waxman, Padron, & Gray, 2004).

Problem Statement

The mentoring process may provide greater benefits than those that result from supporting a protégé teacher. In an era of fiscal constraint, mentoring can become a subset of professional development with new ideas and perspectives generated through the pre-service teachers’ mentor relationship. Understanding the impact of mentoring on the pre-service teachers’ mentors may provide an additional resource for sustainable school improvement.

The problem addressed in this investigation is captured in the following succinct statement. There is no evidence that indicates mentor teacher mentoring benefits, with regard to leadership characteristics and reflective processes. Results of this investigation may have implications for educators and organizations as school leaders attempt to identify and implement strategies that increase teacher productivity of all teachers, which leads to increased student learning.

Purpose of the Study

The purpose of this study was to determine if mentoring had a positive impact for the mentor teacher, particularly in the areas of teacher leadership and reflective processes, as it was understood by the mentor teacher. Figure 1 conceptually illustrates the research questions for this research based on The Profile of a Reflective Educator (York-Barr, Sommers, Ghere, & Montie, 2001) research on reflective educators and Kouzes and
Posner’s (2007) research on teacher leadership. Any other benefits mentors feel are important are included in the findings.

**Mentoring Impact**

*With Regard to . . .*

**REFLECTIVE PRACTICES**
- Self Awareness
  - * Continuous improvement
  - * Assumes responsibility for own learning
  - * Awareness of self, others & surrounding context
  - * Thinking skills for effective inquiry
  - * Takes action with new understandings

**TEACHER LEADERSHIP**
- Influences Others
  - * Challenge the Process
  - * Inspire a Shared Vision
  - * Enable Others to Act
  - * Model the Way
  - * Encourage the Heart

**OTHER BENEFITS**
- ?

**On the Mentor Teacher**

*Figure 1. Influences of Mentoring Conceptual Model*
Rationale for the Study

Since the early 1980s, when mentoring burst onto the educational scene as a broad movement aimed at improving education, policy makers and educational leaders have pinned high hopes on mentoring as a vehicle for reforming teaching and teacher education (Feiman-Nemser, 1996). This valuable research provided the foundation for this particular study. However, more comprehensive study was needed to further explore the importance of mentoring for mentors.

Mentoring relationships are complex and it is expected that they are affected by multiple factors that need further exploration. Several studies documented the benefits of mentoring for the protégé teacher (Darling-Hammond, 1997, 2000; Darling-Hammond & Sykes, 2003; Feiman-Nemer, 1996; Greene, 1997; Manke & Klingel, 1998; Rowley, 1999; Sullivan, 1992). However, research on the benefits for the mentor teacher is limited. Since 1986, only a few studies have directly focused on the benefits for the mentor, but a considerable number of researchers and mentor program evaluators have reported mentor benefits in the realm of unanticipated or secondary effects (Huling, 2001). The benefits the mentor teacher derives from mentoring may be of equal or even greater importance than those experienced by novice teachers (Huling, 2001). Ragins and Kram (2007) stated:

A mentoring relationship is an inherently dyadic and complex process, with the mentor and protégé each enacting different roles and responsibilities in the relationship. The success of any mentorship is contingent on the behaviors of both the mentor and the protégé. Accordingly, neglect of the issues unique to the role of the mentor leaves a critical gap in our understanding of the overall mentorship process and hampers theoretical development of the field. (p. 123)
Understanding the experiences of mentors can assist in gaining valuable insights into this complex relationship and the differing mentoring needs of professionals.

Mentoring programs may be more important than educators once realized. The impact on the district may be more valuable than just supporting the protégé teacher. Hawk (1986-1987) stated, “Educators should look not only at the direct effects that teacher induction programs have on beginning teachers, but also at the residual effects that such programs have on all involved professionals” (p. 62). Given that few qualitative studies have carefully explored the mentor’s perspectives of mentoring, this study offered the opportunity to examine mentoring from a unique perspective—that of the mentor. The wisdom of experienced mentors can assist in the redevelopment of more successful mentoring programs and can provide valuable information and understanding of the complexities of mentoring benefits for the mentor.

In order to simultaneously provide development opportunities to both mentors and mentees, researchers should provide information about the development of mentoring programs. The mentors’ perspective and wisdom added valuable insights into this complex relationship, and may well aid in the development and organization of mentoring programs. Ragins and Kram (2007) stated:

We suggest that future research take on a needs-driven approach and consider how developmental relationships can best meet specific learning needs. With a learning approach, researchers can consider how developmental relationships should be structured to develop skills that facilitate knowledge management and transfer activities in a learning organization, how mentoring practices can support leadership development, and the ways in which developmental relationships can improve employee’s ability to work productively in a heterogeneous workplace. (p. 119)
During a time when professional learning communities are becoming an expectation of school districts, this study indicated that organizations need to educate the workforce about the benefits of mentoring for all. Understanding the impact of mentoring on the mentor teachers may have far reaching impact on education, organizations and even more importantly, the education of children.

Research Questions

The study was designed to address the following three research questions from the perspective of mentors of pre-service teachers:

1. What are the benefits, if any, of being a mentor, in terms of teacher leadership?
2. What are the benefits, if any, of being a mentor, in terms of reflective educators?
3. What are other benefits, if any, of being a mentor?

The research questions were derived from the research of York-Barr et al. (2001) on reflective educators and Kouzes and Posner’s (2007) Leadership Practices on teacher leadership. “Research questions are often refined and sometimes change during the course of qualitative studies, but without them, studies can lack direction, focus or the means to evaluate their effectiveness” (Hatch, 2002). Three additional questions were asked: How many years of experience of teaching the mentor had, what level they taught (elementary or secondary), and did the mentor perceive support of his/her principal.
Theoretical Framework

A qualitative methodology was used to understand the complex meanings from the mentors’ unique experiences since qualitative research “implies a direct concern with experience as it is ‘lived’ or ‘felt’ or ‘undergone’” (Sherman & Webb, 1998, p. 7). Qualitative research provides a wealth of information and a richness of data that would not be possible in a quantitative study (Patton, 2002). This qualitative study attained “thick description” (Geertz, 1973, p. 5) with systematic and detailed analysis through valuable explanations and descriptions of the mentors’ views of the benefits of mentoring.

A phenomenological approach guided this qualitative study to attain descriptions of the mentors’ experiences. Phenomenology focuses on understanding the complete picture of the experience, examining from a variety of angles and perspectives until a complete understanding of the experience is achieved (Moustakas, 1994). The researcher, applying phenomenology, was concerned with the lived experiences of the mentors’ (Greene, 1997; Holloway, 1997; Kreger, 1998; Kvale, 1996; Maypole & Davies, 2001; Robinson & Reed, 1998) perspectives of the phenomenon of mentoring. Specifically the researcher wanted to attain the mentor teacher benefits particularly with regard to teacher leadership and reflective processes.

The theoretical framework for this study was based on Michael Zey’s Mutual Benefits Model. In Zey’s (1984) Mutual Benefits Model, the protégé, mentor, and organization have mutual benefits (see Figure 2). The protégé learns his/her job and related political and cultural aspects of the organization. The mentor has help doing
his/her job, has a source of organizational information and intelligence, and has a trusted advisor. Also, the attention the protégé’s accomplishments receive can have a positive effect on the mentor's reputation. Through the relationship, the organization has an efficient functioning managerial team, an appropriately socialized and integrated employee, and, most importantly, a distinct model of managerial succession guaranteeing the transference of organizational values and culture to the next generation of managers.

This theoretical framework was appropriate for this study since this model examined a three-way interrelationship between the mentor, protégé, and organization, indicating the benefits exchanged between the mentor and protégé and between the mentor-protégé relationship and the organization. With the mutual benefits model as the theoretical framework (Figure 2), this study investigated how the process of mentoring impacted the mentors’ reflective processes and teacher leadership.

*Figure 2. Zey’s Mutual Benefits Model (Zey, 1984)*
Methodology

Few qualitative studies have carefully explored the mentors’ perspective of mentoring. This qualitative, phenomenological study utilized purposeful and information-rich samples of mentors to investigate and describe the perspective of mentors, specifically with regard to the impact mentoring had on their leadership and reflective processes. This study consisted of semi-structured interviews conducted with 10 highly rated teacher mentors who were mentoring university pre-service teachers through a Midwest University’s pre-service teacher program. Mentors who were rated highly from previous pre-service university teachers, through the universities’ feedback/rating system, were invited to participate in the study. The mentors were tenured classroom teachers who were assisting university students in completing their practical experience, internship, in the workplace.

A profile of respondents was added which included the mentor’s years of teaching experience, level of teaching, and satisfaction of perceived support of their principal. This allowed comparisons among the mentors from within a particular category, as well as contrast between the categories, targeting the subquestions for each of the research questions: What similarities and differences existed between mentors of differing years of teaching experiences, what similarities and differences existed between mentors of differing levels of teaching experiences (elementary or secondary), and what similarities and differences existed between differing levels of satisfaction of perceived support of their principal?
Other data included were member’s checks, *epoche*, and *memoing*. Follow up member checks allowed for participants to add additional information and clear up any miscommunication, which improved the overall accuracy of the study. *Memoing* was utilized for the researcher to include her views, feelings, and reflections. The first step in the phenomenological data analysis was for the researcher to participate in what is called *epoche* (Creswell, 1998), which means *to refrain or abstract from judgment* in Greek. The researcher clearly identified prejudices, bias, viewpoints, and assumptions that may have affected the study.

Data were collected and organized into categories and subcategories using the interview questions to begin the process of forming categories. Creswell (1998) presented a data analysis spiral, in which the researcher moves in analytical circles rather than in a linear approach—constantly reading, re-reading, coding, combining meanings, and, finally, describing the phenomenological account based upon the participants’ experiences. This process allowed the researcher to look for emergent themes and document the ideas on a table while determining units of significance. Qualitative studies can and do often use quantitative data for identifying themes (Schwandt, 2001). Criteria for identifying themes were 75% of respondents had to express the idea for it to be a theme and 50% of respondents had to express the idea for it to be an emerging theme. Transcript data were organized by themes and codes, using direct quotes that described the mentors’ experiences to support themes and categories as well as the researcher added notes and codes in the margins of the transcribed data.
Delimitations and Limitations

While this study lent itself well to qualitative methodology, it was important that the researcher understood that all studies have delimitations and limitations. As Patton (2002) noted, “There are no perfect research designs. There are always ‘trade-offs’” (p. 223).

**Delimitations**

Delimitations describe the populations to which generalizations are safely made and implied limitations on the research design that the researcher imposes deliberately.

1. This study was limited by the small sample that included high rated mentors at one public Midwest university and included only the perceptions of the experiences of the individuals that participated in this study.

2. The research was limited to one university in one region of the United States, specifically teachers who mentored Midwest university pre-service student interns in rural-suburban communities.

**Limitations**

Limitations, used in the context of this research, referred to limiting conditions or restrictive weaknesses in this study over which the researcher had no control.

1. There is the possibility that individuals who chose to become mentors may be high-performing “established stars” who already experienced high levels of career success, as well as positive job and career attitudes. The positive
attitudes could reflect differences in characteristics of those who chose to mentor (Ragins & Kram, 2007).

2. Time presented challenges during this study as mentors are extremely engaged individuals with numerous commitments. The demanding schedules of the individuals and the desire of the researcher to respect their time restraints may have limited the comprehensiveness of the study.

3. Use of The Profile of a Reflective Educator (York-Barr et al., 2001) research on reflective educators and Kouzes and Posner’s (2007) research on teacher leadership was used to semi-structure the interview questions. This may have limited the participants’ responses.

While the researcher began the study with certain views based on mentoring experiences, attentions to biases were considered and will be discussed in Chapter III.

Definition of Terms

One common denominator across mentoring arenas is the struggle to define the term (e.g., Applebaum, Ritchie, & Shapiro, 1994; Friday, Friday, & Green, 2004; Garvey, 2004; Gibb, 1994; Jacobi, 1991). Jacobi (1991) identified 15 different definitions of mentoring in the educational, psychological, and management literature. Defining mentoring often leads to the historical Greek roots of the word. In fact, Dennis (1993) concluded that the word mentor is derived from the Greek word enduring. While no definition of mentoring is universally accepted (Burke, 1984; Gladwell, Dowd, & Benzaquin, 1995; Merriam, 1983), the following terms are defined in the context in which they were used in this study:
Mentoring – A developmental relationship that is embedded within the career context. While learning, growth, and development may occur in many different types of work and close personal relationships, mentoring relationships are unique in that the primary focus of the relationship is on career development and growth (Ragins & Kram, 2007).

Mentor – An individual with advanced knowledge, usually more senior in some regard, who is committed to providing upward mobility and assistance for the protégé. (Kram, 1985; Levinson, Darrow, Klein, Levinson, & McKee, 1978). In the context of this study, the mentor is a tenured classroom teacher who is actively involved in a mentoring relationship with a university student, who is completing their practical experience in the workplace, being the classroom. The mentor’s role is to guide the protégé’s development through personal interactions, instruction, and role modeling.

Protégé – The junior member (student or junior faculty member) in a mentoring dyad. Protégé is a French derivative of the Latin word, meaning “to protect” (Johnson, 2007). In this study, the term protégé will be used to identify the less experienced person in the mentoring relationship, the university pre-service student intern. The term pre-service intern teacher will be interchangeable with protégé in this study.

Reflection – A deliberate pause to assume an open perspective, to allow for higher-level thinking processes. Practitioners use these processes for examining beliefs, goals, and practices, to gain new or deeper understandings that lead to actions that improve learning for students (York-Barr et al., 2001).

Teacher Leadership – Teachers, who are leaders within and beyond the classroom, identify with and contribute to a community of teacher learners and leaders,
and influence others toward improved educational practices (Katzenmeyer & Moller, 2001, p. 5). A teacher leader has “the ability to encourage colleagues to change, to do things they wouldn’t ordinarily consider without the influence of the leader” (Walsley, 1991, p. 170).

*Professional development* – Provides encouragement, provision of opportunities, and academic support for the enhancement of the academy (Jacobi, 1991).

**Organization of the Study**

The purpose of this study was to determine if mentoring had positive impact for the mentor teacher, particularly in the areas of teacher leadership and reflective processes.

Chapter II includes a research of literature and related research. The methodology used to conduct the study is discussed in Chapter III. Results of the study are presented in Chapter IV. A summary, conclusion, and recommendations for additional research are included in Chapter V.
CHAPTER II

REVIEW OF THE LITERATURE

*Example is not the main thing in influencing others, it is the only thing.*

—Albert Schweitzer

The purpose of this study was to determine if mentoring had a positive impact for the mentor teacher, particularly in the areas of teacher leadership and reflective processes. Increasing evidence suggests what common sense has always told us: Student learning is linked with staff learning (York-Barr et al., 2001). This means as staff members learn and improve their instructional practice, students benefit and show increases in learning (Richardson, 1997, 1998). The impact of mentoring programs and mentoring, on school districts, is more valuable than merely supporting the protégé teacher. A review of the evolution of mentoring illustrates that researchers have focused most of their attention on a relatively narrow aspect of mentoring relationships and relatively little attention has been paid to the benefits received by mentors (Ragins & Kram, 2007).

In order to better understand the experiences of mentoring, a study of the current literature was required. The following literature review identified what researchers currently know and do not know about mentoring. The review begins with the history of mentoring, mentoring as an avenue of professional development, benefits for the protégé teacher, the impact of mentoring on mentors, education and the organization, followed by
a summary of reflective processes/educators and teacher leadership, which was used to
develop the coding.

History of Mentoring

Although mentoring research is relatively new, the roots of mentoring can be
traced back to Greek mythology, 3,000 years back in Homer’s *Odyssey*. Legend has it that
Mentor, confidant of Odysseus, was asked to be in control of Odysseus’ personal affairs
and his son, Telemachus, while Odysseus fought the Trojan War. Mentor’s role was to
teach young Telemachus while his father was absent. Mentor loved Telemachus and
prepared him for future leadership responsibilities to his country. According to the story,
Athene, the goddess of wisdom, would disguise herself as Mentor when Telemachus was
in need. Athene took human form in order to foster education and development of
Telemachus (Pickett, 2000). Telemachus saw Mentor as a protector and supplier of
knowledge and wisdom, embodying both paternal and maternal qualities, which has led
to defining the term *mentor*. “The extraordinary accomplishments of Socrates and Plato,
Aristotle and Alexander the Great, Anne Sullivan and Helen Keller, and Freud and Jung
substantiate the mentoring myths that certain relationships can greatly influence a
person’s course in life” (Lucas, 2001, p. 23).

A review of mentoring literature has repeatedly called attention to the fact that
there is no single definition of mentoring that is widely accepted by those who practice
mentoring or those who study it (Hurley, 1998; Mullen & Kochan, 2000). Although many
researchers have attempted to provide concise definitions of mentoring, definitional
diversity continues to characterize the body of mentoring literature. The literature also
reveals that the phenomenon of mentoring and its function is not clearly conceptualized, leading to confusion as to just what is being measured or offered as an ingredient in success. The meaning of mentoring varies depending on the context (Merriam, 1983). For instance, mentoring connotes one perspective to developmental psychologists, another to business people, and yet another to those in academic settings (Merriam, 1983, p. 169). This display of diverse mentoring definitions supports Merriam’s (1983) notion that mentoring will vary as a function of multiple factors. Despite the variety of connotations, one consistent aspect is that the mentor is a source of knowledge and support.

Ragins and Cotton (1999) identified two ways the mentoring relationship can form: naturally or planned. Naturally formed mentoring relationships occur spontaneously and include a personal investment in the creation and maintenance of the relationship, which explains the longer duration. Planned mentoring relationships have a much shorter duration than natural relationships (Ragins & Cotton, 1999), and are intentionally formed.

Interest in the role of mentoring in adult education is often traced back to the business world, with Levinson’s (Levinson et al., 1978) study of human development, which saw it as a method to expand and bolster the careers of young corporate executives. It was Levinson et al. (1978) and Roche (1979) who first created serious interest in the subject of mentoring and gave it academic legitimacy when they each published findings demonstrating a relationship between having a mentor and subsequent success in the business world. Although they approached the mentor relationship strictly from a career advancement perspective, scholars from a variety of disciplines began examining the significance of mentoring in psychosocial and professional development.
Although there were other mentoring articles and books in the late seventies, it was Kathy Kram’s dissertation (1980) and her *Academy of Management* (1983) journal article, followed up by articles (Clawson & Kram, 1984; Kram & Isabella, 1985) and book, *Mentoring at Work* (Kram, 1985), that qualified mentoring research as a legitimate field of study. Kram’s 1983 article is still a frequently cited journal article on the topic of mentoring, and her conceptualization of mentoring has been either directly quoted or reworked by numerous researchers. Kram’s (1985) seminal qualitative study of mentoring, defined mentoring roles and stages in the mentoring process and led to theoretical and empirical investigation of mentoring in organizations. Numerous articles have followed Kram’s study which explored three areas: (a) mentoring roles and types (Allen, Eby, & Lentz, 2006; Ensher, Thomas, & Murphy, 2001); (b) antecedents for mentoring relationships (Aryee, Chay, & Chew, 1996); and (c) outcomes of mentoring (Allen, Russell, & Maetzke, 1997; Fagenson, 1989; Scandura, 1992).

Mentoring may be one of the most developmentally important relationships a person can experience in adulthood (Bova, 1987), and has been recognized as an important source of learning for educators and students, including instructors (Conley, Bas-Isaac, & Scull, 1995; Harnish & Wild, 1994) and mentors, who profit from these collaborative partnerships in otherwise autonomous environments (Zachary, 2002).

Scholars have spent the last 20 years trying to figure out the impact and nuisances of mentoring and continue to struggle with understanding the complexity of this pivotal, life-altering relationship (Ragins & Kram, 2007). Kram (1986) encouraged organizations to remove the obstacles to effective mentoring and to educate their workforces about the benefits of mentoring.
Professional Development

School districts are required to do more with less during economic hard times and cutbacks. Both employees and employers are dealing with the effects of downsizing, outsourcing, rapid employee turnover, lay-offs, and significant budget cuts. They are expected to be creative with their funds and get more for their money (Kowalski, 2006). Superintendents have identified finance (or the lack thereof) as the number one problem they face (Glass, Bjork & Brunner, 2000; Norton, 2004). With the high cost of professional development, it is crucial that superintendents find ways to balance finances while professionally developing their teachers.

In this time of standards and accountability the need for high quality professional development that improves teaching and learning has become increasingly important. Recent national and state test scores have shown poor results, and both politicians and educational leaders have articulated the importance of education and improving the academic performance of “all” students, such as No Child Left Behind Act of 2001 (McCay, Flora, Hamilton, & Riley, 2001). Professional development for teachers is now recognized as a vital component of policies to enhance the quality of teaching and learning in our schools (Corcoran, 1995; Corcoran, Shields, & Zucker, 1998; Sanders, 1998; Leithwood, Louis, Anderson, & Wahlstrom, 2004). With schools facing an array of complex challenges—from working with an increasingly diverse population of students, to integrating new technology in the classroom, to meeting rigorous academic standards and goals—observers have stressed the need for teachers to enhance and build on their
instructional knowledge (National Commission on Teaching & America’s Future, 1996).

As Guskey (2000), noted:

Never before in the history of education has greater importance been attached to professional development of educators. Every proposal for educational reform and every plan for school improvement emphasize the need for high quality professional development. Consequently, there is increased interest in research that identifies features of effective professional learning. (p. 3)

It has been recognized that the greatest link to increased student learning is that of professionally developing teachers (Darling-Hammond, 2000; Fisherman, Marx, & Revital, 2003; National Foundation for the Improvement of Education [NFIE], 1996).

This means that as staffs learn and improve their instructional practice, students benefit and show increases in their learning (Richardson, 1997).

Considerable funds are allocated to a wide variety of professional development programs and while difficult to aggregate professional development expenditures, a large scale multi-district study found that district expenditures ranged from 1.7% of the district budget to 7.6% (Hertert, 1997). A second large-scale study by Killeen, Monk, and Plecki (2002) found the average spending for professional development was 3.6% of the total budgets, with a range from 1.3% to over 8%. Miles and Horbeck (2000) studied four urban districts and found that districts spent 2.4% to 5.9% or $2,078–$7,002 per teacher per year. As policy makers increasingly ask for evidence of the effects of professional development, such as the federal No Child Left Behind (NCLB) Act of 2001, districts need to understand fully the effects that professional development have on student learning. Teachers’ professional learning is now recognized as an important component of policies to enhance the quality of teaching and learning in schools. Consequently, there
is a greater need for research that identifies approaches for effective teachers’ professional learning (Ingvarson, Meiers, & Beavis, 2005).

Traditionally, staff or professional development referred to three or four days out of the school year during which teachers were “trained” to use a new product. The general goal of the educators tended to be the acquisition of enough hours and each session was separate, fragmented, isolated, and rarely saw a life beyond the training session itself (Guskey, 2000; Sparks & Hirsh, 1997). A host of changes have been introduced to schools and teachers through in-service trainings. It has been assumed that, armed with this new information, teachers would go back to their classrooms and make the necessary changes to implement the newly acquired innovations (Parish & Arends, 1983). In truth, that rarely occurs (Sparks & Hirsh, 1997). Ravitz, Becker, and Wong (2000) found that most professional development was skill-based and essentially wasted, since it provides little support for integrated issues.

Staff development should be structured in a way as to change the knowledge, attitude, and practices of all school staff by affecting and altering the culture and structures of the organizations (Sparks & Hirsh, 1997). The aim is to encourage teachers to collaborate with and mentor each other, encouraging those who are practicing an innovation to share the knowledge with fellow teachers. Research on professional development and leadership training indicates that successful programs have a number of strategies and philosophies in common. They need to embrace the same philosophies educators endorse for their students by encouraging active involvement as well as the ability to articulate the newly acquired information, engage in authentic activities, create and solve problems, and work with other learners (Lieberman, 1995). As Wong (2004)
stated, “The bottom line: Good teachers make the difference. Trained teachers are effective teachers. Districts that provide structured, sustained training for their teachers achieve what every school district seeks to achieve—improving student learning.”

**Mentoring as an Avenue of Professional Development**

Most teachers work alone, in the privacy of their classroom, protected by norms of autonomy and noninterference (Smylie, 1996; Smylie & Hart, 1999; Stigler & Hiebert, 1999). The culture of teaching does not adequately encourage teachers to observe one another’s expertise or share with other professionals. This atmosphere of privacy and isolation can lead to loneliness and lack of interaction for the experienced teachers. Discussions as far back as Dewey (1959) emphasized immersion into an environment, which offers feedback as the optimal learning situation, which allows the learner’s ability to conceptualize through direct experience and reflection. Mentoring programs could alleviate some of this given mentoring lends itself to a collaborative environment where mentors and protégé teachers can explore new approaches together. Promoting observation and conversation about teaching may encourage the mentor teacher to develop tools for continuous learning and renewed excitement for their profession and job (Ragins & Kram, 2007).

Mentoring is one way school leaders meet the professional and emotional needs of new teachers (Abell, Dillon, Hopkins, McInerney, & O’Brien, 1995; Brockbank & McGill, 2006). However, Wildman, Magliaro, Niles, and Niles (1992) found that mentorship is an important means of promoting joint reflection and learning and moving towards mentorship as a community of practice. Previous research has revealed that mentoring
provides unique learning experiences and affects career and educational development, which in turn impacts the growth of the adult learner (Breeding, 1998; Carter, 2004; Hendricken, 2001). Researchers in applied psychology and management have argued that mentoring relationships provide a means for firms to share knowledge, encourage learning, and build intellectual capital (Allen, McManus, & Russell, 1999; Eddy, Tannenbaum, Lorenzet, & Smith-Jentsch, 2005; Hezlett, 2005; Lankau & Scandura, 2002; Mullen & Noe, 1999). MacCallum (2007), in her review of mentoring, emphasized the collaborative model is one in which the more experienced mentor provides support for the protégé; however, collaboration and sharing of ideas and information provide advantages for the professional development of both individuals. Furthermore, she argued that while the mentor primarily takes the facilitative role, they both participate in reflection and professional learning. By recognizing the complexities in mentoring, we can view collegial relationships as ongoing, reciprocal, and active forms of professional growth (Boreen, Niday, Potts, & Johnson, 2009).

Benefits for the Protégé Teacher

One of the most substantiated areas of mentoring research relates to mentoring and positive protégé career outcomes (Chandler & Kram, 2005). Previous research has determined that mentoring programs are a valuable resource for protégé teachers, (Burke, McKeen, & McKeena, 1990; Chao, 1997; Dreher & Ash, 1990; Harris & Crocker, 2003; Packard, Walsh, & Seidenberg, 2004; Ragins, 1999). Most mentoring research has focused on career outcomes for protégés and found a positive relationship between the presence of a mentor and career outcomes (Noe, Greenberger & Wang, 2002; Ragins,
Mentoring has been associated with subjective outcomes such as career (Fagenson, 1989) and job satisfaction (Bahniuk, Dobos, & Hill, 1990), expectations for advancement, job commitment (e.g., Laband & Lentz, 1995), clarity of professional identity and sense of competence (Kram, 1985), objective outcomes such as higher rates of promotion and total compensation (Whitely, Dougherty, & Dreher, 1991), career progress (Walsh & Borkowski, 1999; Zey, 1984), and protégé change (Lankau & Scandura, 2002). Current research in mentoring has revealed that relationships established between pre-service teachers and mentor teachers are of central importance to the professional development of new teachers (Clifford & Green, 1996; Hawkley, 1997; McNamara, 1995). McNamara (1995) argued the quality of mentoring shapes pre-service teachers’ capacity to reflect on teaching strategies and to incorporate them into their own practice. Reiman (1999) stated that mentoring ideally creates an environment that encourages new teachers to reflect upon their initial teaching experiences. This kind of reflection develops from the interactions between mentor and protégé that encourage them to think about what they are doing and to become actively involved in their own learning (Williams, Butt, Gray, Leach, Marr, & Soares, 1998). It is surprising that historically a majority of the empirical research has focused on the protégé considering a mentoring relationship is an inherently dyadic and complex process, with the mentor and protégé each enacting different roles and responsibilities of the relationship (Ragins & Kram, 2007).
Benefits for the Mentor Teacher

Ragins and Verbos (2007) claimed we have viewed mentoring as a one-sided, hierarchical relationship in which mentors provide career outcomes to their protégés. Mentoring programs have been designed primarily to benefit the protégé teacher, which may indicate that mentoring programs are not as comprehensive and effective as they could be. Few qualitative studies have carefully explored the mentors’ perspective of mentoring benefits (Burke, McKeen, & McKeena, 1993; Ragins & Cotton, 1993; Ragins & Scandura, 1994). Neglect of the issues unique to the role of the mentor leaves a critical gap in our understanding of the overall mentorship process and hampers theoretical development of the field (Ragins & Kram, 2007).

Although most studies focused on the protégé (Darling-Hammond, 1997, 2000; Darling-Hammond & Sykes, 2003; Feiman-Nemer, 1996; Greene, 1997; Manke & Klingel, 1998; Rowley, 1999; Sullivan, 1992), a few studies have reported that mentors experience professional renewal, are re-energized, and often strengthen their commitment to the teaching profession (Feiman-Nemer, 1996; Ford & Parsons, 2000; Steffy, Wolfe, Pasch, & Enz, 2000). Promoting observation and conversation about teaching may help the mentor teacher develop tools for continuous learning. These work outcomes are referred to as mentoring benefits (Wilson & Elman, 1990). Understanding the mentor teacher benefits could provide districts with added information for creating and developing mentoring programs which would provide a professional development component for both the mentor and protégé teacher.
The study of workplace mentoring is a somewhat underdeveloped area of investigation, receiving serious research attention for only a few decades. The mentor’s perspective is in an even more immature stage of development. Since the beginning of mentoring studies, the bulk of studies examined the topic of mentoring from the angle of the protégé, gender and race (Darling-Hammond, 1997, 2000; Darling-Hammond & Sykes, 2003; DuBois & Neville, 1997; Feiman-Nemer, 1996; Freeman, 1999; Greene, 1997; Manke & Klingel, 1998; Packard et al., 2004; Rowley, 1999; Sullivan, 1992). Only a few studies have approached the topic of developmental relationships from the point of view of the mentor (Atkinson, Casaa, & Neville, 1994; Burke et al., 1993; Ragins & Cotton, 1993; Ragins & Scandura, 1994). It is for that reason, that most topics concerning mentors have difficulty drawing firm conclusions, given the limited amount of research on the topic of mentoring, with regard to mentors.

Whereas protégés were considered the primary beneficiary of the relationship in the first two decades of mentoring research, we now understand that this is only one part of the story (Ragins & Kram, 2007). Although research on the benefits for the mentor teacher is limited, a considerable number of researchers and mentor program evaluators have reported mentor benefits in the realm of unanticipated or secondary effects (Huling, 2001), and a number of researchers reported that mentors experience professional renewal, are re-energized and often strengthen their commitment to the teaching profession (Ford & Parsons, 2000; Scandura & Schriesheim, 1994; Steffy et al., 2000; Whitely et al., 1991; Wunsch, 1994) and they are stretched professionally (Villani, 2002), as a result of mentoring. Harris and Crocker (2003) elaborated on the benefits, including reflection and introspection into one’s own development. The mentor’s opportunity for
continued learning occurs when the mentors become “able to evaluate more critically their own intuitive processes by analyzing and reflecting on what they do so they can explain it to their [protégés]” (Harris & Crocker, 2003, p. 73). According to a report from the National Center for Education Statistics (2000), 52% responded that mentoring another teacher in a formal relationship improved their teaching and 18% reported that being a mentor improved their teaching a lot (Halloway, 2002).

The benefits the mentor teacher derived from mentoring may be of equal, or even greater, importance than those experienced by novice teachers (Huling, 2001). Hawk (1986-1987) states, “Educators should examine not only at the direct effects that teacher induction programs have on beginning teachers, but also at the residual effects that such programs have on all involved professional” (p. 62).

Mentoring Effects on Education and the Organization

Chandler and Kram (2005) commented:

From the onset, academic researchers were keenly interested in individual career and organizational consequences of mentoring relationships. Given organizational investment in mentoring programs, it was clear that a research agenda should include the impact of relationships on individual—both mentor and protégé outcomes—and to produce an understanding of whether programs enhance organizational effectiveness.

Understanding mentoring programs may be more important than educators once realized, as the impact on school districts may be more valuable than just supporting the protégé teacher. Research suggests the quality of teaching is the largest school-related factor associated with student achievement (Rothman, 2004). While student learning depends first, last, and always on teacher quality (Katzenmeyer & Moller, 2001), it is
clear why teachers’ knowledge and expertise are the most important influences on how well students learn. It is easy to recognize why the impact of mentoring is an essential issue to examine and understand. Any component that may enhance teacher learning is an important issue to investigate.

Like the current trend in educational reform, with the passage of the No Child Left Behind (NCLB) Act of 2001, there has been an important shift in focus from high academic standards for students to higher teacher qualifications. “One of the most prominent aspects of NCLB is the emphasis it places on teacher quality” (National Conference of State Legislatures, 2005). According to No Child Left Behind (NCLB) Act of 2001, teachers are one of the most critical factors in student achievement. As part of NCLB, school systems around the country are required to ensure they have highly qualified teachers; therefore, educators need to critically examine all forms of staff professional development.

With all the financial restraints added to school systems today, researchers would be remiss to not look closely at finances. Administrators must find ways to reduce costs and attain financial benefits during this challenging economy. With the costs of professional development, quality mentoring programs may provide districts duel monetary benefits with retaining and training staff, if done effectively. The mentoring relationship has proven to be a very effective way to transfer tacit knowledge within the organization (Harvard Business School Press, 2004). The result of this knowledge transfer is a benefit to the organization, as a whole becomes more “educated”; in essence, it learns from itself. This process of attaining new knowledge from within, gives rise to the term learning organization. A learning organization is defined as a place where
“people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together” (Senge, 1990, p. 3).

Creating systems which allow experienced teachers to work with protégé teachers may benefit students of both the protégé and mentor teachers. The overall organization could benefit as a result of the increased capacity of teachers serving as mentors. Ultimately, as high-quality mentoring proliferates within an organization, we are likely to witness the institution of a developmental culture and improved organizational performance (Ragins & Kram, 2007). Schulz (1995) stressed mentoring can bring benefits not just to individuals but also to organizations. The uniting of people with varied backgrounds into developing relationships can encourage all parties to bring more of themselves to work, which in turn can facilitate productive question and problem solving (Thomas & Ely, 1996).

School improvement research has indicated that in order to meet the future challenges in education, professional development must be centered on dialogue and collective action (Hipp & Huffman, 2004; Kruse, Louis, & Bryk, 1995; Louis & Marks, 1998). “As proactive change agents, mentors function as the sponsors of actions to reform education. They empower others to rethink obsolete routines and be accountable for continues improvement” (Bey, 1995, p. 15).

It is imperative that trainers view professional development as a process rather than an event. Guskey (2000) suggested this process has three defining elements: it is intentional, ongoing, and systemic. This creates an environment in which learning does
not simply lead to individual development, but expands to result in organizational development (Sparks & Hirsh, 1997). With a group approach to change, organizations foster a learning community and environment which encourages and accepts educational innovations. Joyce, Murphy, Showers, and Murphy (1989) argued when the school environment is restructured to make it a collegial, supportive environment, in which teachers feel that their ideas have merit and value, teachers can learn new strategies. It is through these new strategies that robust changes in teaching and learning occur.

It is not uncommon for mentors to move into leadership positions as a result of their success as mentors, and often they are more effective in these new positions because of the training and insights they received as mentors (Huling, 2001). Increased leadership in a building could create a climate that is more productive and beneficial for students and educators. Colleagues often play a large part in motivating teachers to change or take on new challenges by providing assistance and support. Developing programs which cultivate relationships while also developing both the mentor and protégé may enhance the organizational performance and development. Having a clear understanding of the mentors’ views may add important information to the field of mentoring. As scholars and practitioners, we must enact the development of high-quality relationships that lead to personal learning, skill development, enhanced performance, and a rich array of other outcomes critical for the continued growth of individuals, groups and organizations (Ragins & Kram, 2007).

Understanding that learning requires reflection, it is important for organizations to consider opportunities that build on reflection. From an organizational perspective, reflective practice is considered a powerful norm in schools in order to achieve high
levels of student learning (Hawley & Valli, 2000; Kruse et al., 1995). It is becoming increasingly apparent that when educators engage in high-quality learning experiences, the impact on student learning is positive. Reflective practices facilitate learning, renewal, and growth throughout the development of career educators (Steffy et al., 2000).

Mentoring programs may provide greater benefits, given they lend themselves to a collaborative environment where mentors and protégé teachers explore new approaches together. By supporting mentoring, organizations may enhance levels of organizational, commitment, retention, managerial succession and productivity (Wanberg et al., 2003), and increase communication of culture (Wilson & Elman, 1990). Zey (1991) described the mutual benefits model for mentoring:

The mentors, protégés, and organizations all receive benefits from the mentoring process. The protégé receives increased role clarity, protection, promotion opportunities, and support. Organizational benefits are derived from the development of employee talent, which yields high performance, increased organizational commitment, and lower levels of turnover. (p. 10)

Learning in mentoring relationships will be more reciprocal, such that protégés may be coaching mentors on new technologies, how to cope with rapid change, the perspectives of the younger generation, and how to cope with rapid change (Clawson, 1996; Kram & Hall, 1996). Understanding that mentoring relationships can encourage professional and personal growth of employees (Dymock, 1999) is reason enough for organizations to ensure that programs are organized and set up to benefit the protégé and the mentor teachers.
Teacher Leadership

While school leadership has long been considered vital to school success (Copeland, 2001; Fullan, 1999; Fullan & Steiegelbauser, 1991; Leithwood, Jantzi, & Steinbach, 1999; Murphy, 1991; Murphy & Datnow, 2003; Short & Greer, 1997) the pivotal role has always been played by the principal. Educators now understand the value of shared leadership. Meaningful reform does not occur until teachers are recognized as full partners in leading, defining, and implementing improvement (Fessler & Ungaretti, 1994). “As schools strive to enable all students to meet high standards it is critical for teachers to have the skills, knowledge, and dispositions to serve as expert teachers in their classrooms and leaders in their schools” (Clemson-Ingram & Fessler, 1997, p. 96).

“Teacher leadership is essential for the level of complex change schools face” (Katzenmayer & Moller, 2001, p. 4).

For years teachers understood that assuming a leadership role meant leaving the classroom and joining the ranks of administration. In fact, much of the early research in educational leadership centered on administrative leadership positions. While some research was available regarding the notion of teacher leadership in the early eighties, it was the Carnegie report, *A Nation Prepared: Teachers for the 21st Century* (Carnegie Forum on Education and the Economy, 1986) and the establishment of the National Board for Professional Teaching Standards that brought the concept to the attention of the education community. The message was clear: the key to successful school change was to allow and encourage teachers to become leaders (Richardson, 1997). As a result, the concept of teacher leadership was unleashed on the profession. Teacher leadership soon
became synonymous with the move toward greater professionalism, encouraging teachers to engage in peer coaching, mentoring, curriculum design and research, all while remaining firmly planted in the classroom (Urbanski & Nickolaou, 1997).

Several authors (Deal & Peterson, 1999; Glickman, 2002; Lieberman & Miller, 2004; Starratt, 2004) introduced the role of teachers as leaders in effecting change and achieving school improvement. Lambert (1998) stated that teacher leading is ultimately about learning and that it leads to constructive change in teachers and students. Lieberman, Saxl, and Miles (2007) found the experiences of teacher leaders gave organizations new insights into the organizational realities of teaching in schools.

Teacher leadership has quickly become widely recognized as a critical factor in meeting recent federal and state educational mandates, such as No Child Left Behind (McCay et al., 2001). Recognition of teacher leadership stems in part from new understandings about organizational development and leadership that suggest active involvement by individuals at all levels and within all domains of an organization is necessary if change is to take hold (Ogawa & Bossert, 1995; Spillane, Hallett, & Diamond, 2001). Several authors (Deal & Peterson, 1999; Lieberman & Miller, 2004; Starratt, 2004) introduced the role of teachers as leaders in effecting change and achieving school improvement. Lieberman, Saxl, and Miles (2007) wrote, “Teacher participation in leadership may be the most critical component of the entire process of change.”

According to Lieberman et al. (2007) and Lieberman and Miller (2004), teachers who lead are strongly committed to their students, inspire their colleagues by their constant curiosity about and struggle to improve their pedagogical skills, exemplify lifelong learning, experiment and challenge their comfort zones by taking risks, and
discover leadership through humility and collaboration with colleagues. Recent research by Leithwood and Jantzi (2000) explored the effects of school and teacher leadership on students’ engagement with school. They concluded that teacher leadership far outweighs principal leadership effects. Evidence from this study suggests that teacher leadership does have a significant effect on student engagement. The study concluded that distributing a larger proportion of current leadership activity to teachers would have a positive influence on teacher effectiveness. The Leadership Practices Inventory (Figure 3), developed by Kouzes and Posner (2007), indicates five practices demonstrated by leaders included challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart. For the purpose of this study, these characteristics described leadership practices and framed the questions for the interview.

Figure 3. Kouzes and Posner’s Leadership Practices (Kouzes & Posner, 2007)

Teacher leadership is a reciprocal process (Andrews, Crowther, & McMaster, 2002; Crowther, Hann, & McMaster, 2001; Crowther, Kaagan, Ferguson, & Hann, 2002;
Duignan, 2004; Lambert, Collay, Dietz, Kent, & Richert, 1996; Ogawa & Bossert, 1995). Reciprocal processes cause learning, when caring for others (Duignan, 2004; Lambert et al., 1996), and generate an understanding that the growth of self and others is interconnected (Lambert et al., 1996).

Teacher leaders can be nurtured through instruction and support practices such as peer mentoring, advocacy training, and reflection (Buffie, 2000; Lambert, 1998). Ragins and Kram (2007) claimed mentoring can build leadership capability within individuals and within the organizational context and in coaching and developing others, and mentors can develop a good understanding of the values, interests, and capabilities of the workforce they inspire to lead (p. 680). If teacher leaders inspire, challenge, act ethically, and advance their protégés and followers, they can contribute to building healthy and positive organizational cultures.

From a systemic perspective, shortcomings in leadership can create poor employee satisfaction, which in turn can prevent an organization from reaching its full potential (Herman & Gioia, 2000, p. 54). Using mentoring to develop leadership capacity through a transferor of skills and knowledge may serve as a growth and development tool that can increase organizational capacity. While research clearly supports that teachers are assuming leadership roles and teacher leadership as a reciprocal process that causes learning (Kram, 1986; Kram & Hall, 1996), the question remains, does mentoring impact teacher leadership for mentor teachers?

Pounder, Ogawa, and Adams (1995) described this view of leadership as it relates to schools:
The concept of leadership in an organizational quality suggests that the total amount of leadership found in schools will have a positive relationship to their performance. Furthermore, it suggests that all members of schools—including principals, teachers, staff members, and parents—can lead and thus affect the performance of their schools. (p. 567)

The concept of teacher leadership has become commonly referred to within the educational field. Although not a new concept, “what is new are increased recognition of teacher leadership, visions of expanded teacher leadership roles, and new hope for the contributions these expanded roles might make in improving schools” (Smylie & Denny, 1990, p. 237). The hope for teacher leadership is continuous improvement of teaching and learning in our schools, with the result being increased achievement for every student. Successful schools emphasize a process of continuous improvement.

Creating systems which allow experienced teachers to work with protégé teachers may benefit the students of both the protégé and mentor teachers. The overall organization may be stronger as a result of the increased capacity of teachers serving as mentors. Mentors become recognized for their valuable knowledge and expertise. Mentors are often more effective in these new positions because of the training and insights they received as mentors (Huling, 2001). Increased leadership within a building creates a school climate that is more productive and beneficial for students and educators.

According to Katzenmeyer and Moller (1996),

Within every school there is a sleeping giant of teacher leadership, which can be a strong catalyst for making change. By using the energy of teacher leaders as agent of school change, the reform of public education will stand a better chance of building momentum. (p. 2)

Kouzes and Posner (1995) indicated:

Leadership is not reserved for those with the title of the leader. “For what we’ve discovered and rediscovered, is that leadership isn’t the private reserve of a few
charismatic men and women. It’s a process ordinary people use when they’re bringing forth the best from themselves and others” (p. xx). Central to their findings was that “leadership is everyone’s business. (p. 16)

Structures that facilitate the development of teacher leadership provide greater opportunities to increase the scope of leadership influence (Katzenmeyer & Moller, 2001).

Reflective Processes

Discussions about reflective processes have evolved over many centuries. Eastern and Western philosophers and educators such as Buddha, Plato, and Lao Tzu recognized reflection many years back. John Dewey is frequently recognized as the foundational 20th century influence on reflection in education (Hatton & Smith, 1995; Sparks-Langer & Colton, 1991; Zeichner & Liston, 1996). Dewey (1933) introduced the idea of reflective thought and maintained reflection is a process of learning in which people reflect upon experiences by thinking, analyzing, and evaluating experiences. He suggested teachers should be involved in reflective inquiry in order to develop an understanding of what takes place when learning occurs. Dewey considered the goal of education as the development of reflective, creative, and responsible thought (Hatton & Smith, 1995). Dewey (1933) provided the foundation for reflection as a means of professional development and established that there must be a systematic method to turn reflection into practice.

For the last two decades, researchers have found that an organization’s success can be attributed to personnel reflection processes (Fosnot, 1996; Marsick, 1988). Learning requires reflection (York-Barr et al., 2001). From an individual perspective, “It
can be argued that reflective practice . . . is the process which underlies all forms of high professional competence” (Bright, 1996, p. 166). In order to assess the learning that has occurred, teachers must reflect on their own learning, understanding and teaching in order to better meet the needs of their students. “By knowing how we learn, by learning the importance of reflection, we can make conscious learning a lifelong process, which will determine our ability to grow and prosper” (Smith, 2004). Reflective practices facilitate learning, renewal, and growth throughout the development of career educators (Steffy et al., 2000). From an organizational perspective, reflective practice is considered a powerful norm in schools in order to achieve high levels of student learning (Hawley & Valli, 2000; Kruse et al., 1995). Reflection becomes a process for improving professional proficiency and for fostering personal growth therefore, it is an important element in organizational learning (Procee, 2006). During times of rapid change, decisions or actions without thought or reflection can lead to disaster, tremendous loss for organizations, and ultimately for the individuals therein (Hinman, 1998). For these reasons, reflection is vital for organizational longevity and constitutes an important part of organizational learning. Simply put, reflective thinking is the ability to give serious and persistent consideration to a subject to act deliberately and intentionally rather than routinely and impulsively (Dewey, 1933).

A goal of reflection is to develop thoughtful teachers who actively participate in school reform, collaborate with others in a community of learners, constantly adapt to the changing demands of a diverse student population, and have the skills and mindset to continue to learn and develop as a teacher (Dodds, 1989; Tsangaridou & Siedentop, 1995). Reflective practice is an inquiry approach to teaching that involves a personal
commitment to continuous learning and improvement (Arin-Krupp, as cited in Garmston & Welman, 1997, p. 1). The National Association for Sport and Physical Education (NASPE) (2003) stressed the need to develop teachers who make thoughtful decisions about curriculum and instruction, plan and modify instruction and learning processes to best benefit students, and commit themselves to ongoing reflection.

The Comprehensive Definition of Reflective Practice Model (York-Barr et al., 2001) (see Figure 4) is a synthesis of the research on reflective processes (York-Barr et al., 2001, pp. 3–7). According to this model, reflective practice requires a deliberate pause, to purposefully slow down and find time to pause; an open perspective or open-mindedness (Dewey, 1933; Ross, 1990; Zeichner & Liston, 1996); an active and conscious processing of thoughts, such as inquiry, meta-cognition, analysis, integration, and synthesis; examination of beliefs, goals, and practices; new or deeper understanding and insights; and then deeper understandings lead to an action. Reflective practice is an inquiry approach to teaching that involves a personal commitment to continuous learning and improvement; moreover, practitioners use these processes for examining beliefs, goals, and practices, to gain new or deeper understandings that lead to actions that improve learning for students (York-Barr et al., 2001).

Reflective Practitioner

With the understanding of how significant reflection is with learning, it is easy to recognize the importance of developing reflective educators. One of the distinguishing characteristics of reflective educators is a high level of commitment to their own professional development (Zeichner & Liston, 1996). They have a sustained interest in
learning. Inquiry, questioning, and discovery are norms embedded in their ways of thinking and practice (Bright, 1996; Zeichner & Liston, 1996). The Profile of a Reflective Educator (York-Barr et al., 2001) (see Figure 5) is a synthesis of the research on reflective educators (York-Barr et al., 2001, pp. 9–11). According to this definition, a reflective educator is someone who is committed to continuous improvement in practice; assumes responsibility for his or her own learning; demonstrates awareness of self, others, and the surrounding context; develops the thinking skills for effective inquiry; and takes action that aligns with new understandings. For the purpose of this study, these characteristics described the reflective educator and framed the questions for the interview.

York-Barr et al. (2001) noted:

The greater your personal reflective capabilities and practices, the greater your potential to influence colleagues in your school by participating—in partnership, small groups, and school wide activity. Others are drawn to individuals who are thoughtful, who strive to continuously improve their practice, who are flexible in
their approaches to teaching and learning, and who stay clearly focused on what matters most—students learning well. (p. 3)

Figure 5. The Profile of a Reflective Educator (York-Barr et al., 2001)

Reflective practice provides a way “to understand and make sense of the world” (Brubacher, Case, & Regan, 1994, p. 36); “Adults do not learn from experience, they learn from processing experience” (Garmston & Welman, 1997, p. 1). Korthagen (2001) conceptualizes reflective practice as a professional development strategy and makes a clear distinction between action, learning, and reflection, indicating that learning improves the quality of the action, and action exposes system’s failure, thus creating learning needs. A commitment to reflective practice indicates a willingness to accept responsibility for one’s professional practice (Ross, 1990). The purpose of reflective practice is to increase learning at the individual and organizational levels (Kim, 1993), so that educational practice continuously improves and student learning is enhanced (York-
Understanding that reflection is key to the success of the teaching and learning process (Ball & Darling-Hammond, 1998) demonstrates the importance of why reflective processes provide valuable information for research.

What Is Missing?

During the interview process there were opportunities for mentors to address other elements of mentoring so the researcher stayed open to any topics that arose from the mentor teachers. This allowed, once again, for the data to be rich (Maxwell, 1996, p. 74) and the interview was conducted in a manner that allowed for more in-depth conversations and understanding.

Summary

While numerous mentoring studies have been included in this review of the literature, there are more that have not been referenced. The goal was to use a sampling of research and employ those most relevant to this study.

Blending the worlds of mentoring, reflective processes, and teacher leadership, this chapter explored the mentoring experience from that of the mentor. The research indicated the need for further research with regard to the benefits that mentors receive from mentoring, from the perspective of the mentor. Ragins and Kram (2007) stated, “As we progress in our understanding of variations in the quality and processes of developmental relationships, we have also begun to acknowledge that these outcomes may be more difficult to measure yet are critical for understanding the full impact of mentoring on individuals, relationships, and organizations.”
CHAPTER III

METHODOLOGY

Research dedicated to understanding mentorship dynamic from the focal point of the mentor is important for both theoretical and practical reasons. . . . The success of any mentorship is contingent on the behaviors of both the mentor and the protégé. Accordingly, the neglect of the issues unique to the role of the mentor leaves a critical gap in our overall mentorship process and hampers theoretical development of the field.

—Ragins & Kram, 2007, p. 123

The purpose of this phenomenological research study was to determine if mentoring had a positive impact for the mentor teacher, particularly in the areas of teacher leadership and reflective processes. Although a significant amount of research has explored the effects of mentoring on protégé outcomes, relatively little attention has been paid to the benefits received by mentors. Ragins and Kram (2007), claimed:

Many researchers have called for a deeper explanation of both mentees and mentors experiences, behaviors, and outcomes along with theoretically driven research that employs qualitative research methods that capture a limited snapshot of the true meaning of mentoring. Some of these variables are difficult to measure and traditional measures will not suffice. (p. 684)

Research Questions and Problem Statement

The study was designed to address the following three research questions from the perspective of mentors of pre-service teachers:

1. What are the benefits, if any, of being a mentor, in terms of teacher leadership?
2. What are the benefits, if any, of being a mentor, in terms of reflective processes?

3. What are the benefits, if any, of being a mentor?

The research questions were derived from the research of York-Barr et al. (2001) on reflective processes/reflective educator (see Figure 5) and Kouzes and Posner’s (2007) Leadership Practices on teacher leadership (see Figure 3). “Research questions are often refined and sometimes change during the course of qualitative studies, but without them, studies can lack direction, focus or the means to evaluate their effectiveness” (Hatch, 2002). Three common subquestions underlined all primary research questions: What similarities and differences existed between mentors of differing years of teaching experiences, what similarities and differences existed between mentors of differing levels of teaching experiences (elementary or secondary), and what similarities and differences existed between differing levels of mentors’ perceived satisfaction of support by their principal?

The mentoring process may be more valuable than just supporting the protégé teacher. In an era of fiscal constraint, mentoring can become a subset of professional development with new ideas and perspectives generated through the pre-service teacher-mentor relationship. Understanding the impact of mentoring on the pre-service teachers’ mentors may provide an additional resource for sustainable school improvement. The problem addressed in this investigation was captured in the following succinct statement. There was no evidence that indicated mentor teacher mentoring benefits, with regard to leadership characteristics and reflective processes. Results of this investigation may have
implications for educators and organizations as school leaders attempt to identify and implement strategies which increase teacher productivity and student learning.

Research Design

A qualitative approach was appropriate for this study as this methodology allowed for a deep, richness of data and captured the complexities of the mentors’ experiences and an in-depth understanding of those personal perspectives related to mentoring.

According to Hatch (2002), qualitative research seeks to understand the world from the perspectives of those living in it. Interviews were used to collect the data because it is one of the most common and powerful ways to understand our fellow human beings (Fontana & Fey, 1994). Personal and professional stories of the mentors provided a microscopic examination of the benefits of mentoring for mentor teachers through a coherent narrative.

The research methodology that best fit studying the mentor teachers’ experiences was phenomenology, since few studies report on perceptual outcomes of mentors (Kalbfleisch & Davies, 1993), and their perceptions of mentoring were important. Merriam (1998) describes the aim of phenomenological analysis as arriving at structural descriptions of an experience, the underlying and precipitating factors that account for what is being experienced, to better understand the full complexity of the individual’s experience. How did the experience of the phenomenon come to be what it is? What all phenomenological research shares is a “focus on exploring how human beings make sense of experience and transform experience to consciousness, both individually and as shared meanings” (Patton, 2002, p. 104).
Phenomenologists suggest the researcher cannot be detached from his/her own presuppositions and that the researcher should not pretend otherwise (Hammersley, 2000). Mouton and Marais (1990, p. 12) stated that individual researchers “hold explicit beliefs.” As a previous mentor and coach, I was aware of these explicit beliefs and entered this study without allowing my bias to get in the way of quality research.

Sample

Overview

This study consisted of in-depth interviews conducted with highly rated teacher mentors who were mentoring intern teachers through a Midwest university’s pre-service teacher program. The sample consisted of 10 teacher mentors, who met three criteria categories: perceived as highly qualified, experienced mentor teacher, and tenured. Mentors were attained from a pool of mentors, who had been highly rated from past pre-service intern teachers from a Midwest university and considered experienced as they were tenured teachers who had mentored previously. Mentor teachers spent a semester, approximately 16 weeks for 8-hour days, with their pre-service intern teachers. The amount of time mentors spent with their pre-service teacher varied, depending on the needs of the individual pre-service teacher. However, the university program guidelines encouraged an interactive cycle of teaching practice where mentors worked together and teamed with their pre-service intern teacher and spent a majority of their workday with them.
Participants were selected based on a combination of purposeful and criterion sampling (Creswell, 1998). This sampling was purposeful and small to draw from mentors who were highly rated from their past protégés and who would provide an in-depth account of their mentoring experiences. Past university pre-service students rated these mentors, based on how effective they felt their mentor was, with regard to mentoring them to be a teacher. Purposeful sampling was based on the purpose of the research (Babbie, 1995; Greig & Taylor, 1999; Merriam, 1998; Schwandt, 1997), and was seeking those who had experiences relating to the phenomenon researched.

Criterion sampling consists of individuals who fit particular predetermined criteria (Hatch, 2002) and were utilized to maximize the power of the study. One major area of contention in the mentor research is that mentors need proper training (Ganser, 2002; Halford, 1998; Klausmeier, 1994). Mentors were selected using “criterion sampling,” to select participants who were participating with an organized mentoring program that promoted collaboration and lifelong learning for all participants. Seeking to find the attitudes, knowledge, and beliefs of mentoring exemplars offered stronger data, which increased the validity of this research. As Bailey (1996) described, “From this perspective, there is no attempt to claim an ability to generalize to a specific population, but instead, the findings are relevant from the perspective of the user of the findings” (p. 30).

The mentors in this study were participating with a Midwest university’s pre-service intern teacher education program. This university developed partnerships with schools and school districts as part of the design of their teacher education program in their college of education and human development. The goal in each cluster site was for
the pre-service interns to use reflective processes as they interacted with their mentors and university coordinators in order to create conditions in which responsible and deliberate teaching/learning could occur. The partnership between the university and the cluster sites allowed for collaboration and exchange of information/knowledge among personnel in the schools and at the university.

Using highly rated mentors reduced the number of respondents required for drawing valid conclusions (Allen & Eby, 2006). Boyd (2001) recommended 2 to 10 participants as sufficient to reach saturation for a phonological study; 10 participants were the source of the data for this study.

Sample Selection

The researcher communicated with the university pre-service intern teacher program coordinator to identify highly rated mentors. The program coordinator invited qualified mentors to participate in the investigation, provided each potential respondent a letter from the researcher that explained the research, and asked mentors to contact the researcher (see Appendix B). The researcher explained to the mentor the purpose of the study, obtained initial agreement of participation, and set up an interview.

Human Subjects Institutional Review Board (HSIRB) approval (Appendix I) was obtained through the university and all protocols were strictly followed. Participants were, according to their preference, mailed or e-mailed a copy of the interview questions, a copy of the research definitions, a copy of the project summary (Appendix D), and an HSIRB consent form to preview prior to the interview (Appendix C). Consent forms were signed at the interview, following HSIRB protocol. The mentors were assured the
researcher would maintain the confidentiality of each respondent and the name of the mentor or district would not be reported, and the procedures to maintain and protect their confidentiality were explained. The researcher complied with the requirements of the Human Subjects Institutional Review Board standards as participants were informed of the study purpose, the data collection procedures, confidentiality assurances, any risks and benefits associated with participation in the study, and their ability to voluntarily withdraw from the study at any time.

All names and identity information were kept confidential during this study. In order to provide confidentiality, participants were known as “mentor.” Data were presented in the form of narrative expression and vignettes format to capture actual words and responses of the participants. Names never appeared on any research instruments and were kept confidential in the data analysis. Data were stored in a locked file cabinet at the home of the researcher. Contents of the audiotapes were destroyed once the tapes were transcribed. Upon completion of the study, data were moved to Western Michigan University for a 3-year period. Data storage included audio recordings, field notes, and filing of hard copy documentation. The interview transcriptions and field notes were stored electronically. Records pertaining to research were accessible for inspection and copying by authorized representatives of the department and the researcher. It was anticipated that the risks of participating in this study were insignificant.

Participants may have benefited from their participation in the study since mentors were given time to reflect upon their mentoring and it may have led them to further growth and development. Knowing that reflection is key to the success of the teaching
and learning process (Ball & Darling-Hammond, 1998), participation allowed teachers to reflect on the effects, if any, of mentoring on their instruction and professional practice.

Instrumentation

Overview

In order to gain the perspective of the mentor and understand how mentoring personally impacts their reflective processes and leadership practices, a qualitative approached was the best fit for this research. Ragins and Kram (2007) stated:

A qualitative research approach, obtaining rich and in-depth information from informal as well as formal mentors, would seem to be an appropriate empirical approach, as it does not tie the researcher to constructs that have already been developed in the context of informal mentoring.

This phenomenological study involved the use of in-depth interviews as the primary method of collecting information (Creswell, 1998). The questioning consisted of semi-structured questions, which allowed for collecting information pertaining to the specific leadership characteristics and reflective processes while also gathering unconstrained descriptions of the mentors’ views of the positive impact mentoring had on mentors, mainly in regard to the reflective processes and teacher leadership. As Patton (1990) noted:

We interview people to find out from them those things we cannot directly observe. . . . We cannot observe feelings, thoughts, and intentions. We cannot observe behaviors that took place at some previous point in time. We cannot observe situations that preclude the presence of an observer. We cannot observe how people have organized the world and the meanings they attach to what goes on in the world. We have to ask people questions about those things. The purpose of interviewing, then, is to allow us to enter into the other person’s perspective. (p. 196)
This study relied mainly on semi-structured interviews supplemented with follow-up member checks and “memoing.” Use of these various data collection methods provided the process of triangulation, which is “supposed to support a finding by showing that independent measures of it agree with it, or, at least, do not contradict it” (Miles & Huberman, 1994, p. 266). This allowed the researcher to acquire a clearer and more complete picture of the experience studied and the limitations in one method can be compensated for another (Marshall & Rossman, 2006). Interviews provided quantity data quickly with immediate follow up and classification, which allowed the researcher to understand the meaning that everyday activities hold for people (Marshall & Rossman, 2006).

Pilot Study

Initially a pilot study was conducted to provide the researcher an opportunity to adjust the interviewing protocol and make modifications prior to the beginning of the formal study. The university’s Human Subjects Institutional Review Board (HSIRB) granted permission to conduct a pilot study on mentoring. The pilot study participant was selected for her knowledge and expertise in the area of mentoring, given she had previously mentored a university pre-service intern teacher. The interview was recorded and conducted like the other interviews, using all of the questions. The participant of the pilot phase aided with the determination that the questions (Appendix A) were relevant, clear, and provided an adequate depth of information to the study. The pilot study also allowed the researcher to verify that the interview could be conducted in approximately
60 minutes. As a result of the pilot interview, it was determined that no modifications would occur to the interviewing protocol.

**Interviews**

The researcher, as the primary “instrument” of data collection, conducted semi-structured, in-depth, individual interviews as the primary method for collecting data. All mentors were interviewed for approximately 60 minutes by the researcher, at a time and place of their convenience for the mentors, many of them being held at their school building.

The researcher spent whatever time was needed to get a sense of the mentors' experiences and views. The perspectives of the participants and the significance of their responses were presented as accurately as possible (Bogdan & Biklen, 1982). During interviews the participants were prompted to further explain their response. Personal examples were solicited and clarifying points and comments were requested. This was done to obtain additional detail and information that would result in a “rich, thick description” (Merriam, 1998, p.211). The goal, as identified by Merriam, is to “provide sufficient description of the results so that the reader may be able to determine how closely their situation corresponds to the research situation and the results may be transferred” (p. 211).

Since interviews involved personal interaction, it was important for the interviewer to be aware of listening skills, personal interactions, question framing, and gentle probing for elaboration in order for the interviews to be relaxed and comfortable. One of the characteristics important in any research, but especially qualitative research, is
the ability to develop a relationship of trust between the researcher and the subjects
(Arminio & Hultgren, 2002). It was the intent of the researcher to ensure trust was
developed and sustained with each participant throughout the entire process.

All interviews were audiotaped to ensure accuracy, in conjunction with note
taking, with the permission of all interviewees. The audio recordings were transcribed
and returned to the participants for review and verification.

*Follow-up Member Checks*

An important part of the process was participants reviewing the material to verify
its accuracy (Creswell, 1998). Lincoln and Guba (1985) indicated that member checks are
important comprehensive checks to test for fact and accuracy of interpretation. So, in
addition to the interviews, there were follow-up member checks, which allowed
participants to add additional information, after stepping away from their interview and
having the time to reflect (Appendix F). Member checks occurred according to the
participants’ choice of mail or e-mail. After analyzing the transcripts, the participants
were given opportunities to give feedback and make clarifications. Mentors’
clarifications, additions and/or corrections were immediately incorporated into the themes
and supporting verbatim statements (Moustakas, 1994). These member checks assisted
with interpretation of the data and improved the overall accuracy of the study (Appendix
F). A summary of each participant’s response was shared with each mentor to ensure
accurate interpretation of the data prior to completing the findings. When there was a
discrepancy in the researcher’s interpretation, the researcher e-mailed a follow-up
question to the mentor to clear up any misinterpretation.
Memoing

“Memoing” (Miles & Huberman, 1984, p. 69) was another data source used in this study. Memoing is where the researcher documents views, feelings, and reflections to gain the researcher’s perspectives. It was important that the researcher maintained a balance between descriptive notes and reflective notes, such as hunches, impressions, feelings, and so on. The collection and analysis of the data was interactive, cyclic, and inseparable phases of the research process (McMillan & Schumacher, 1997). Miles and Huberman (1984) emphasized that field notes be dated so that the researcher can correlate them with the data. Morgan (1997) claimed that, because field notes involve interpretation, they were, properly speaking, part of the analysis rather than the data collection (pp. 57-58).

Profile of Respondents Analysis

Finally, data collection included a profile of respondents, which was a component of the interview questions. The profile included the mentor’s years of teaching experience, level of teaching, and satisfaction of perceived support of their principal. This information was gathered to explore any possible comparisons between mentors.

Summary

Kvale (1996) commented on capturing data during qualitative interviews, stating, “It is literally an interview, an interchange of views between two persons conversing about a theme of mutual interest,” where researcher attempts to “understand the world
from the subject’s point of view, to unfold meaning of people’s experiences” (pp. 1-2).

While the major source of data for this study was collected through in-depth interviews, where the researcher was trying to understand the mentors’ views and experiences, the other data sources allowed for triangulation of data, which strengthened the study (Marshall & Rossman, 2006).

Different pieces of data were collected at different times throughout the collection process. To clarify the collection process, Table 1 presents a crosswalk of the data streams for this study. Figure 6 follows with a timeline of the data collection that took place during the study.

Table 1

Crosswalk of Data Streams for This Study

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Data Elements Addressing Each Question</th>
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<tbody>
<tr>
<td>RQ 1</td>
<td>Profile of Respondent Questions</td>
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<tr>
<td></td>
<td>Interview Transcripts</td>
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<tr>
<td></td>
<td>Memoing and Note Taking</td>
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<tr>
<td></td>
<td>Members Check</td>
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<tr>
<td>RQ 2</td>
<td>Profile of Respondent Questions</td>
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<tr>
<td></td>
<td>Interview Transcripts</td>
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<tr>
<td></td>
<td>Memoing and Note Taking</td>
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<tr>
<td></td>
<td>Members Check</td>
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<tr>
<td>RQ 3</td>
<td>Profile of Respondent Questions</td>
</tr>
<tr>
<td></td>
<td>Interview Transcripts</td>
</tr>
<tr>
<td></td>
<td>Memoing and Note Taking</td>
</tr>
<tr>
<td></td>
<td>Members Check</td>
</tr>
</tbody>
</table>
1. At each interview:
   - Profile of respondent questions were completed
   - Interview questions for research question 1
   - Interview questions for research question 2
   - Interview questions for research question 3

2. “Memoing” was done following each interview and during data analyses.

3. Notes were taken by the researcher during each interview.

4. Steps 1-3 were followed for each interview.

5. Members checks were done for all participants.

Figure 6. Timeline of the Data Collection

Data Analysis Processes and Procedures

Overview

The first step in phenomenological data analysis was for the researcher to participate in what is called *epoche* (Creswell, 1998), which means *to refrain or abstract from judgment* in Greek. The researcher clearly identified prejudices, bias, viewpoints, and assumptions that may have affected the study. The researcher “bracketed” her experiences and background to maintain integrity of the data and analysis (Creswell, 2003). Self-awareness was a vital piece during the interviews in order to enhance the credibility of the data collection and analysis.

Data analysis was a systematic search for meaning (Hatch, 2002). Analyzing data in the qualitative study was an inductive process (Creswell, 1998; Lincoln & Guba, 1985; Patton, 2002). Prior to coding the transcripts, a provisional set of codes was developed,
using the conceptual framework and the research questions for this study (Appendix E).

As the transcripts were coded, the original areas of interest and themes revealed in the analysis were refined and new areas were added as needed. The process involved reading, highlighting, coding, description, representation/presentation, and interpretation (Creswell, 2003). The core areas or themes for each transcript were then compared against each other. This cross-analysis allowed for new areas or themes to be discovered.

Data analysis occurred in conjunction with data collection. Qualitative designs continue to be emergent even after the data collection begins (Patton, 2002, p. 255); therefore, the analysis was on-going throughout the data collection process. A rich and meaningful analysis of the data would not have been possible if analysis had begun after all the data was collected (Merriam, 1998). Each interview was assigned a code, for example, “Mentor 1.” The first step was to transcribe the interviews fully, which allowed for complete immersion into the stories and to get a sense of the whole. The transcripts were reviewed repeatedly for familiarity.

Each research question had specific interview questions to begin and guide the interviews (Appendix D). The researcher used the prepared questions, took notes, and utilized Thomas’ (2003) response guided approach, where the researcher spontaneously created follow-up queries that were logical extensions of the answers to the opening question (pp. 64-65). Questions were developed through the research of Kouzes and Posner’s (2007) Leadership Practices, and The Comprehensive Definition of Reflective Practice Model (York-Barr et al., 2001). Questions evolved through probing that was consistent with the emergent nature of qualitative research design. Participants were asked to elaborate and/or clarify their responses which led to occasions when impromptu
questions or responses arose and deemed important by the participants. This information was placed into the “other” category of the research. A common introduction to the interview protocol (Appendix D) was developed to provide continuity and a focused approach throughout the interview process, where the researcher allowed for the flexibility to ask relevant follow-up questions, when necessary.

Key to qualitative data analysis was the task of phenomenological data reduction (Creswell, 1998; Patton, 2002). Data were collected and organized into categories and subcategories using the interview questions to begin the process of forming categories. Codes were developed a priori, based on the research questions, and then applied to transcripts (Appendix E). An approach to reducing the data, called horizontalization of the data (Creswell, 1998), was used for developing the initial codes or categories, which aided in discovering common meanings. The researcher then looked for significant patterns and comparisons of data within and between the categories to look for further relationships which would describe the meaning of the experience for the participants. Clusters of themes were formed by grouping units of meaning together (Creswell, 1998; King, 1994; Moustakas, 1994) and the researcher identified significant topics, also called units of significance (Sadala & Adorno, 2001). Creswell (1998) suggested a data analysis spiral, in which the researcher moved in analytical circles rather than in a linear approach, constantly reading, re-reading, coding, combining meanings, and, finally, describing the phenomenological account based upon the participants’ experiences. This process allowed the researcher to look for emergent themes and document the ideas on a table while determining units of significance. Prior to coding, a provisional set of codes and criteria for each theme was established, using the conceptual framework (Figure 1) and
the research questions (Appendix E) for this study. Miles and Huberman (1994) recommended this approach as a way of organizing the coding process at the outset. Criteria for identifying themes were 75% of respondents and 50% of respondents for emerging themes. At the heart of narrative analysis is “the way humans experience the world” (Connelly & Clandinin, 1990, p. 2). Transcript data were organized by themes and codes, using direct quotes that described the mentors’ experiences to support themes and categories as well as the researcher-added notes and codes in the margins of the transcribed data.

A data collection form was developed to organize trends and themes of individual participants and view the overall collective responses. This process allowed the researcher to visually represent the volume and frequency of trends and themes as well as the corroboration of data and testing of emerging conclusions (Miles & Huberman, 1994) (Tables 7, 12, and 15 in Chapter IV).

A profile of respondents was included with the questions, which included the mentor’s years of teaching experience, level of teaching (elementary or secondary), and satisfaction of perceived support of their principal. This allowed comparisons among the mentors from within a particular category, as well as contrast between the categories, targeting the subquestions for each of the research questions: What similarities and differences existed between mentors of differing years of teaching experiences, what similarities and differences existed between mentors at different levels (elementary or secondary), and what similarities and differences existed between differing levels of perceived satisfaction of support by their principal?
Included within this phenomenological study was the process of reflection by the researcher. During the interviewing and transcription process, the researcher reflected on the responses to determine meanings contained within the responses. This enabled the researcher to explore and evaluate responses and any themes that emerged. An interpretive approach, described by Maxwell (2005) as understanding the meaning for participants in the study of the events, situations, experiences, and action they are involved with or engaged in, was utilized. This may include cognition, affect, intentions, and anything else that can be encompassed in what the qualitative researchers often refer to as the “participants perspective” (Maxwell, 2005, p. 22).

Research Question 1

Research question 1 codes were developed a priori, based on teacher leadership characteristics (Table 7 in Chapter IV), developed by Kouzes and Posner’s (2007) Leadership Practices, and applied to transcripts.

Research Question 2

Research question 2 codes were developed a priori, based on The Comprehensive Definition of Reflective Practice Model (Table 9 in Chapter IV) developed by York-Barr et al. (2001), and applied to transcripts.
Research Question 3

Research question 3 codes were developed a priori, based on any additional information that was deemed important by the participants and did not fall under question 1 and question 2 (Table 15 in Chapter IV) and applied to transcripts.

The findings were written in the form of a narrative relating the outcomes. Experience narratives, “articulating the experiences and qualities within a type of life in a manner that is accurate, relevant, and compelling as determined by those who are familiar with it” (Sutter, 2006, p. 320), were employed for the report. The written results contained quotations from the data to illustrate and substantiate the presentation (Bogdan & Biklen, 1982).

Background of Researcher, Possible Bias

An inherent barrier to the credibility of qualitative findings is the suspicion that the researcher has shaped the results according to predispositions or bias (Patton, 2002). It was therefore essential that the researcher was aware of any predispositions. The interest in studying mentoring was a result of the researcher’s numerous years of mentoring and coaching. The extensive literature review and reading, pertaining to these topics, was acknowledged by the researcher with an understanding that a certain amount of bias was based on information and experience of the researcher. As an elementary principal, the researcher recognized any possible beliefs she had about the topic to ensure the removal of any bias. This self-awareness was an essential piece to facilitate the integrity of the data analysis.
To make certain data were valid, the researcher triangulated the data, bracketed her experiences/epoche, added “memoing,” utilized member checking, and conducted a pilot study. Member checks occurred by returning the transcripts to the interviewees to determine if the essence of the interview was correctly “captured” (Hycner, 1999, p. 154) (Appendix F). All modifications were done as a result of the “validity check,” which allowed the researcher to cross-check the information and more fully understand the mentors’ views. Results of this study were written in a narrative that was descriptive and explained the mentors’ stories in great detail, to ensure a thick, rich narrative description. Any negative or discrepant information that ran counter to the major themes was presented and discussed, so as to add to the credibility of the research report (Creswell, 2003).

Chapter Summary

This chapter presented an overview of the methods and procedures that were used in compiling this qualitative research study. The decision to use qualitative research was based on the intention to examine data without the constraint of predetermined categories and allowed for an added richness of the data collected (Patton, 2002). Qualitative research allowed for studying a small number of subjects in depth to develop patterns and to understand meanings. This study, the benefits of mentoring for the mentor teachers, met the criteria for a qualitative study.

Phenomenology seeks to understand perceptions, perspectives, and people’s understandings of a particular situation (Leedy & Ormrod, 2005) and seeks out the meaning, structure, and essence of the lived experience of a phenomenon for a person or
group of people (Patton, 2002). A phenomenological method provided a logical, systematic, and coherent resource to carry out the analysis and synthesis required to arrive at essential descriptions of the lived experience of the mentor teacher (Moustakas, 1994).

The role of the researcher was explicitly stated, as well as an acknowledgment of the researcher’s biases, which were taken into account when commenting on the case (Merriman, 1998). Strategies used in this research project for the selection of participants, data collection, and analysis procedures were described. Any negative or discrepant information that contradict the major themes was presented and discussed.
CHAPTER IV

RESULTS

*I think mentoring holds you to a higher standard, and I am definitely a better teacher because of it. That’s why I continue to mentor.*

—Mentor 7

The purpose of this study was to determine if mentoring had positive impact for the mentor teacher, particularly in the areas of teacher leadership and reflective processes. As described in Chapter II, few qualitative studies have explored the mentors’ perspective of mentoring benefits (Burke et al., 1993; Ragins & Cotton, 1993; Ragins & Scandura, 1994). The purposeful sample included mentors who were highly rated from previous university teacher interns, tenured, and with mentoring experience. The methodology were semi-structured individual interviews, based on an interview protocol of The Profile of a Reflective Educator (York-Barr et al., 2001) research on reflective educators and Kouzes and Posner (2007) research on teacher leadership. Follow-up emails for clarification was used. In many cases the mentors shared specific examples of their mentoring experiences. This enabled a perspective of mentoring benefits in the context of mentors’ personal mentoring experiences. Many had inspiring stories to share, highlighting their dedication to students and learning. Data were collected from April through June of 2010 and interviews were approximately 1 hour long. A set protocol for all interviews was followed in order to address the research questions while encouraging comfortable dialogue and discussion to take place. A number of responses led to
extensive explanations which added to the richness of the descriptions contained in this analysis. By understanding the mentors’ actual experiences with mentoring, this study offered guidance to schools and universities for recognizing the far reaching benefits of mentoring, along with shaping and designing mentoring programs.

The researcher followed the process outlined by both Creswell (1998) and Patton (2002) for data analysis, which integrated identifying key concepts, organizing the information thematically, interpreting the meanings of phrases, and analyzing the meanings for what they revealed. A delimitation process was used to eliminate irrelevant, repetitive, and overlapping data. The purpose of this process was to uncover the mentors’ meanings and understandings in a systematic way using themes or clusters of data. Participants were given the opportunity to review the contents of his or her transcript in an attempt to validate the data through “member checking” (Creswell, 2003). As a result of this process, the interviews resulted in the emergence of six central themes indicating the benefits of mentoring for the mentor teacher, specifically five leadership themes and one reflective processes theme.

This analysis chapter was organized into nine sections. These sections include: (1) description of the university’s mentoring program, (2) participants, (3) results of the demographics of participants, (4) interview questions findings, (5) findings for Research Question 1: Teacher Leadership, (6) findings for Research Question 2: Reflective Processes, (7) findings for Research Question 3: Other Benefits, (8) a summary of the findings, and (9) a summary of the chapter.
The University’s Mentoring Program

All mentors in this study were participating with a Midwest university’s pre-service intern teacher education program. Participants were selected based on a combination of purposeful and criterion sampling (Creswell, 1998). Furthermore, the researcher felt it was important to utilize a mentoring program that developed partnerships and valued best practices. Purposeful sampling was based on the purpose of the research (Babbie, 1995; Greig & Taylor, 1999; Merriam, 1998; Schwandt, 1997), and was seeking those who had experienced mentoring and were highly rated from previous pre-service intern teachers.

This university developed partnerships with school districts as part of the design of their teacher education program in their College of Education and Human Development. The partnerships included 44 individual schools in 9 school districts which made up the cluster site program. The goal in each cluster site was for the pre-service interns to use reflective processes as they interacted with their mentors and university coordinators in order to create conditions in which responsible and deliberate teaching/learning could occur.

A cluster site was a school serving diverse student populations in which a group of interns, typically 5 to 12, were placed in classrooms to participate full-time in studying, practicing, and reflecting about teaching under the guidance of mentor teachers. The cluster site provided a setting for the interns to experience the diversity and challenges faced by the professional teacher today. The cluster site, the intern’s host school for the final field experience of his/her undergraduate program, was the place where these
relational elements were experienced and articulated as the intern teacher journeyed from undergraduate student to classroom teacher.

The partnership between the university and the cluster sites allowed for collaboration and exchange of information/knowledge among personnel in the schools and at the university. While site-based management of each site was encouraged, the major goal in each cluster site was for the interns (student teachers) to use reflective processes as they interacted with mentors (cooperative teacher) and the university coordinators (student teacher supervisors) in order to create conditions in which responsible and deliberate teacher learning could occur for all participants.

During the course of the internship, the mentor and intern became a team that co-taught in the classroom. The co-teaching process evolved over time as the intern teacher took on more responsibility. The process necessitated that the mentor and intern plan together on a regular basis and supported the idea that teacher education is a lifelong process. Together they co-taught on a daily basis. This framework replaced the practice where intern teachers were placed into classrooms that at times received little or no support from their mentor teachers as well as they adopted a conceptual framework based on the vision of the “reflective practitioner.”

Participants

Participants meeting the criteria for participation in this study were experienced mentors who had been rated highly by previous student pre-service interns through this Midwest university’s pre-service intern program. The university’s pre-service intern program coordinator invited qualified mentors to e-mail the researcher if they were
interested in participating in the study. Those who were interested e-mailed the researcher to schedule a time to meet. Ten mentors, who are tenured and experienced mentors, participated in the study. The participants consisted of 1 male and 9 females, with a range of 11 to 37 years of teaching experience. Five of the participants taught at the elementary level and 5 taught at the middle school or high school level, with a wide variance of demographics including small rural schools, inner city schools, and suburban schools.

Table 2 contains demographic information that includes the mentors’ teaching level, years of teaching, and perceived support of their building principal.

Table 2

Demographics of Participants

<table>
<thead>
<tr>
<th>Mentor</th>
<th>Teaching Level</th>
<th>Years of Teaching</th>
<th>Perceived Support of Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>H.S.</td>
<td>23</td>
<td>No</td>
</tr>
<tr>
<td>2</td>
<td>H.S.</td>
<td>22</td>
<td>No</td>
</tr>
<tr>
<td>3</td>
<td>H.S.</td>
<td>25</td>
<td>Yes</td>
</tr>
<tr>
<td>4</td>
<td>Elem.</td>
<td>12</td>
<td>No</td>
</tr>
<tr>
<td>5</td>
<td>H.S.</td>
<td>37</td>
<td>No</td>
</tr>
<tr>
<td>6</td>
<td>Elem.</td>
<td>16</td>
<td>Yes</td>
</tr>
<tr>
<td>7</td>
<td>Elem.</td>
<td>19</td>
<td>Yes</td>
</tr>
<tr>
<td>8</td>
<td>Elem.</td>
<td>11</td>
<td>No</td>
</tr>
<tr>
<td>9</td>
<td>Elem.</td>
<td>13</td>
<td>Yes</td>
</tr>
<tr>
<td>10</td>
<td>M.S.</td>
<td>16</td>
<td>Yes</td>
</tr>
</tbody>
</table>

*Note.* H.S. = high school, M.S. = middle school, Elem. = elementary school.
Demographics of Participants

Table 3 contains the summarized and analyzed demographic information, which indicated that 5 of the mentors (50%) perceived support of their principal, whereas the other 5 mentors (50%) did not perceive support of their principal. It also indicated that 5 mentors (50%) had 10 to 16 years of experience, while the other 5 mentors had 17 or more years of experience. Lastly, it indicated that 5 (50%) of the mentors taught at elementary schools and the other 5 (50%) taught at middle or high schools.

Table 3

*Correlations of Participants’ Demographics*

| Demographic Information | Mentor
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Perceived support of principal</td>
<td>–</td>
</tr>
<tr>
<td>Years of experience</td>
<td>2</td>
</tr>
<tr>
<td>Level of teaching</td>
<td>2</td>
</tr>
</tbody>
</table>

*Note.* Perceived support: No = –; Yes = +
Experience: 10–16 years = 1; 17 years and up = 2
Teaching level: Elementary = 1; Middle/High School = 2

It is important to acknowledge these demographics to determine if there are any correlations between mentoring benefits for mentor teachers with regard to perceived principal support or lack of it, years of teaching experience, and/or level of teaching.
Interview Questions Findings

Three main research questions were investigated with participants. The purpose was to determine the benefits, if any, of being a mentor, in terms of (1) teacher leadership, (2) reflective processes, and (3) any other benefits of mentoring. Prior to coding, a provisional set of codes and criteria for each theme were established, using the conceptual framework (Figure 1) and the research questions (Appendix D) for this study. Miles and Huberman (1994) recommended this approach as a way of organizing the coding process at the outset. The interview guide used during the interviews and the criteria for the themes can be found in the next section and in Appendix D. As the edited transcripts were returned from the participants, they were coded. The responses to the interview questions 1 and 2 were manually coded using the interview questions as the preliminary themes. Criteria for identifying themes were 75% of respondents had to express the idea for it to be a theme and 50% of respondents had to express the idea for it to be an emerging theme.

The information gathered from question 3 of the interviews was analyzed and coded to identify any other benefits mentors felt they received from mentoring. One emergent theme was established during the coding of question 3.

At the completion of this phase of analysis for the three questions, there were six central themes—five leadership themes and one reflective processes theme: (1) mentors challenged the process by experimenting and taking risks more frequently when mentoring, as well as mentoring improves the organization; (2) mentors inspired a shared vision by envisioning the future and enlisting others more frequently when mentoring; (3)
mentors fostered collaboration and enable others to act by creating trust and strengthening others more frequently when mentoring; (4) mentors modeled the way and feel a higher sense of obligation to set examples, understand change, and create opportunities for victory more frequently when mentoring; (5) mentors encouraged the heart by recognizing contributions and celebrating accomplishments more frequently when mentoring; and (6) mentors attended more to continuous improvement, were more responsible for their own learning and aware of self, others, and surroundings, utilized effective inquiry, and took action with new understandings more frequently when mentoring. Following are the findings from the mentors’ interviews connected to the review of literature.

Findings for Research Question 1: Teacher Leadership

Teacher leadership means different things to different people. Team leaders, department chairs, and respected teachers deal with this every day. Yet many administrators, school board members, citizens, and even teachers don’t recognize or understand teacher leadership (Ackerman & Mackenzie, 2006). Some of the behaviors that characterize transformational leaders are equally observable in high-quality mentoring relationships (Godshalk & Sosik, 2000). The leadership questions were aligned with The Leadership Practices Inventory, developed by Kouzes and Pozner (2007), in order to determine if mentors believe mentoring impacts these leadership practices. The five practices demonstrated by leaders include challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart. These
practices framed the leadership questions for interviews. Following are the coded questions followed by the mentors’ detailed comments which support this information.

L1. Does mentoring cause you to **challenge the process**, such as:

- L1.1 Searching for opportunities to change the status quo
- L1.2 Looking for innovative ways to improve the organization
- L1.3 Experimenting and taking risks
- L1.4 Making mistakes and then accepting the disappointments as learning opportunities

L2. Does mentoring cause you to **inspire a shared vision**, such as:

- L2.1 Envisioning the future, creating an ideal and unique image of what your organization can become
- L2.2 Enlisting others in your dream
- L2.3 Getting people to see exciting possibilities for the future

L3. Does mentoring cause you to **enable others to act**, such as:

- L3.1 Fostering collaboration and building spirited teams
- L3.2 Striving to create an atmosphere of trust and human dignity
- L3.3 Strengthening others and making each person feel more powerful

L4. Does mentoring cause you to **model the way**, such as:

- L4.1 Setting examples for others to follow
- L4.2 Understanding change and setting interim goals for others so they can attain small wins as they work toward larger objectives
- L4.3 Creating opportunities for victory

L5. Does mentoring cause you to **encourage the heart**, such as:

- L5.1 Recognizing contribution that individuals make
- L5.2 Celebrating accomplishments
- L5.3 Making people feel like heroes

**Leadership Question 1: Mentors Challenge the Process More When Mentoring**

It was apparent that teacher leadership characteristics were greatly enhanced with mentoring. According to the research of Kouzes and Posner (2007), challenging the process is one behavior which demonstrates teacher leadership. The interviews revealed
mentors challenge the process by experimenting and taking risks more when mentoring. Mentoring allowed them to understand that mistakes are part of learning opportunities more frequently when mentoring. They also believed mentoring improved their organization. As far as mentoring changing the status quo, it was an emerging theme. Following are the mentors’ accounts of how mentoring impacts these categories.

*Mentoring Does Not Change the Status Quo*

For differing reasons, three mentors felt that changing the status quo was not impacted by mentoring. Following are their responses.

Mentor 1 felt the mentor’s job was to teach the intern how to work within the constraints of their job. She shared, “I have to show the intern how, no matter what the school procedures are, we have to work around them and make them work.”

Mentor 9 felt as though her district was not looking for changes that may come from the interns. She stated, “I think that they are not really open to interns coming in here and changing things. They want interns to kind of adapt to our way.”

Mentor 2 expressed frustration by saying:

In terms of status quo, this is where you hit ceilings, I think. You can only lead as far as the other leaders will allow you to lead and that’s where you hit the wall, the ceiling. And, I think because other people are leading, they get all territorial about it.

*Mentoring Improves the Organization*

Eight of the 10 mentors believed that mentoring improves their organization. These results are consistent with Wanberg et al. (2003), who claimed, by supporting
mentoring, organizations may enhance levels of organizational commitments. Several mentors felt the professional development and learning piece of mentoring were directly impacting their schools and in some situations, their district. Mentor 6 shared:

Being able to go to the university, because of my mentor coaching, helps my organization. I went up there three times a semester listening to people talk. I got exposed to all these new things. I am always coming back the next day and going into the principal’s office and saying, Look, what I just heard about. And, why don’t we do this? The college is doing a lot with Professional Learning Communities right now, and I had been bringing that up. Well, our new superintendent brought that up last week. “Does anyone know anything about Professional Learning Communities?” And, I was right there! A lot of people are like, “What is it?” And, I was like, “I can tell you a little bit about that.” So, I do think that being involved with mentoring has allowed me to bring change or at least bring more ideas to our organization, our school, more than if I would not have been mentoring.

Mentor 10 added, “The interns bring in new ideas and new opportunities and there is also another set of legs, brains, or eyes that come in and give me something new that I have not heard of. They bring in so much to our building.”

Others saw mentoring impact their department through additions or changes in programs. Mentor 3 offered an example:

One of my interns came in with a whole new way of teaching one of our science units. It was a very different approach and so the rest of us in the department tried it that way the next year and the year after that. We’ve slowly tweaked it and kept pieces and parts that were successful. Since the intern gave us the new idea, our department has changed how we approach that unit and students were more willing to learn about it.

And then Mentor 1 shared a program that was going to be implemented because of her intern:

One intern had several classes in reading and I kept talking about it. I feel reading is the root of so many students’ academic difficulties. Several of us started talking about it in the building and next year there is a pilot here that is going to take students who have some of those reading difficulties and they are going to have an
extended reading class for two hours. I honestly think the reading program is coming because of those conversations.

Still, another element was the benefit of professionalism that comes with mentoring. Mentor 6 shared:

I definitely think mentoring made me more of a professional all the time which I think is a good thing. It has come back to make our building more of a professional environment. I think it keeps us all more positive.

Along with discussing professionalism when interns are in the building, Mentor 7 discussed accountability:

I think not having an intern leaves room to slack off or maybe sit behind your desk or maybe do some personal things. I see that sometimes with others and I don’t want the interns to see that. I definitely think it holds you to a higher standard. I am definitely a better teacher because of mentoring and that’s why I continue to do it.

It was clear that these mentors believed that mentoring interns does improve their schools, programs, and their entire organizations. Some saw mentoring as a very important piece of their own professional development.

*Mentoring Encourages Experimenting and Taking Risks*

According to 8 of the 10 mentors, mentoring promoted experimenting and taking risks, which sometimes led to innovation. They believed mentoring aided with the enhancement of their school and school districts. As Mentor 8 recalled:

When I was in one school where the culture was not good, I needed someone to help me focus my ideals. There was a program that I wrote a grant for an after school program and my intern got me excited about it. Her excitement and her energy really inspired me and got me fired up. It was this task that we were going to achieve and just feel good about.

Mentor 6 added:
I could have just gone with the teachers that were on board for mentoring. But, instead I wanted to give others the opportunity to have an intern and experience it. And you know what? Some of those teachers did get on board.

Mentor 10 stated, “I think mentoring does cause us to experiment because there are things that come across my desk that normally may not have if I were not mentoring.”

Mentor 7 reported:

Just having an intern in your classroom is taking a risk. There are some that come in and they are pretty much ready to go. And, there are others who need more of your help. And, quite honestly that’s when mentoring is more rewarding.

One mentor saw it as more than experimenting and risk taking. Mentor 1 summarized:

Well, in terms of experimenting, I look forward to having these young interns, because they come with a wealth of technological information and tools so I am always excited to have them teach me and show me how to do certain things. Because of my intern I’ve made a Jeopardy game online. She’s helped me a lot with fine tuning the latest and greatest of what is out there with technology. So, I wouldn’t call it a risk, I would call it an opportunity.

As noted, it was clear the mentors believed there were mentor benefits with regard to experimenting and taking risks.

*Mentoring Allows for Seeing Mistakes as Learning Opportunities*

Without exception, the mentors believed mentoring allowed more opportunity to see mistakes as learning opportunities. When discussing mistakes as learning opportunities, it was surprising that several mentors referred to their own mistakes, though some referenced their interns’ mistakes.

Mentor 5 shared, “Sometimes it was a matter of admitting I was wrong and I wanted to make sure they understood that it was okay to make a mistake.”
Mentor 6 stated:

One day my intern said to me, “You know the name sticks? I like them, but don’t you feel as though there are a couple of kids that we should actively engage more? Maybe we should call on them whether their stick has been pulled or not.” Well, you know what? Yes, we should but it wasn’t something I ever thought of. So, even now that she’s been gone a month, I am still doing that. I just love those new ideas. I don’t know it all and I never will.

Mentor 3 commented:

You are pleasantly surprised when an intern will come up with a new idea and you’ll think, this isn’t going to work, but I’ll let them try. They have to fly at some point. They might have to put a different tweak on it. And, all of a sudden, it’s like—whoa! That was beautiful! I’m going to try that next year or next semester when I have that class again.

Mentor 1 admitted:

After having difficulty with a class, I told her, “I am sorry and I am not proud of what happened.” It is terrible for me to do that in front of an intern teacher because we have to carry on no matter what the challenges are.

Some of the comments overlapped with the element of trust, such as when Mentor 2 shared, “I can invest better in that intern that sets over there, when I am willing to own my errors and they see me do it with the kids and they see me do it with them.”

Consequently, all the mentors agreed that mentoring allows for more opportunity to see mistakes as a learning opportunity.

**Mentors Challenge the Process More When Mentoring**

Even though Challenge the Process had the lowest percentage of leadership characteristics among the mentors, mentors believed mentoring did increase experimenting and taking risks, increased understanding that mistakes are a part of the learning process and improves organizations. Three mentors discussed programs that
were impacted directly from the mentoring program, while two mentors discussed bringing new innovations and ideas to their principals after receiving information from other mentors at mentor meetings.

**Leadership Question 2: Mentors Inspire a Shared Vision**

Ovando (1996) reported that teacher leadership provided opportunities for teachers to engage in school-wide decision-making, to influence activity in their schools, and to become members of a professional community. This was consistent with the mentors’ interviews, seeing the data indicated mentors inspire a shared vision by envisioning the future and enlisting others more frequently when mentoring. Following are the mentors’ accounts of how mentoring impacted envisioning the future, and enlisting others.

**Mentoring Aids in Envisioning the Future**

According to 9 of the 10 mentors, mentoring aided with envisioning the future. Some mentors felt it important to prepare their interns for the future. Mentor 6 shared:

I always tell my interns, “I know you are getting ready to graduate. When are you going to start your master classes? And, what do you want to do? You always have to look toward your future.” I always try to make the point that you cannot stop learning.

Yet other mentors talked of their own future with technology, such as Mentor 1:

My intern has encouraged and showed me how much fun it is to incorporate technology. In fact, from that I have signed up for two graduate classes this summer. I took a workshop a month ago to realize these dreams of getting up there with the young people and using technology and sharing with my family and colleagues.
And, other mentors were global and looked at their organization’s future, such as Mentor 4:

I am constantly talking up the mentoring program with the whole staff. Yes, you get an extra person in there but it is not just that. You become someone who can share your examples and your ideas. If I had not been given the opportunity, I do not think I would be the person I am right now. I feel so important that I am helping model the future.

Mentor 8 added:

I thought it was fun and more interesting when I had an intern to try and get teachers to co-teach, whereas before I may have only picked those people who I knew would share my philosophy and be on board right away.

As noted, mentors saw mentoring as a source of envisioning the future and many felt an important connection and responsibility to the future of education and looking beyond their classrooms.

*Mentoring Aids in Enlisting Others*

Hart (1999) suggested that teacher leaders can keep teaching teams organized and collectively working on school wide improvement goals and though committee work keep the school moving forward in such areas as reading, writing, and mathematics.

When it came to enlisting others, 90% of the mentors felt as though mentoring encouraged enlisting others. Some mentors viewed the act of finding mentors for the mentoring program as an example of enlisting others. Mentor 1 shared, “I had to recruit mentors when many left our building. They started talking and saying, ‘Maybe we can do this together.’ Almost all of them agreed and were so glad they had another person in the classroom.”
Mentor 7 added, “When other teachers see the excitement from me or my intern, I think it gets them interested.”

Other mentors viewed enlisting others beyond the mentoring program. Mentor 4 reported, “You know we have an opportunity to be one of the examples at Western because of the things we do. An example is our guided reading has really been used as an example throughout the district.”

And, Mentor 3 recalled how she enlisted her building team: “I saw my intern do a lesson and it was very successful so I shared it with my team. So, we tried it as a group and it was successful.”

Enlisting others was seen by a majority of the mentors as an outcome of mentoring for varied reasons. This aligns nicely with Darling-Hammond (2003), who reported that teachers have an extraordinary opportunity to exercise leadership because they are the most powerful influence, next to students, on other teachers’ practice.

_Mentoring Does Not Promote Others to See the Future_

Although a number of mentors felt mentoring did get others to see the future, the category of getting others to see the future (70%) was not considered to be of strong importance to this study. Three mentors felt as though getting others to see the future was not impacted by mentoring, mainly because of their school or district’s structure. Intern 2 explained, “I would prefer to be able to do that more with my colleagues but that doesn’t always happen either.”
Mentors Inspire a Shared Vision More When Mentoring

Inspiring a shared vision indicated 83% of leadership characteristics among the mentors. Accordingly, the research revealed mentors do feel mentoring increases inspiring a shared vision. Specifically, mentors believed that mentoring pre-service intern teachers increased envisioning the future and enlisting others.

Leadership Question 3: Mentors Enable Others to Act

The interviews revealed that mentors foster collaboration and enable others to act by creating trust and strengthening others more frequently when mentoring. These results are consistent with Troen and Boles (1992): “Teachers are leaders who reform their work, facilitate the development of others, and have influence in domains outside the classroom.” Following are the mentors’ accounts of how mentoring impacts fostering collaboration, creating trust, and strengthening others.

Mentoring Fosters Collaboration

According to 9 of the 10 mentors, mentoring encouraged collaboration greatly. A number of mentors felt as though collaboration was encouraged just by having a mentor with them every day. Mentor 8 shared, “What mentoring creates is more of a collaborative feeling. It makes you feel like you have someone else on your team and it gives you more strength, support and reaching for those heights.”
Mentor 4 added, “I feel like I have less on my shoulders which is interesting because I have more responsibility. I guess the feeling of collaboration is important to me and helps me personally.”

Others felt as though mentoring helped with the organization’s collaboration. Mentor 9, when talking about her grade level team who were also mentoring, shared:

I think it just allowed us to get together as a team and it allowed the interns to hear from other teachers about the kids they were teaching too. And, that was nice because you didn’t always get to hear from the other teachers.

Mentor 7 added:

I think the interns tend to drive this sometimes. For instance one of my interns was so funny and creative and really just crazy in a fun way. We had planned a famous person day and she handed out paper cameras to the teachers so every time a teacher saw a student they were pretending they were famous and taking pictures of them. It just made us work together, collaborate and do fun things together.

For accountability reasons, Mentor 10 admitted:

I think that sometimes if I did not have an intern in there, I would just be there, just kind of behind the scenes until the kids come in. I’m there with the kids and that’s it. So, yes it does make me get out and talk to the other people in my building more because I have to introduce them and make them feel welcome.

It was apparent, because of the many responses and enthusiasm, that mentors believed that mentoring fostered collaboration within their classrooms, grade levels, schools and districts.

*Mentoring Creates Trust*

While each of the mentors had their own perspective on the reasons why mentoring created trust, all of them believed trust was a critical benefit of mentoring. Many felt they had to be aware to build trust with their interns. As Mentor 3 reported:
I think an intern has to be able to trust you and you have to be able to trust them. It has to be what is going on in your room, stays in your room and does not go outside. I think that the minute they walk in your door, it starts. It is like when your kids walk in the door.

Mentor 6 added, “Interns have to feel as though they can trust you and that they are trusted. Parents entrust us with their children and as the mentor, I am entrusting the intern with my children.”

Mentor 10 summarized, “I always tell my intern, ‘It’s not my or yours, it’s we. We have a partnership. So, even when you are teaching, we are both scanning the room, seeing what needs to be done.’”

At the same time, some mentors felt trust needed to be modeled and taught so their interns understood it as well. Mentor 1 explained:

Being a mentor I want to model the best behavior and show the intern what I feel is good behavior. We have a student that is having a lot of emotional problems because of problems at home. The intern has seen me approached the student and put my hand on her shoulder and ask her if she was ok and then talk to her after school in confidence. I think modeling that, they know they can trust you and talk to you if you need help. If I were not mentoring I wouldn’t have someone to show that to.

Mentoring Creates Opportunities to Strengthening Others

Without exception, all of the mentors expressed that mentoring was an opportunity to strengthen others. Some mentors discussed specifically strengthening the interns. Mentor 4 claimed:

Making sure that everyone is comfortable with one another is important. You need to make sure you treat the kids a certain way, you need to treat the adults a certain way. I think the hardest part is parents. I mean that’s a hard part for any mentor but you have to model that for your intern. You are going to have parents come in and actually cuss you out in front of your class. Instead of giving it back at them,
you need to tell them you understand how they feel and ask to talk at a different time. Treat them like you’d like to be treated.

Mentor 8 added, “My intern just recently was from an affluent suburb of Chicago. So, while I realized how naïve some people are about our population and the way you go about educating them, you have to be very sensitive about it.”

Mentor 5 recalled:

You have to be a strong person and I think, just mentoring, you model that for people. One of my interns did not have a lot of self-confidence. By the end of the semester, she really blossomed—just with positive feedback. Just by saying, “You can do this. I want to see you do it.” The trust factor and telling them they can do it and if it does not work, we’ll re-evaluate and try it again.

Mentor 9 added:

I would also give them a sense if the lesson did not go well. We’d reflect together, rather than me just criticizing everything that went wrong. I wanted them to think about what they should do next time. I smile and always give them a compliment so they can have their dignity.

Mentor 10 discussed how mentoring strengthened other staff in her building:

I have read a lot of articles, as a result of mentoring, and I take them back to the math people in my department and talk about them. My team has tried different things to see if they will work in our classrooms.

These data line up with Ovando (1996) who reported, in a leadership role, teachers can improve their own skills by helping other practitioners. All mentors saw mentoring as an opportunity strengthen others.

Mentors Enable Others to Act

According to the mentors, 97% of their responses indicated that mentoring enabled others to act more. Specifically, the research indicated that mentors believe that mentoring fosters collaboration, creates trust, and strengthens others. This complements
the work of Rosenholtz (1989), who claimed, when teachers work in collaborative relationships and influence each other’s practice, they are more creative and more willing to work longer hours, and higher morale results.

Leadership Question 4: Mentors Model the Way

Mentors modeled the way and felt a higher sense of obligation to set examples, understand change, and create opportunities for victory more frequently when mentoring. Following are the mentors’ accounts of how mentoring impacts setting examples, understanding change, and creating opportunities for victory.

Mentoring Leads to Setting Examples

While all mentors pointed to the fact that just by having someone watching them, mentoring made them more aware of their teaching. Mentor 9 shared:

I think that when anyone has someone that’s watching them or trying to learn from them, they are at their best. I know that when I have an intern watching me do a lesson I probably explain things more to students so that when she’s listening or observing, she can see why I’m doing what I am doing. And, I know I am probably a little more patient, not that I am an impatient person but I feel you have to model your best day. Just by being more aware of my behavior makes my behavior better because I don’t want to be a terrible model.

Mentor 4 offered:

I think knowing that I always think of my interns, because they do become my shadow. They are with me all the time so I’m always conscious of what I say and what I do when I have interns because you can get very caught up in all of the negative and the gossiping.

Mentor 3 commented:
I think you become more reflective because I always say you are on all the time. You are not only on with the students, but you are on with that intern who’s watching you like a sponge and soaking up what you are doing.

Mentor 8 added:

I think like when you are parenting you try to be the best you can be. I feel like when you have an intern it is the same. It is easy to not be your best when you are stressed out or you have too much on your plate but when you have the responsibility of someone else and potentially all the people they impact, it makes you stand up and do what you need to do.

Some mentors spoke of accountability when it came to setting examples. Mentor 1 admitted:

I sat there and said it was my fault and I was going to clean it up. Now, it was in front of class, so I am going in front of the class and tell them I did not handle that well and I am sorry. So, I modeled respect and I did it in front of everyone.

Mentor 5 shared:

If you are doing it by yourself and there is no one else in the classroom but you, you can always tell the kids anything and sometimes they will believe it. Sometimes they won’t, but a lot of times they will not question you because you are the sage on stage.

Mentor 9 acknowledged:

You are on the stage, so you are modeling and there is somebody watching you all the time and learning from you. It might be easy for me, if I did not mentor, to shut the door and maybe check my e-mail. But, instead I am helping my intern. I would like to think I wouldn’t do that but I probably would.

Mentor 6 revealed:

I review my lessons more than I probably would if I was alone, to be honest. Now that it is May and I am alone again, do I pick up the teacher’s manual every day? Gosh, no, not right now anyway. But, I do that when I have interns because I want to make sure I’m hitting ever piece. They’re going to see every piece.
In all cases, the mentors had strong feelings that mentoring led to setting examples and being accountable to interns, and a number of mentors felt accountability to other mentors and staff.

*Mentoring Aids in Understanding Change*

When talking about understanding change, 8 of the 10 mentors felt as though mentoring helped with understanding change. Many discussed how they strategically planned, and took the change process into consideration, in order for their interns to be successful. Mentor 5 shared:

You always have to help your intern with change, I will tell them, “This week I want to see you helping the kids individually, going around the room after I present the material. Next week, when I do first and second hour, I want you to do third hour.” Constantly you have to do that because they can’t always break that down by themselves.

Mentor 8 added, “I don’t think I really thought about this before reading these questions, but certainly you cannot give quality feedback if you do not stop and assess frequently.”

Mentor 10 offered:

I say to the intern, “I’ll start off teaching, and you’ll start off going group to group, seeing what is going on in the classroom. I’ll write the lesson plans, we’ll both go over it together, then you will write the lesson plans. Eventually we will be collaborating with everything and then there will be a time when you are doing it all. Then we will progress back to me and you are no longer teaching every hour.”

Mentor 1 recalled:

I keep a journal with my interns. I make comments and then at the end of the month I ask her to comment on my comments so we have these small goals that she has worked on and has achieved. So, we do work on the little pieces toward the final goal.
Mentor 9 reported:

It’s baby steps for the interns. You cannot expect them to come in to the classroom and be experts at classroom management. You cannot have these huge major goals for them because they will get overwhelmed. You’ve got to be able to adjust and change.

*Mentoring Creates Opportunities for Victory*

When asked if mentoring created opportunities for victory, 80% of the mentors believed it did. Many related the importance of the victories for their interns.

Mentor 7 shared:

We encourage our interns to get involved throughout the whole building—the PTO, Girls on the Run, the school carnival. I think that adds to victory for them outside of the classroom. A huge thing for me was when one of my interns was chosen to go to a state conference. I took it as a personal victory for myself as well. It was like, “WOW!” I was so proud of her! I got her flowers and everything.

Mentor 3 reported:

After one of my interns realized that not all of the students understood his lesson, we discussed it and he said, “Oh, so next time I should call on somebody, or ask two people to talk it out in front of the group?” After encouraging him to give it a try his next attempt was much more successful. So, just by discussing those things, I think you can help people get to the point where they are more victorious.

Mentor 6 added that the victories were for many:

I think mentoring allows victories for kids; it allows victories for interns and it allows victories for me. I had an intern that struggled so much with her self confidence. By the end of the semester I was so proud of her and it was a victory for me. It was within her and somebody had to help her find it. So, that was a victory for me.
Mentors Model the Way

According to the mentors, 87% of their responses indicated that mentoring promoted modeling the way. Specifically, the research revealed mentors believed mentoring fosters setting examples, aids with understanding change, and creates opportunities for victory.

Leadership Question 5: Mentors Encourage the Heart

Mentors encouraged the heart by recognizing contributions and celebrating accomplishments more frequently when mentoring. Spillane (2006) found that teacher culture based on relationships is highly influential in schools, often trumping administrative and legislative influence. Following are the mentors’ accounts of how mentoring promoted recognizing contributions, and celebrating accomplishments.

Mentoring Promotes Recognizing Contributions

Without exception, all of the mentors believed that mentoring promoted recognizing contributions. Several mentors discussed recognizing the interns’ contributions. Mentor 1 added:

I would walk around sometimes and see something fantastic and I would jot it down on a sticky note and walk past her desk and slap it on her desk. It was just to let her know I was paying attention and she did something good. You have to be more conscious about it. You can’t just think it in your head.

Mentor 6 shared, “Many of the mentor teachers were uncertain about what they were doing and when we sat and talked about it weekly, I’d point out to them, what they did well and that it was good for the intern.”
Mentor 4 asserted, “If you are not told that you are doing a good job, how are you going to keep that momentum up? We’re told that we need four to one ratio positive to negative. Well, teachers need that too.”

Mentor 10 indicated, “You look for accomplishments because you want to make sure they feel good and realize that good comes.”

Mentor 6 compared recognizing contributions to reflection, “I do think it makes you more aware of your accomplishments and of the intern’s accomplishments because you are always looking for them. Or, you are looking for students’ accomplishments.”

*Mentoring Promotes Celebrating Accomplishments*

According to 9 of the 10 mentors, mentoring promotes celebrating accomplishments. Mentor 4 shared, “My intern was chosen for a committee and I e-mailed my principal and told her my intern was chosen and it is huge. You have to celebrate even the little accomplishments.”

Mentor 8 stated:

If I have an intern in the fall, I always make sure that I e-mail them in January to share the January benchmark test scores and say, “Congratulations, we did this!” I will do that with the interns that I have in the spring too.

Mentor 9 added:

You want to celebrate with the intern so you progress together. Like looking at reading data—it can be pretty exciting. I think because you share in the excitement that comes from learning and students succeeding, you may celebrate more when someone else it there.

Mentor 4 recalled:
I always try to recognize the things the intern do and have celebrations. I encourage the kids to welcome them in as their teachers and thank them for what they do. I always try to pull the heart side into it.

Mentor 5 noted that celebrating accomplishments was far reaching:

Yes, I think there is more opportunity to celebrate when you are mentoring because you get the opportunity to not only celebrate with your students, but also with your intern when they are accomplishing something really good.

Mentoring Does Not Promote Making People Feel Like Heroes

Although some mentors believed mentoring promoted making people feel like heroes, the category of making people feel like heroes, at 70%, was considered an emerging theme. Therefore, making people feel like heroes was not determined to be of strong importance to this study. Three mentors felt that mentoring did not lead to making people feel like a hero. One mentors felt that making others feel like heroes was not really their job, another felt it might infringe on honesty, and still another felt as though the word hero was too strong.

Mentors Encourage the Heart

According to the mentors, 87% of their responses indicated that mentoring promoted encouraging the heart. Specifically, the research indicated that mentors believed that mentoring promoted recognizing contributions and celebrating accomplishments. This is not surprising seeing the importance of relationships with teachers. Goleman, Boyatzis, and McKee (2002) held that strong relationships are teachers’ most powerful leadership asset.
Findings for Teacher Leadership Themes

The initial round of data analysis revealed several themes from the open-ended interviews. The data from the interviews were coded and are presented in tables along with summative conclusions. Investigation of interview transcripts revealed themes within 13 of the 16 coding categories relating to leadership. Possible themes were identified with salient points and frequencies of total salient points, as shown in Table 4.

In examining Table 4, the leadership category enable others to act (97%), had the highest percentage, which is not surprising since teachers often foster collaboration, create trust, and strengthen their students in the classroom. Within the leadership categories of both model the way and encourage the heart, the percentages are 87%, which again are categories that teachers perform regularly with their students. Challenge the process and inspire a shared process (83%) are both categories that move beyond the mentors’ classrooms, and they have the lowest number of occurrences according to this research.

After the initial step of identifying the subcategories, numerous readings of transcription data, analytical notes, and memos, the themes began to emerge from the data. The search for alternate understanding and emergent theme generation was on-going during the analysis stage.

A second stage of coding was applied to identify subcategories and specific examples within the initial code category (Table 5). The three categories that were lower than the criteria for identifying a theme percentage (75%) were challenge the status quo, getting others to see the future, and making people feel like heroes. Although challenge
Table 4

Distribution of Leadership Themes

<table>
<thead>
<tr>
<th>Teacher Leadership</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
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<tr>
<td>L1.3 Experiment and Take Risks</td>
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<td>L1.4 Mistakes/Learning Opportunity</td>
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<td>L2.0 Inspire a Shared Vision</td>
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<td>L3.0 Enable Others to Act</td>
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<td></td>
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Source: Personal Interviews, 2010
Table 5

*Teacher Leadership Findings*

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<th>TLP</th>
<th>Percentage of Mentor Responses</th>
<th>Summary of the Themes by Questions</th>
<th>Revealed Theme</th>
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<td>Challenge the process</td>
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<td>Getting others to see the future</td>
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<td>Foster collaboration</td>
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<td>L3.2</td>
<td>100</td>
<td>Create trust</td>
<td>+</td>
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<td>Strengthen others</td>
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</tr>
<tr>
<td>L5.2</td>
<td>90</td>
<td>Celebrate accomplishments</td>
<td>+</td>
</tr>
<tr>
<td>L5.3</td>
<td>70</td>
<td>Make people feel like heroes</td>
<td>–</td>
</tr>
</tbody>
</table>

*Note.* – = no theme (less than 80%), + = theme (80% and above).

*Source:* Personal Interviews, 2010
the status quo and getting others to see the future often occur beyond teachers’ classrooms, making people feel like heroes was a surprising outcome, since teachers are often aware of students’ self-esteem. Some mentors felt that making others feel like heroes was not really their job, it might infringe on honesty, and the word hero was too strong. Even though they did not meet the theme criteria, at 70% all three were emerging themes and could warrant future investigation.

Compiling all of the categories that were above 75% within each question established the themes for the teacher leadership category. Table 6 displays the teacher leadership themes that emerged from the interview data and data analysis.

Table 6

*Teacher Leadership Themes*

<table>
<thead>
<tr>
<th>Theme</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mentors challenge the process by experimenting, taking risks and understanding mistakes are part of learning opportunities more frequently when mentoring and believe mentoring improves their organization.</td>
</tr>
<tr>
<td>2</td>
<td>Mentors inspire a shared vision by envisioning the future and enlisting others more frequently when mentoring.</td>
</tr>
<tr>
<td>3</td>
<td>Mentors foster collaboration and enable others to act by creating trust and strengthening others more frequently when mentoring.</td>
</tr>
<tr>
<td>4</td>
<td>Set examples, understand change, and create opportunities for victory more frequently when mentoring.</td>
</tr>
<tr>
<td>5</td>
<td>Mentors encourage the heart by recognizing contributions and celebrating accomplishments more frequently when mentoring</td>
</tr>
</tbody>
</table>

*Source: Personal Interviews, 2010*

With an overall 87% rating of all the leadership qualities for all mentors, it was clear that mentors experienced benefits of mentoring with regard to most leadership
characteristics (Table 7). Mentors had varied experience, years of experience, and yet regardless of their backgrounds, it was evident that mentors had strong feelings when it comes to the benefits of mentoring with regard to mentoring created trust, strengthened others, encouraged recognizing contributions, as well as mentors set examples and understood that mistakes were part of learning. All 10 mentors believed these areas were benefits of mentoring for the mentor teachers.

Although the mentors’ leadership categories percentages were 87%, in examining Table 7, there were two participants whose percentages were much lower than the other mentors. After looking closer, both mentors did not perceive they were supported of their principal, so further investigation led to Table 8, Teacher Leadership Distribution and Demographics Correlation.

As indicated in Table 8, mentors who did not perceive support of their principal have a lower percentage of mentoring benefits of leadership characteristics than mentors who perceived support of their principals. The 16% difference indicated that there may be a correlation with regard to perceived principal support when looking at the benefits mentors received when mentoring.

Also of interest were the mentors’ years of teaching experience with regard to mentoring benefits with leadership characteristics. Those with 10 to 16 years of teaching experience revealed a higher percentage of leadership characteristics than those of 17 and more years of teaching experience, by a 19% difference.

Lastly, there was a 22% difference of mentoring benefits of leadership characteristics between elementary teachers and middle school/high school teachers.


**Table 7**

*Distribution of Leadership Themes and Demographics*

<table>
<thead>
<tr>
<th>Teacher Leadership</th>
<th>Memtor</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>L1.0 Challenge the Process</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>83</td>
</tr>
<tr>
<td>L1.1 Change Status Quo</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>70</td>
</tr>
<tr>
<td>L1.2 Improve Organization</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>80</td>
</tr>
<tr>
<td>L1.3 Experiment and Take Risks</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>80</td>
</tr>
<tr>
<td>L1.4 Mistakes/Learning Opportunity</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>L2.0 Inspire a Shared Vision</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>83</td>
</tr>
<tr>
<td>L2.1 Envisioning Future</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>90</td>
</tr>
<tr>
<td>L2.2 Enlist Others</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>90</td>
</tr>
<tr>
<td>L2.3 Getting Others to See Future</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>70</td>
</tr>
<tr>
<td>L3.0 Enable Others to Act</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>97</td>
</tr>
<tr>
<td>L3.1 Foster Collaboration</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>90</td>
</tr>
<tr>
<td>L3.2 Create Trust</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>L3.3 Strengthen Others</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>L4.0 Model the Way</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>87</td>
</tr>
<tr>
<td>L4.1 Set Examples</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>L4.2 Understand Change</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>80</td>
</tr>
<tr>
<td>L4.3 Create Opportunities for Victory</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>80</td>
</tr>
<tr>
<td>L5.0 Encourage the Heart</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>87</td>
</tr>
<tr>
<td>L5.1 Recognize Contributions</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>L5.2 Celebrate Accomplishments</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>90</td>
</tr>
<tr>
<td>L5.3 Make People Feel Like Heroes</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>70</td>
</tr>
</tbody>
</table>
Table 7—Continued

<table>
<thead>
<tr>
<th>Teacher Leadership</th>
<th>Mentor</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1  2  3  4  5  6  7  8  9  10</td>
<td></td>
</tr>
<tr>
<td>Demographics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perceived Support of Principal</td>
<td>–  –  +  -  -  +  +  -  +  +</td>
<td>50/50</td>
</tr>
<tr>
<td>Years of Experience</td>
<td>2  2  2  1  2  1  2  1  1  1</td>
<td>50/50</td>
</tr>
<tr>
<td>Level of Teaching</td>
<td>2  2  2  1  2  1  1  1  1  2</td>
<td>50/50</td>
</tr>
<tr>
<td>Data</td>
<td></td>
<td></td>
</tr>
<tr>
<td># of Subthemes</td>
<td>10/16 5/16 15/16 16/16 16/16 16/16 16/16 14/16 15/16 139/160</td>
<td></td>
</tr>
<tr>
<td>% of Leadership Characteristics</td>
<td>63  31  94  100  100  100  100  88  94  87</td>
<td></td>
</tr>
</tbody>
</table>

Note. Perceived support: No = – ; Yes = +  
Experience: 10–16 years = 1; 17 years and up = 2  
Teaching level: Elementary = 1; Middle/High School = 2

Source: Personal Interviews, 2010

Table 8

Teacher Leadership Distribution and Demographics Correlation

<table>
<thead>
<tr>
<th>Group</th>
<th>Percentage</th>
<th>Possible Future Research Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers perceived no support of principal</td>
<td>79</td>
<td>Is there a correlation between perceived principal support and benefits of mentoring?</td>
</tr>
<tr>
<td>Teachers perceived support of principal</td>
<td>95</td>
<td></td>
</tr>
<tr>
<td>10–16 years of teaching experience</td>
<td>97</td>
<td>Are there differences with benefits received for mentors with regard to years of experience?</td>
</tr>
<tr>
<td>17 years and more of teaching experience</td>
<td>78</td>
<td></td>
</tr>
<tr>
<td>Elementary teachers</td>
<td>98</td>
<td>Are there differences with benefits received for mentor teachers with regards to teaching levels?</td>
</tr>
<tr>
<td>Middle school and high school teachers</td>
<td>76</td>
<td></td>
</tr>
</tbody>
</table>

Source: Personal Interviews, 2010

Findings for Research Question 2: Reflective Processes

The Comprehensive Definition of Reflective Practice Model, developed by York-Barr et al. (2001), is a synthesis of the research on reflective processes (pp. 3–7), and...
defines a reflective educator as someone who is committed to continuous improvement in practice; assumes responsibility for his or her own learning; demonstrates awareness of self, others, and the surrounding context; develops the thinking skills for effective inquiry; and takes action that aligns with new understandings. To better understand the findings of this study, it is useful to have the list of a priori codes present. The reflection qualities used as a priori code are followed by the mentors’ detailed comments which support Question 2: Reflective Processes.

R1 Does mentoring cause you to be committed to continuous improvement in practice?

R2 Does mentoring cause you to assume responsibility for your own learning?

R3 Does mentoring cause you to demonstrates awareness of self, others, and surrounding context?

R4 Does mentoring cause you to develop the thinking skills for effective inquiry?

R5 Does mentoring cause you to takes action that aligns with new understandings?

Reflection Question 1: Mentors Attend to Continuous Improvement When Mentoring

It was a consensus among the mentors that mentors attained continuous improvement when mentoring. These results were consistent with Allen, Poteet, and Burroughs (1997), who found that learning was an important outcome identified by mentors. Mentor 2 reported:

Because of the simple existence of the intern and teaching, you are out there. It’s a very public thing. There’s exposure. It forces me to be engaged and be attentive to what is going on. I think I want to do better at what I do, therefore I want to reflect.
Mentor 1 shared:

By mentoring my intern and noting things that I think need to be improved, I look at myself and ask do I do that? And, maybe I need to fine tune that or soften that, do more of this, do less of this.

Mentor 4 offered:

I don’t think I would have nearly the scope of what it is to be a teacher if it wasn’t for mentoring because you are a constant example, you’re a constant role model, and are constantly trying to better yourself to make sure they’re better and that they’re prepared.

Some of the mentors perceived mentoring as a form of their professional development. Mentor 2 asserted, “There is growth and development because of my role as a mentor, and it does help because there’s no other adult that comes in here and invests in me.”

Mentor 7 added specifics:

Western will share certain articles or bring in certain speakers and you are just empowered by reading the articles or discussing it in a group. Afterwards I often will bring it back to my principal and share it at a staff meeting. I want to go back and share it. I want to use it because I know it will benefit the students. It can also be something that the intern has shared. Sometimes I take notes and share it with other teachers at lunch or in the staff lounge. I think it constantly makes you think about different things.

Mentor 4 recalled:

There was one intern which I felt I needed to be more on my game because she was almost a step ahead of me with some things. Being that it was a co-teaching thing and a professional relationship helped each of us grow. So, challenging her, challenged me also and I accomplished so much more that year and grew academically and professionally.

The findings of this study were consistent with the findings of Kim (1993) who found the purpose of reflective practice is to increase learning at the individual and organizational levels.
Reflection Question 2: Mentors Are More Responsible for Their Own Learning

Without exception, the mentors believed that mentoring promoted mentors to be more responsible for their own learning. Many mentors saw it as a responsibility, while others saw it as a benefit.

Mentor 6 shared:

We have to be very aware of what we are doing and when it is time for the mentor to get up, I might notice that they are not doing something quite right and I will say, “Oh, I did that wrong, too.” So, we actually reflect ourselves in the intern, so that is very valuable.

Mentor 5 added:

You know, we have a new book to teach and we would sit down and discuss how we were going to present the book. I had to be twice as ready and figure out what I would be doing for the whole unit. I always felt like I had to be a step ahead. I’d read the book three times while they were still working on their first reading.

Mentor 6 noted:

If I have an intern that comes in and starts talking about a program that I know nothing about, I’ll say tell me more about it. I usually go home and Google it and learn more about it. I think it keeps me active as a learner. We have a lot of conversations about being lifelong learners.

Mentor 8 recalled:

After reading your questions, I realized this is the reason why I mentor. With having a family and a busy life I do not have as much time to research after hours as I used to, so I think this is the most positive benefit of being a mentor for me.

Results were consistent with the findings of Zeichner and Liston (1996), who reported that one of the distinguishing characteristics of reflective educators is a high level of commitment to their own professional development.
Reflection Question 3: Mentors Are More Aware of Self, Others, and Surroundings

Without exception, all of the mentors believed that mentoring caused them to be more aware of themselves, others, and their surroundings. Many spoke of issues of accountability. Some discussed awareness of the interns. Mentor 3 shared:

You’ve got to watch not only the students, but you’ve got to watch your intern at the same time. What are they seeing? What aren’t they seeing? What parts of the classroom did they totally miss? You always have the intern that has tunnel vision for the first three weeks so you have to watch.

Some mentors related this question to self-awareness. Mentor 4 noted, “I tell my interns that there’s going to be negativity and to stay away from it. So, when I sit at a table, I try to sit away from that because I do not want to perpetuate that.”

Mentor 3 added:

Taking on the extra layer role of mentor coach, it’s become apparent to me too that I have to watch what I say often and what I am sharing regarding working with my intern because it is a whole new story now. Others are listening in a way they hadn’t before.

Mentor 10 added, “It does make me reflect because I always want to make sure that not only am I doing what is best for my children, but am I being the best role model I can be for my intern?”

Mentor 2 reported, “I would say being a mentor has increased my ability to be reflective simply because they’ve forced me to think about how the things I say and do impact them.”

Mentor 6 responded:

I think mentoring makes me more professional because it is very easy to get caught up in the gossiping. I don't like gossip and I think it just breeds trouble. So, I think having the interns there makes us more aware so we don't do it as much.
Mentor 8 admitted, “You know when I am trying to set a good example, I am just aware of my behavior.”

Mentor 4 shared additional added benefits:

Mentoring makes you not just self-reflect on you as a teacher, but as a person and how you work as a professional. I had an intern that actually made me look more in depth at myself as a person outside of school and I think that's definitely a positive.

The mentors’ results are consistent with Bright (1996), who reported that reflective educators are keenly aware of their surrounding context.

Reflection Question 4: Mentors Utilize Effective Inquiry More When Mentoring

According 9 of the 10 mentors, mentoring supported effective inquiry. Mentor 7 shared, “Problem solving at our mentor meetings is huge. We all talk and share.”

Mentor 3 added:

I think everyone at the mentor meetings jump on board and say, “Have you tried this?” We all analyze and help each other solve or get a resolution to difficult situations. I think all of the mentors in our meetings help build with the spirited theme.

Mentor 6 recalled:

I always make sure my interns actively reflect too. At the end of the day, with all the craziness, I always make sure we shut the door before we leave and we reflect on our day. It gets very easy to not do that but it is important to look at what went well and what we could change. We get too busy and if you don’t reflect, it becomes status quo and you don’t get better and you don’t change.

Mentor 9 asserted:

It makes me think about myself. Like, am I being too nice? Should I be more direct? Should I be more constructive? So, it does cause me to question everything. I just think, did I do the right thing? So, I do that more often when mentoring.
These results aligned with Zeicher and Liston (1996), who indicated inquiry, questioning, and discovery are norms embedded in reflective educators’ way of thinking and practice.

*Reflection Question 5: Mentors Take Action That Aligns With New Understandings More Frequently When Mentoring*

Nine of the 10 mentors believed that mentors took action that aligned with new understandings more when mentoring. Some believed this to be true because they felt there were more opportunities for learning when mentoring. Mentor 6 recalled:

A couple of years ago our interns had taken a class on Six Traits Writing and at the time our district was looking for a new program for writing so I went to our principal with the information. Well, with some research on the Internet I was able to get someone to come in. Our district actually adopted Six Traits a couple of years ago. The interns led us to it.

Mentor 3 shared, “I was actually able to draw upon my intern’s knowledge and we developed and found new activities to teach for the International Baccalaureate Curriculum because of the change in standards.”

Mentor 8 added:

I had an intern who had this fire and passion for co-teaching and I wanted her to get the opportunity to give it a shot. So, I talked to another teacher and brought the research that the intern brought to me and so we started co-teaching because I wanted her to experience it.

Mentor 1 responded:

I didn’t realize that other things were going on so having her here made me realize that there are even subliminal things going on like note passing and things I was not even aware of. Also, noticing when a student was frustrated and overwhelmed. It is nice to have a second person to notice things that one set of eyes cannot and then to change things up.
These results were consistent with the findings of Clark (1995) and Costa and Garmston (1988), who reported that reflective educators are decision makers who develop thoughtful plans to move new understandings into action so that meaningful improvements result for students.

*Findings for Reflective Processes Themes*

Themes were identified with salient points and frequencies of total salient points, as shown in Table 9. As with question 1, data from the interviews were coded and presented in charts and summative conclusions.

Table 9

*Distribution of Reflection Processes Themes*

<table>
<thead>
<tr>
<th>Reflective Educator</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>R1.0 Continuous Improvement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R2.0 Responsible for own learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>R3.0 Awareness of self, others, and surroundings</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>R4.0 Effective inquiry</td>
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<td>x</td>
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<td>x</td>
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</tr>
<tr>
<td>R5.0 Take action with new understandings</td>
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<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
</tbody>
</table>

*Source:* Personal Interviews, 2010

After the initial step of identifying the distribution of the categories, numerous readings of transcription data, analytical notes, and memos, the themes began to emerge from the data. The search for alternate understanding and emergent theme generation was on-going during the analysis stage. Investigation of interview transcripts revealed themes
within 5 of the 5 coding categories relating to reflective processes. Themes were identified with frequencies of total percentages, as shown in Table 10.

Table 10

*Reflective Processes Theme Findings*

<table>
<thead>
<tr>
<th>TRP</th>
<th>Percentage of Mentor Responses</th>
<th>Summary of the Themes by Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R1</td>
<td>100</td>
<td>Continuous improvement</td>
</tr>
<tr>
<td>R2</td>
<td>100</td>
<td>Responsible for own learning</td>
</tr>
<tr>
<td>R3</td>
<td>100</td>
<td>Awareness of self, others, and surroundings</td>
</tr>
<tr>
<td>R4</td>
<td>90</td>
<td>Effective inquiry</td>
</tr>
<tr>
<td>R5</td>
<td>90</td>
<td>Take action with new understanding</td>
</tr>
</tbody>
</table>

*Source: Personal Interviews, 2010*

Table 11 presents the themes that emerged from the interview data and data analysis.

Table 11

*Initial Reflective Processes Themes*

<table>
<thead>
<tr>
<th>Theme</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mentors attend more to continuous improvement when mentoring.</td>
</tr>
<tr>
<td>2</td>
<td>Mentors are more responsible for their own learning when mentoring.</td>
</tr>
<tr>
<td>3</td>
<td>Mentors are more aware of self, others and surroundings when mentoring.</td>
</tr>
<tr>
<td>4</td>
<td>Mentors utilize effective inquiry more frequently when mentoring.</td>
</tr>
<tr>
<td>5</td>
<td>Mentors take action with new understandings more when mentoring</td>
</tr>
</tbody>
</table>

*Source: Personal Interviews, 2010*
With an overall 96% rating of the reflective processes characteristics for all of the mentors, it was clear that mentors experienced benefits of mentoring with regard to all reflective processes (Table 12).

Table 12

*Distribution of Reflective Processes Themes and Demographics*

<table>
<thead>
<tr>
<th>Reflective Processes</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>R1 Continuous improvement</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>100%</td>
</tr>
<tr>
<td>R2 Responsible for own learning</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>100%</td>
</tr>
<tr>
<td>R3 Awareness of self, others, and surroundings</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>100%</td>
</tr>
<tr>
<td>R4 Effective inquiry</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>90%</td>
</tr>
<tr>
<td>R5 Take action with new understandings</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>90%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Demographics</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Perceived Support of Principal</td>
<td>–</td>
<td>–</td>
<td>+</td>
<td>–</td>
<td>–</td>
<td>+</td>
<td>+</td>
<td>–</td>
<td>+</td>
<td>+</td>
<td>50/50</td>
</tr>
<tr>
<td>Years of Experience</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>50/50</td>
</tr>
<tr>
<td>Level of Teaching</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>50/50</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td># of Subthemes</td>
<td>5/5</td>
<td>3/5</td>
<td>5/5</td>
<td>5/5</td>
<td>5/5</td>
<td>5/5</td>
<td>5/5</td>
<td>5/5</td>
<td>5/5</td>
<td>5/5</td>
<td>48/50</td>
</tr>
<tr>
<td>% of Leadership Characteristics</td>
<td>100</td>
<td>60</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>96</td>
</tr>
</tbody>
</table>

*Source: Personal Interviews, 2010*

The mentors’ reflective processes percentages were 96%. In examining Table 12, all but one mentor indicated 100% in all areas of reflective processes. That mentor did not
indicate mentoring improved effective inquiry or taking action with new understandings. All other mentors believed mentoring caused more reflective processes in all areas.

Table 13 revealed that mentors who did not perceive support of their principal had a slightly lower percentage of mentoring benefits with reflective processes characteristics than mentors who perceived support of their principals. The same held true for higher years of teaching experience, which had a lower percentage, compared to fewer years of teaching experience; As well as, middle school/high school teachers had a lower percentage than elementary teachers. Although these may be interesting questions to ponder, this study did not add to the research, since the correlation was dependent on only one participant and the percentage differences were low.

Table 13

**Reflective Processes Distribution and Demographics Correlation**

<table>
<thead>
<tr>
<th>Group</th>
<th>Percentage</th>
<th>Possible Future Research Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers perceived no support by principal</td>
<td>92</td>
<td>Is there a correlation between perceived principal support and benefits of mentoring?</td>
</tr>
<tr>
<td>Teachers perceived support of principal</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>10–16 years of teaching experience</td>
<td>100</td>
<td>Are there differences with benefits received for mentors with regard to years of experience?</td>
</tr>
<tr>
<td>17 years and more of teaching experience</td>
<td>92</td>
<td></td>
</tr>
<tr>
<td>Elementary teachers</td>
<td>100</td>
<td>Are there differences with benefits received for mentor teachers with regards to teaching levels?</td>
</tr>
<tr>
<td>Middle school and high school teachers</td>
<td>94</td>
<td></td>
</tr>
</tbody>
</table>

*Source: Personal Interviews, 2010*

Given the mentors’ reflective processes percentages were 96%, it was clear that mentoring enhanced all reflective processes, so the reflective processes were combined to create one theme (Table 14).
Table 14

Reflective Processes Theme

<table>
<thead>
<tr>
<th>Theme</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mentors attended more to continuous improvement, were more responsible for their own learning and aware of self, others and surroundings, utilized effective inquiry and took action with new understandings more frequently when mentoring.</td>
</tr>
</tbody>
</table>

Source: Personal Interviews, 2010

Findings for Research Question 3: Other Benefits

When asked what other benefits mentors received because of mentoring, many of the mentors responded by reiterating what they had previously shared during the interview or commented positively about the mentoring experience and how they have learned and developed because of their interns. These findings were consistent with Mullen (1994), who proposed viewing mentoring as a reciprocal exchange of information in which the mentor not only provides information to the protégé but also solicits knowledge from the protégé.

Mentor 1 shared, “Again, I feel like being a mentor is a positive experience. I feel like I learn as much from my intern as she learns from me. It’s a give and take.”

Mentor 3 responded, “So, I almost gain as much as I hope they do from working in here and from being in this classroom for a semester.”

Mentor 4 added, “It’s been a wonderful experience. I think I am a better person and more positive as a teacher, as a mentor, as a person because I have taken on these people.”
Investigation of interview transcripts initially revealed two initial theme categories relating to other benefits mentors attained from mentoring. The two initial themes were (1) the opportunity to share and develop friendships, and (2) more likely to reach students and accomplish more. The opportunity to share and develop friendships was an emergent theme with 70%. Mentor 6 recalled, “I think lifelong friendships are a positive benefit. Some of the girls that I’ve mentored have become wonderful friends. I’ve been to their weddings. I’ve been to their baby showers.”

Mentor 10 added:

Mentoring gave me the opportunity to speak to other people all around Michigan that I normally would not get the chance speak with—to talk with people from Benton Harbor, or people from Benton Harbor, or people from Detroit. I wouldn’t get a chance to do that.

Findings for Other Benefits Themes

Once again, a two-stage coding process was applied to interview transcripts. After the initial step of identifying the subcategories, numerous readings of transcription data, analytical notes, and memos, the themes began to emerge from the data. The search for alternate understanding and emergent theme generation was on-going during the analysis stage. Possible themes were identified with salient points and frequencies of total salient points, as shown in Table 15.

The second stage of coding for question 3 consisted of the researcher rereading the transcripts while looking for other benefits that were hidden in other answers, pertaining to the two initial themes. Interviews were coded and are presented in charts and summative conclusions. Investigation of interview transcripts revealed an emergent
theme within one of the two coding categories relating to other benefits of mentoring for the mentor teacher—an opportunity to share and develop friendships was an emerging theme. Question 2 was not an emergent theme, as only 4 out of the 10 mentors discussed that benefit during the interview (Table 16).

Table 15

Distribution of Other Benefits

<table>
<thead>
<tr>
<th>Other Benefits</th>
<th>Mentor</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1 Opportunity to share and develop friendships</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>70</td>
</tr>
<tr>
<td>B2 More likely to reach students and accomplish more</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>40</td>
</tr>
</tbody>
</table>

Source: Personal Interviews, 2010

Table 16

Other Benefits Findings

<table>
<thead>
<tr>
<th>OB</th>
<th>Percentage of Mentor Responses</th>
<th>Summary of the Themes by Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>70</td>
<td>Opportunity to share and develop friendships</td>
</tr>
<tr>
<td>2</td>
<td>40</td>
<td>More likely to reach students and accomplish more</td>
</tr>
</tbody>
</table>

Source: Personal Interviews, 2010
Summary of the Findings

From these in-depth interviews, six common themes emerged. In 13 of the 16 leadership subcategories, data indicated that mentoring facilitated leadership qualities, which shaped themes 1 through 5. All five categories of reflective processes indicated mentoring led to more reflective processes; therefore, these categories were combined to develop theme 6. Following are the themes that emerged from this study.

*Theme One: Mentors Challenge the Process*

The comments of the mentors, as it related to their mentoring experiences, indicated that mentoring led to mentors experimenting and taking risks more frequently. Mentors also reported mentoring helped their organizations for numerous reasons. Based on the feedback from the mentors, theme 1 was *mentors challenge the process by experimenting and taking risks more frequently when mentoring*, as well as *mentoring improved the organization.*

*Theme Two: Mentors Inspire a Shared Vision*

Findings revealed that mentoring allowed the mentors to inspire a shared vision, in addition to enlisting others more frequently. As one mentor put it, “I feel so important that I am helping model the future.” As a result of the interviews, theme 2 was *mentors inspire a shared vision by envisioning the future and enlisting others more frequently when mentoring.*
Theme Three: Mentors Foster Collaboration and Enable Others to Act

During the interviews the mentors often commented on the partnerships they attained from mentoring. “I always tell my intern, ‘It’s not my or yours, it’s we. We have a partnership.’” As a result of the interviews, theme 3 is mentors foster collaboration and enable others to act by creating trust and strengthening others more frequently when mentoring.

Theme Four: Mentors Model the Way

While teachers often feel the responsibility of setting an example of positive behavior and citizenship, many of the mentors saw it their responsibility to set a positive example for not only their students and interns, but also their fellow colleagues. Based on the mentors’ interviews, theme 4 was mentors modeled the way and felt a higher sense of obligation to set examples, understood change, and created opportunities for victory more frequently when mentoring.

Theme Five: Mentors Encourage the Heart

The comments of the mentors indicated the importance of teacher relationships and led to theme 5, which was, mentors encouraged the heart by recognizing contributions and celebrating accomplishments more frequently when mentoring. Understanding the benefits of the teachers’ positive relationships confirmed the value of mentoring.
Theme Six: Mentors Utilize Reflective Processes

The findings from the mentors’ interviews indicated that mentors utilized numerous reflective processes more frequently when mentoring. As a result, theme 6 was mentors attended more to continuous improvement; were more responsible for their own learning and aware of self, others, and surroundings; utilized effective inquiry; and took action with new understandings more frequently when mentoring.

Chapter Summary

Six common themes emerged from this study: (1) mentors challenged the process by experimenting and taking risks more frequently when mentoring, as well as mentoring improved the organization; (2) mentors inspired a shared vision by envisioning the future and enlisted others more frequently when mentoring; (3) mentors fostered collaboration and enabled others to act by creating trust and strengthening others more frequently when mentoring; (4) mentors modeled the way and felt a higher sense of obligation to set examples, understood change, and created opportunities for victory more frequently when mentoring; (5) mentors encouraged the heart by recognizing contributions and celebrating accomplishments more frequently when mentoring; and (6) mentors attended more to continuous improvement, were more responsible for their own learning and aware of self, others, and surroundings, utilized effective inquiry, and took action with new understandings more frequently when mentoring.
Table 17 summarized the initial themes as well as the common themes that emerged from this study, and Tables 6, 14, and 16 provided a summary of group themes and key themes of each of the questions.

Chapter V contains the purpose and a summary of the study, conclusions, and discussions of findings. This chapter also identified limitations of the study and recommendations for future mentoring research and recommendations for mentoring programs.
### Table 17

**Summary of Initial Themes and Themes**

<table>
<thead>
<tr>
<th>Initial Leadership Characteristics Themes</th>
<th>Initial Reflective Processes Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Mentoring causes you to <strong>challenge the process</strong>, such as:</td>
<td><strong>1.</strong> Mentors attend more to continuous improvement when mentoring.</td>
</tr>
<tr>
<td>• Looking for innovative ways to improve the organization</td>
<td>2. Mentors are more responsible for their own learning when they are mentoring.</td>
</tr>
<tr>
<td>• Experimenting and take risks that lead to innovations</td>
<td>3. Mentors are more aware of self, others and surroundings when mentoring.</td>
</tr>
<tr>
<td>• Making mistakes and then accepting the disappointments as learning opportunities</td>
<td>4. Mentors utilize effective inquiry more frequently when mentoring.</td>
</tr>
<tr>
<td><strong>2.</strong> Mentoring causes you to <strong>inspire a shared vision</strong>, such as:</td>
<td>5. Mentors take action with new understandings more frequently when mentoring.</td>
</tr>
<tr>
<td>• Envisioning the future, creating an ideal and unique image of what your organization can become</td>
<td></td>
</tr>
<tr>
<td>• Enlist others in your dream</td>
<td></td>
</tr>
<tr>
<td><strong>3.</strong> Mentoring causes you to <strong>enable others to act</strong>, such as:</td>
<td></td>
</tr>
<tr>
<td>• Fostering collaboration and build spirited teams</td>
<td></td>
</tr>
<tr>
<td>• Striving to create an atmosphere of trust and human dignity</td>
<td></td>
</tr>
<tr>
<td>• Strengthening others and making each person feel more powerful</td>
<td></td>
</tr>
<tr>
<td><strong>4.</strong> Mentoring causes you to <strong>model the way</strong>, such as:</td>
<td></td>
</tr>
<tr>
<td>• Setting examples for others to follow</td>
<td></td>
</tr>
<tr>
<td>• Understanding change and setting interim goals for others so they can attain small wins as they work toward larger objectives</td>
<td></td>
</tr>
<tr>
<td>• Creating opportunities for victory</td>
<td></td>
</tr>
<tr>
<td><strong>5.</strong> Mentoring causes you to <strong>encourage the heart</strong>, such as:</td>
<td></td>
</tr>
<tr>
<td>• Recognizing contribution that individuals make</td>
<td></td>
</tr>
<tr>
<td>• Celebrating accomplishments</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leadership Themes</th>
<th>Reflective Processes Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Mentors challenge the process by experimenting, taking risk more frequently when mentoring, as well as, mentoring improves the organization.</td>
<td><strong>1.</strong> Mentors attended more to continuous improvement, are more responsible for their own learning and aware of self, others and surroundings; utilize effective inquiry and take action with new understandings more frequently when mentoring.</td>
</tr>
<tr>
<td><strong>2.</strong> Mentors inspire a shared vision by envisioning the future and enlisting others more frequently when mentoring.</td>
<td></td>
</tr>
<tr>
<td><strong>3.</strong> Mentors foster collaboration and enable others to act by creating trust and strengthening others more frequently when mentoring.</td>
<td></td>
</tr>
<tr>
<td><strong>4.</strong> Mentors model the way and feel a higher sense of obligation to set examples, understand change, and create opportunities for victory more frequently when mentoring.</td>
<td></td>
</tr>
<tr>
<td><strong>5.</strong> Mentors encourage the heart by recognizing contributions and celebrating accomplishments more frequently when mentoring.</td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER V

DISCUSSION, RECOMMENDATIONS FOR RESEARCH, AND CONCLUSIONS

I needed to be a little more on my game when mentoring, because my intern was sometimes a step ahead of me. With the co-teaching, it was a professional relationship that helped each of us grow. I accomplished more academically and professionally than any other year.

—Mentor 4

Overall Summary

Although research on the benefits for the mentor teacher is limited, a considerable number of researchers and mentor program evaluators have reported mentor benefits in the realm of unanticipated or secondary effects (Huling, 2001), and a number of researchers reported that mentors experience professional renewal, are re-energized and often strengthen their commitment to the teaching profession (Ford & Parsons, 2000; Scandura & Schriesheim, 1994; Steffy et al., 2000; Whitely et al., 1991; Wunsch, 1994), and they are stretched professionally (Villani, 2002) as a result of mentoring. Few qualitative studies have carefully explored the mentor’s perspectives of mentoring, specifically with regard to benefits for the mentor teacher.

Mentoring programs may be more important than educators once realized. The impact on the district may be more valuable than just supporting the protégé teacher. Hawk states, “Educators should look not only at the direct effects that teacher induction
programs have on beginning teachers, but also at the residual effects that such programs have on all involved professionals” (Hawk, 1986-1987, p. 62).

Purpose of Study

The purpose of this study was to determine if mentoring had a positive impact for the mentor teacher, particularly in the areas of teacher leadership and reflective processes. Overall, this research studied the perceptions of highly rated mentors who were mentoring intern teachers through a Midwest university’s pre-service teacher intern program. By understanding the mentors’ actual experiences with mentoring, this study may offer guidance to educational organizations for shaping mentoring programs.

A qualitative approach, which consisted of 10 semi-structured interviews, was implemented to explore the benefits of mentoring, if any, for mentors with regard to leadership skills such as challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart. Also explored was whether mentoring caused the following reflective processes: being committed to continuous improvement in practice; assuming responsibility for his or her own learning; demonstrating awareness of self, others, and the surrounding context; developing the thinking skills for effective inquiry; and taking action that aligns with new understandings. This investigation was based upon, in the words of Auerbach and Silverstain (2003), the subjective experiences of the research participants, expert informants who share their perspectives on the phenomenon.

The underlying theoretic lens for question 1 for this research was Kouzes and Posner’s (2007) Leadership Practices inventory (which has built on the work of Fullan
[1999], Katzenmeyer and Moller [1996] and others). According to Kouzes and Posner’s theory, teacher leadership practices consists of challenging the process, inspiring a shared process, enabling others to act, modeling the way, and encouraging the heart.

The second underlying theoretic lens used for question 2 was York-Barr et al.’s (2001) profile of a reflective educator, which consists of the reflective behaviors of continuous improvement; responsible for own learning; awareness of self, others, and surroundings; effective inquiry; and taking action with new understanding.

Six common themes emerged from this study: (1) mentors challenged the process by experimenting and taking risks more frequently when mentoring, as well as mentoring improved the organization; (2) mentors inspired a shared vision by envisioning the future and enlisted others more frequently when mentoring; (3) mentors fostered collaboration and enabled others to act by creating trust and strengthening others more frequently when mentoring; (4) mentors modeled the way and felt a higher sense of obligation to set examples, understood change, and created opportunities for victory more frequently when mentoring; (5) mentors encouraged the heart by recognizing contributions and celebrating accomplishments more frequently when mentoring; and (6) mentors attended more to continuous improvement, were more responsible for their own learning and aware of self, others, and surroundings, utilized effective inquiry, and took action with new understandings more frequently when mentoring.
Research Questions

Research Question 1

The first set of research questions focused on the impact mentors received from mentoring, with regard to teacher leadership. Since 1983, Kouzes and Posner have been conducting research on personal-best leadership experiences. From their analysis each experience was unique but followed similar patterns. The common practices were forged into a model of leadership. Kouzes and Posner (2007) uncovered five practices of exemplary leadership that allowed leaders to get extraordinary things done. These five practices were the foundation for question 1 and are as follows: Leaders challenge the process, inspire a shared vision, enable others to act, model the way, and encourage the heart.

Challenging the Process

When it came to leaders challenging the process, Kouzes and Posner (2007) observed:

All leaders challenged the process. They are pioneers and they search for opportunities to innovate, grow, and improve. Leaders know that innovation and change involve experimenting and taking risks. Leaders learn from their failures as well as their successes, and make it possible for others to do the same.

All the mentors believed that mentoring allowed them to see their mistakes as learning opportunities and it transferred over to seeing their interns’ mistakes in the same light. Some even made connections to seeing their students’ mistakes as learning opportunities.
Many mentors identified an easy alignment from mentoring to taking risks and experimenting, as they were constantly observed and expected to grow and adjust since they held an additional level of responsibility. Some explained that the intern teachers often came with new knowledge that stretched them and caused them to experiment. They all reported this as a positive outcome of mentoring.

Most of the mentors were adamant that mentoring had an extremely positive impact on their organization, for varied reasons. Although many felt there was additional work involved in mentoring, they felt the benefits far outweighed the cost.

While many mentors felt mentoring caused them to challenge the status quo, some mentors saw challenging the status quo as a negative behavior and did not feel as though that was their job.

According to the mentors, mentoring encouraged the mentors to challenge the process. With the exception of challenging the status quo, mentoring led to improving the organization, experimenting and taking risks, as well as helping to understand that making mistakes is an important part of the learning process. Therefore, theme 1 is as follows: Mentors challenged the process by experimenting and taking risks more frequently when mentoring, as well as mentoring improved the organization.

*Inspire a Shared Vision*

Kouzes and Posner (2007) shared the following on leaders inspiring a shared vision:

Leaders not only inspire a shared vision, they envision exciting and ennobling possibilities. They have a desire to make something happen, to change the way
things are. To get things done, leaders have to enlist others in a common vision. Leaders show constituents how their dream is for the common good.

All mentors saw their “job” of mentoring as an important one. Some spoke of “giving back,” while others talked of being an important part of the process of training tomorrow’s teachers. They all spoke of mentoring as a giving opportunity, and yet most spoke of all the benefits they received from mentoring.

The process of mentoring aligns nicely with enlisting others, just by the mere act of enlisting the intern. It went further than that, however. Mentors stated they enlisted others to get involved with the mentoring program because of the many benefits they attained from mentoring.

While 70% of mentors felt mentoring caused them to get others to see the future, some mentors felt that the actual act of mentoring did not necessarily promote that.

According to the mentors, mentoring aided the mentors to encourage a shared vision. With the exception of getting others to see the future, the mentors believed mentoring led to envisioning the future and enlisting others. Therefore, theme 2 was as follows: Mentors inspired a shared process by envisioning the future and enlisting others more frequently when mentoring.

Enable Others to Act

When it came to leaders enabling others to act, Kouzes and Posner (2007) found:

To get extraordinary things done in an organization, leaders enable others to act. They also foster collaboration and build trust. Authentic leadership is founded on trust, and the more people that trust their leader, and each other, the more they take risks, make changes and keep organizations and movement alive.
Enabling others to act was collectively the strongest area in which the mentors felt mentoring supported teacher leadership. All mentors spoke of the importance of building trust and also strengthening others. Most often, they were speaking of their interns; however, some referred to supporting other mentor teachers and even other staff in the building, due to the impact of the mentoring program. Many mentors pointed out that although they believed they had made an impact on their interns, they were also greatly impacted by their mentoring relationships. Several of the mentors talked with great fondness as they looked back and reflected on the different interns they have mentored over the years.

Nearly all mentors felt that mentoring caused collaboration on many different levels. They believed collaboration between themselves and their interns was the foundation of their mentoring, as well as having numerous interns in the building led to more collaboration between staff members in their school and the impact was positive and powerful.

According to the mentors, mentoring encouraged the mentors to enable others to act. The mentors believed that mentoring greatly impacted them to enable others to act. They also concluded that fostering collaboration, creating trust and strengthening others came back to them and the benefits were many. Therefore, theme 3 was as follows: Mentors fostered collaboration and enabled others to act by creating trust and strengthening others more frequently when mentoring.

*Model the Way*

Kouzes and Posner (2007) shared the following on leaders modeling the way:
Exemplary leaders know that if they want to gain commitment and achieve high standards, they must be models of the behavior they expect from others. Leaders model the way. Exemplary leaders go first. They go first by setting the example through daily actions that demonstrate they are deeply committed to their beliefs.

When discussing setting examples, all mentors discussed accountability of their own professional behavior when mentoring. They spoke of a responsibility to their organization and the good of education. One referred to it as “sitting up a little straighter,” while another compared it to parenting. A few were candid and shared they may not have always acted professionally had they not had someone watching them. It was clear the mentors felt modeling professional behavior to be of great importance, since their interns were watching closely. They understood they were leading the way.

Often mentors referred to understanding what the intern was feeling and going through, when discussing change. They understood the learning needs of the intern with respect to the many changes these learners were experiencing.

With regard to creating opportunities of victory, many of the mentors discussed the importance of creating opportunities of victory for their interns. The mentors mentioned the importance of positively reinforcing their interns in order to build the intern up and feel good about the job they are doing. A few discussed encouraging their students to appreciate their interns.

According to the mentors, the act of mentoring encouraged mentors to model the way. The mentors shared that mentoring allowed more opportunity to set examples for others to follow, understand change, and created opportunities for victory. Therefore, theme 4 was as follows: Mentors modeled the way and felt a higher sense of obligation to
set examples, understood change, and created opportunities for victory more frequently when mentoring.

Encourage the Heart

When it comes to encouraging the heart, Kouzes and Posner (2007) asserted:

Leaders encourage the heart of their constituents to carry on. Genuine acts of caring uplift the spirits and draws people forward. A leader recognizes contributions and creates a culture of celebrating values and victories.

All mentors saw mentoring as an opportunity to recognize contributions and believed it was part of their responsibility as a mentor. Most saw the recognition piece as their responsibility as well. While many mentors believed that mentoring led to making people feel like heroes, some believed that making people feel like heroes was for special occasions and honesty may be compromised if everyone is made to feel like a hero.

According to the mentors, mentoring encouraged the heart. With the exception of making people feel like heroes, mentoring led to recognizing contributions and celebrating accomplishments more when mentoring. Therefore, theme 5 was as follows: Mentors encouraged the heart by recognizing contributions and celebrating accomplishments more frequently when mentoring.

Research Question 2

The second set of research questions focused on the impact mentors received from mentoring, with regard to reflective processes. Reflective practices facilitate learning, renewal, and growth throughout the development of career educators (Steffy et al., 2000).
The Profile of a Reflective Educator (York-Barr et al., 2001), is a synthesis of the research on reflective educators (pp. 9–11). According to this definition, a reflective educator is someone who is committed to continuous improvement in practice; assumes responsibility for his or her own learning; demonstrates awareness of self, others, and the surrounding context; develops the thinking skills for effective inquiry; and takes action that aligns with new understandings. For the purpose of this study, these five practices were the foundation for question 2.

*Continuous Improvement*

One of the distinguishing characteristics of reflective educators is a high level of commitment to their own professional development (Zeichner & Liston, 1996). Eby and Lockwood (2005) found that the most frequently cited benefit of participating in mentoring programs, by mentors, was learning. Similarly, all the mentors in this study viewed mentoring as an avenue of professional development for the mentor teacher. This theme emerged numerous times during the interview process. The following reasons were named: university seminars and information allowed for mentors to stay current and informed, watching and learning from the interns, and working and learning from other mentors. One mentor believed that if it were not for mentoring, he would not have received any valuable professional development.
Responsible for Own Learning

Clark (1995) claimed reflective educators’ interest in learning is continually sparked by triggers of curiosity about some aspect of practice. They have a sustained interest in learning.

When asked, all mentors believed mentoring led to being more responsible for their own learning, whether it was researching some topic to better instruct their intern or trying to stay ahead of their intern. Many mentors felt that the process of learning, when mentoring, was exciting since a great deal of learning was occurring every day.

Awareness of Self, Others, and Surroundings

Reflective educators recognize that much of the knowledge about effective practice is tacit, meaning that it is learned from experience within the practice context. To learn in and from that context, reflective educators are keenly aware of their surrounding context, are open to and seek feedback, and can effectively distill the information that should be considered in a reflective process (Bright, 1996).

All mentors mentioned the responsibility of setting an example for others. They discussed setting examples for their intern, and many spoke of setting examples for other staff members. Most saw this as a professional responsibility that was emphasized more when they were mentoring. Some mentors believed mentoring actually made them into better people because it caused them to reflect not only on their professional behaviors, but also on their personal behaviors.
Effective Inquiry

Reflective educators’ inquiry, questioning, and discovery are norms embedded in their ways of thinking and practice (Bright, 1996; Zeichner & Liston, 1996). Many mentors discussed continuously looking for opportunities to teach their interns and, at the same time, questioning and analyzing what they were modeling for their interns. Many talked of this continuous process of reflection and the benefits this process had on their own growth and teaching.

Takes Action With New Understanding

Reflective educators are decision makers who develop thoughtful plans to move new understandings into action so that meaningful improvements result for students (Clark, 1995; Costa & Garmstom, 1988). When discussing taking action, there was a varied range of benefits that were discussed. Mentors discussed developing new forms and frameworks, along with new programs that were the direct impact from sharing with intern teachers. The impact was felt among the classrooms and schools, and some even discussed the impact on their entire school system.

According to the mentors, mentoring greatly impacted all five of the reflective processes of the mentor teacher. They believed mentoring caused them to be more responsible for their own learning and encouraged continuous improvement, along with creating an awareness of self, others, and surroundings. They also held that mentoring led to more effective inquiry and taking action with new understandings. As a result, theme 6 was formed by combining all of the reflective processes: Mentors attended more to
continuous improvement; were more responsible for their own learning and aware of self, others, and surroundings; utilized effective inquiry; and took action with new understandings more frequently when mentoring.

Research Question 3

The third research question focused on any other benefits mentors received from mentoring. Ragins and Kram (2007) noted:

In recent years, the mentor has become the frequent target of focused research attention. However, there are many potential fruitful avenues for further investigation. This is an exciting area of inquiry, with many questions yet to be answered. A continued research effort form the focal point of the mentor is needed for complete understanding of the mentoring process.

While the researchers’ main focus was on the impact of mentoring on the mentor, specifically with regard to teacher leadership and reflective processes, it was important to consider any other benefits that the mentors felt to be of great importance. When discussing what other benefits mentors attained from mentoring, the only emerging theme that evolved from the data was that mentoring allowed an opportunity to share and develop friendships. Although some mentors discussed friendships that developed from their mentoring experience and moved beyond their job into their personal lives, this was only an emergent theme.

Limitations and Suggestions for Further Research

This study investigated the perceived impact that mentoring had on 10 purposefully selected mentors through one Midwest university’s pre-service teaching intern program, specifically with regard to teacher leadership and reflective processes.
This study had several limitations. The sample size was small with only 10 participants. This study examined the perspective of mentors in one Midwest university, and there may be conditions that exist because of the specific university’s mentoring program. With the small sample size, it was difficult to determine if years of teaching, level of teaching, and/or feeling of support by principal had any impact on the data.

While there has been previous research conducted on the benefits of mentoring for the mentor teacher, there remain numerous opportunities for future research. The limitations listed above indicate a need for further investigation. Additional study of the benefits for mentors should investigate further the impact mentoring has on mentors with regard to teacher leadership and reflective processes, as well as studies with larger populations of mentors sampled and a random selection process for participants. Additional study of varying types of mentoring programs and focus on best practices of mentoring programs, used by different mentoring programs nationally, could result in curriculum and program designs that result in improved outcomes.

Another area of focus could be the mobility of mentors who move from mentoring into administrative positions. A study looking at career changes would be interesting to ascertain whether there is a connection between mentoring being a springboard to leadership positions.

Still other areas to be examined are whether support of principal, years of experience, or level of teaching have any impact on mentoring benefits for mentor teachers.
Personal Reflections

I found this research process fascinating. Conducting the individual interviews and searching for themes and similarities caused me to reflect and look at myself as an educator and mentor. This study evolved out of an interest to understand how I moved from classroom teacher to school administrator. During my early years of teaching, I was not at all interested in becoming an administrator and yet my career led me there. Did mentoring impact my leadership tendencies? This question was the impetus of this research.

Although I felt there may have been a connection between mentoring and teacher leadership as well as mentoring and reflective processes, I was amazed at how adamant the mentors were with the mentoring benefits they felt they attained, in regard to both teacher leadership and reflective processes.

I was honored to be part of these personal and candid conversations with these dedicated educators. The passion was inspiring and uplifting. I left each interview feeling excited to weave the new data into the existing data.

The fascinating piece was how I gleaned additional information from reading through the transcripts numerous times. After each interview, I came away feeling as though I had attained a great wealth of information, and yet after reading through the transcripts numerous times, additional information evolved.

I found it interesting that my research on reflection caused reflection for several. Numerous times mentors would respond that they had not thought “of that” before they were asked that particular question. It was fun to watch mentors realize just how
important their jobs as mentors were. The research also caused me personally to reflect on the importance of reflection and teacher leadership. Since the impetus of this project, I have utilized this information with my job as a principal numerous times. This experience has been far-reaching and has impacted my conversations, staff professional developments, and how I deal with conflict.

Recommendations for Mentoring Programs

Eleven recommendations emerged from this investigation. The recommendations were intended to increase the benefits of mentoring programs for the mentor teacher and increased capacity within the organization, along with benefits for intern teachers. These recommendations, if enacted, will strengthen educational organizations with added teacher leadership and reflective processes.

1. Recommendation 1 – Mentoring programs should include cluster sites that include numerous mentors and interns within one school, to encourage collaboration and professional development for the interns and mentors.

2. Recommendation 2 – A strong partnership between the university and the cluster sites needs to be in place to ensure collaboration and allow for exchange of current information/knowledge among school personnel and the university.

3. Recommendation 3 – Expectations of weekly meetings for the mentors need to exist to facilitate problem solving, learning, reflection, and on-going communication among mentors.
4. **Recommendation 4** – Expectations of weekly meetings for the interns need to exist to facilitate problem solving, learning, reflection, and on-going communication.

5. **Recommendation 5** – On-going training needs to occur for the mentors through the university to ensure consistent communication for the intern teachers, while also offering updated, current professional development for the mentor teachers.

6. **Recommendation 6** – Specific training for mentors on effective teacher leadership and communication skills for adult learners needs to be a component of the program plan.

7. **Recommendation 7** – The internship framework needs to consist of the mentor teacher and intern teacher co-teaching in the classroom, while taking into consideration brain research and gradual release of responsibility with adult learners to ensure optimal development and learning for the intern teacher.

8. **Recommendation 8** – Expectations are in place for ensuring there is reflection time set up daily between the mentor and intern.

9. **Recommendation 9** – Interns add to a reflection journal daily and share with their mentor teacher and university supervisor periodically to encourage and teach reflective processes and on-going teacher development.

10. **Recommendation 10** – Mentors are evaluated confidentially, by each of their interns, to ensure intern teachers are receiving effective teacher training.
11. Recommendation 11 – Mentors are given an opportunity to inform their staff about the mentoring program, and ways other staff can support intern teachers to promote on-going development of intern teachers.

Overall Conclusions

The purpose of this study was to investigate if mentoring impacts mentors in regard to teacher leadership and reflective processes. This study indicated that mentoring does impact mentors with respect to teacher leadership characteristics and reflective processes. The mentors in this study came from varied school districts, as well as varied ages and feelings of support by their principal. While each of the mentors brought their own perspective into the dialogue, it was clear that mentoring benefited the mentors, their schools, and their organizations on many different levels. When it came to teacher leadership, all mentors believed that mentoring caused them to create trust, strengthen others, understand that mistakes were part of the learning process, understand the importance of setting examples, and recognize contributions more often. The mentors’ leadership categories of challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart were positively affected by mentoring. According to the mentors, all areas of reflective processes were impacted and mentoring led to continuous improvement, a responsibility for their own learning, as well as added awareness of their self, others, and their surroundings.

Given the lack of research regarding the benefits of mentoring for the mentor teacher, there were specific findings with regard to teacher leadership and reflective processes. The most important findings of this study were:
1. There is a relationship between mentors receiving positive benefits with mentoring, in regard to teacher leadership.

2. There is a relationship between mentors receiving positive benefits with mentoring, in regard to reflective processes.

3. The act of mentoring causes mentors to challenge the process more, specifically with regard to experimenting and taking risks, using mistakes as learning opportunities, and improving one’s organization.

4. The act of mentoring causes mentors to inspire a shared vision more, specifically with regard to enlisting others and envisioning the future.

5. The act of mentoring causes mentors to enable others to act more, specifically with fostering collaboration, creating trust, and strengthening others.

6. The act of mentoring causes mentors to model the way more, specifically setting examples, understanding change, and creating opportunities for victory.

7. The act of mentoring causes mentors to encourage the heart more, specifically with recognizing contributions and celebrating accomplishments.

8. The act of mentoring causes mentors to be responsible for their own learning and attend to continuous improvement more.

9. The act of mentoring causes mentors to be more aware of their self, others, and their surroundings

10. The act of mentoring causes mentors to utilize effective inquiry and take action with new understandings more.
Some of what has been revealed as a result of this research confirms the findings and assertions of past studies. Appendix G provides a comparison of previous research pertaining to benefits of mentoring for the mentor teacher with the findings and conclusions of this study. Through this study, much of the data supported previous research. New findings indicated the act of mentoring caused mentors to challenge the process, model the way, and encourage the heart more.

Overall, mentoring programs play a critical role not only in preparing tomorrow’s teachers, but also in developing the teachers who are already working in schools. Given the significant demands put on school systems and understanding the many professional development benefits gained from mentoring, it is important for leaders to look closely at all the “fallout” that comes from mentoring programs.
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Appendix A

Pilot Study Interview Protocol – Mentors
Pilot Study Interview Protocol – Mentors

Project: Mentoring: The Impact for the Mentor Teacher

Time of interview: __________________________________
Date of interview: __________________________________
Location: _________________________________________
Interviewer: ________________________________________
Interviewee: ________________________________________
Position of Interviewee: _______________________________
Years of experience: _________________________________
Feel supported by principal? __________________________

Thank you for consenting to participate in this study. I would like to record the interview so the study can be as accurate as possible. You may request that the tape recorder be turned off at any point of the interview.

Questions that the subjects will be asked include:

1. What are the benefits of being a mentor, if any, in terms of teacher leadership? Does mentoring increase leadership qualities for mentors?
   a. Discuss ways mentoring may cause you to challenge the process, such as:
      (Please give examples)
      • Searching for opportunities to change the status quo?
      • Looking for innovative ways to improve the organization?
      • Experimenting and taking risks?
      • Making mistakes and then accepting the disappointments as learning opportunities?
   b. Discuss ways mentoring may cause you to inspire a shared vision, such as:
      • Envisioning the future, creating an ideal and unique image of what your organization can become?
      • Enlisting others in your dream?
      • Getting people to see exciting possibilities for the future?
   c. Discuss specific ways mentoring may cause you to enable others to act, such as:
      • Fostering collaboration and build spirited teams?
      • Striving to create an atmosphere of trust and human dignity?
      • Strengthening others and making each person feel more powerful?
d. Provide examples of how mentoring caused you to model the way, such as:
   - Setting examples for others to follow?
   - Understanding change and set interim goals for others so they can attain small wins as they work toward larger objectives?
   - Creating opportunities for victory?

e. Discuss ways mentoring may cause you to encourage the heart, such as:
   - Recognizing contribution that individuals make?
   - Celebrating accomplishments?
   - Make people feel like heroes?

2. What are the benefits of being a mentor, if any, in terms of the reflective processes? Discuss ways mentoring may increase reflective processes for mentors.

   a. Discuss ways mentoring may cause mentors to be committed to continuous improvement in practice.

   b. Discuss ways mentoring may cause mentors to assumes responsibility for his or her own learning.

   c. Discuss ways mentoring may cause mentors to demonstrates awareness of self, others, and the surrounding context.

   d. Discuss ways mentoring may cause mentors to develop the thinking skills for effective inquiry.

   e. Discuss ways mentoring may cause mentors to takes action that aligns with new understandings.

3. Are there other positive benefits of being a mentor? Please provide specific areas or examples.

   a. Are there any other benefits that mentors attain from mentoring that you would like to mention?

Thank you for participating in this interview. If necessary, may I contact you for a follow up interview or to clarify some of your responses?
Appendix B

Requesting Participation Letter
Requesting Participation Letter

February 1, 2010

Dear Teacher,

My name is Patti Andrea and I am the principal of Belle River Elementary School in Marine City, Michigan. In addition to my administrative duties, I am also a doctoral student at Western Michigan University. I am writing to ask you to be part of a qualitative research study on the impact mentoring has on the mentor teacher, related to teacher leadership and reflective practices. This is part of the requirements for a doctoral degree in Educational Leadership. I hope you will agree to participate.

Participating in this study will include:

An interview/conversation that should last approximately 60 minutes will be conducted after school hours or on the weekend, conducive to your schedule. It will take place in a private location convenient to you, such as your school building or on Western's campus. Prior to this conversation, I will submit the interview questions and the research description to you. The interview will be recorded by a tape recorder, and I will also be taking written notes. A follow up e-mail/phone call will occur which will allow you to check for accuracy of my notes, or add any information you wanted included and it will allow me to ask any follow up questions I had after reviewing the transcripts.

Participation in this study is completely voluntary and there is no penalty for not participating or for withdrawing from the study. You may refuse to participate; stop participating at any time; or refuse to answer any question without prejudice, penalty, or risk. If you agree to participate in this study, your identity will be kept strictly confidential. Your name and school will not appear in the study. Your stories will be referenced by a pseudo name. All transcripts will be kept on a CD-ROM in a secured office in my home.

Please contact me by replying by email to pattipandrea@yahoo.com or by mail to 50719 Harbour View Drive S.; New Baltimore, MI. 48047, or you may feel free to contact me by phone at (269) 501-6727.

Sincerely,

Patti Andrea
Appendix C

Consent Document
Western Michigan University  
Department of Teaching, Learning & Leadership  
Dr. Van Cooley, Principal Investigator  
Patti Andrea, Student Investigator  
Mentoring: The Impact for the Mentor Teacher

You are invited to participate in a study examining “Mentoring: The Impact for the Mentor Teacher.” This study is being conducted by Patti Andrea, Principal of Belle River Elementary School, and a doctoral student in the Education Leadership doctoral program at Western Michigan University, under the supervision of Dr. Van Cooley, her dissertation committee chair.

The following information is being provided for you to determine if you wish to participate in this study. In addition, you are free to decide not to participate in this research or to withdraw at anytime without affecting your relationship with the researchers or Western Michigan University.

The purpose of this study is to examine the impact mentoring has on the mentor teacher, primarily with regard to teacher leadership and reflective processes. If you decide to participate you will be asked to participate in an interview lasting approximately 60 minutes. To help in your preparation, you will be given questions for you to reflect upon prior to the interview. These interviews will be audio recorded to ensure the accuracy of the collected information and all interviews will be transcribed into a written record. You would be able to ask the interviewer to turn off the audio recording equipment at anytime during the interview.

Please do not hesitate to ask questions about the study before participating or while the research is taking place. I will be happy to share the results with you at the completion of the study. Ensuring the confidentiality of data is the norm in research. Your name or school name will not be used in the dissertation dissemination process; rather it will only be known to the researcher. Pseudonyms will be used for participants (i.e. Teacher A, Teacher B, and so on) and general terms will be used in reporting results (i.e. “Five of the teachers commented…”; “Two teachers reported that…” etc.).

Written transcripts will be stored in a locked filing cabinet in the office of the researcher for one year following the completion of the study. The written transcripts will be stored on the campus of Western Michigan University for at least three years.

The audio transcripts will be destroyed once the transcription process has been completed and a written record is produced and you are confident that the written transcript accurately reflects your comments during the interview. There are no other known risks/discomforts associated with participating in this study.
Participation in this study is completely voluntary and there is no penalty for not participating or for withdrawing from the study. You may refuse to participate; stop participating at any time; or refuse to answer any question without prejudice, penalty, or risk. If you agree to participate in this study, your identity will be kept strictly confidential. Your name and school will not appear in the study. Your stories will be referenced by a pseudo name. All transcripts will be kept on a CD-ROM in a secured office in my home.

There are several expected benefits from participating in this study. They are: 1) information on the benefits of mentoring for the mentor teacher. 2) better understanding of the positive impact of reflective processes and teacher leadership. 3) the opportunity for the researcher to participate in a qualitative study.

If you have any questions about this study, please contact Patti Andrea, the student investigator at 269-501-6727 (cell) or 586-648-6188 (home) or via email at pattiandrea@yahoo.com. You may also contact the chair, Van Cooley at 269-387-389; Western Michigan University Human Subjects Institutional Review Board at 269-387-8293 or via email at hsrhb@wmich.edu, or the Vice President for Research 269-387-8298 if any questions or issues arise during the course of the study.

This consent document has been approved for use by the researcher for one year by the Human Subjects Institutional Review Board (HSIRB) as indicated by the stamped date and signature of the board chair in the upper right corner. Do not participate in the study if the stamped date is older than one year.

A signed copy of this consent form will be given to you for your records.

_________________________  ______________________  ______________________
Participant                     Date                     Witness                     Date

Consent obtained by: ___________________________
Interviewer/Researcher  Date

A signed copy of the permission form will be given to participants to keep for their own records and one signed copy will be kept by the researcher to be included in the project files.
Appendix D

Interview Protocols
Pre-Interview Questions for Participants

Questions that the subjects will be asked include:

1. What are the benefits of being a mentor, if any, in terms of teacher leadership? Can you talk about if mentoring increases leadership qualities for mentors?
   a. Can you talk about if mentoring causes you to challenge the process, such as:
      - Searching for opportunities to change the status quo?
      - Looking for innovative ways to improve the organization?
      - Experimenting and take risks?
      - Making mistakes and then accepting the disappointments as learning opportunities?
   b. Can you talk about if mentoring causes you to inspire a shared vision, such as:
      - Envisioning the future, creating an ideal and unique image of what your organization can become?
      - Enlisting others in your dream?
      - Getting people to see exciting possibilities for the future?
   c. Can you talk about if mentoring causes you to enable others to act, such as:
      - Fostering collaboration and build spirited teams?
      - Striving to create an atmosphere of trust and human dignity?
      - Strengthening others and making each person feel more powerful?
   d. Can you talk about if mentoring causes you to model the way, such as:
      - Setting examples for others to follow?
      - Understand change and set interim goals for others so they can attain small wins as they work toward larger objectives?
      - Creating opportunities for victory?
   e. Can you talk about if mentoring causes you to encourage the heart, such as:
      - Recognizing contribution that individuals make?
      - Celebrating accomplishments?
      - Making people feel like heroes?

2. What are the benefits of being a mentor, if any, in terms of being a reflective educator? Discuss ways mentoring may increase reflective processes for mentors.
   a. Discuss ways mentoring may cause you, as a mentor, to be committed to continuous improvement in practice.
b. Discuss ways mentoring may cause you, as a mentor, to assume responsibility for his or her own learning.

c. Discuss ways mentoring may cause you, as a mentor, to demonstrate awareness of self, others, and the surrounding context.

d. Discuss ways mentoring may cause you, as a mentor, to develop the thinking skills for effective inquiry.

e. Discuss ways mentoring may cause you, as a mentor, to take action that aligns with new understandings.

3. Are there other positive benefits of being a mentor? Please provide specific areas or examples.

   a. Are there any other benefits that you, as a mentor, attain from mentoring that you would like to mention?
Research Definitions

For the purpose of this research, following are the definitions that will guide this study.

**Mentoring** – a developmental relationship that is embedded within the career context. While learning, growth, and development may occur in many different types of work and close personal relationships, mentoring relationships are unique in that the primary focus of the relationship is on career development and growth (Ragins & Kram, 2007).

**Mentor** – an individual with advanced knowledge, usually more senior in some regard, who is committed to providing upward mobility and assistance for the protégé. (Kram, 1985; Levinson et al., 1978). In the context of this study, the mentor is a tenured classroom teacher who is actively involved in a mentoring relationship with a university student, who is completing their practical experience in the workplace, being the classroom. The mentor’s role is to guide the protégé’s development through personal interactions, instruction, and role modeling.

**Protégé** – the junior member (student or junior faculty member) in a mentoring dyad. Protégé is a French derivative of the Latin word, meaning “to protect” (Johnson, 2007). In this study, the term protégé will be used to identify the less experienced person in the mentoring relationship, the university pre-service student.
**Reflective practice** – a deliberate pause to assume an open perspective, to allow for higher-level thinking processes. Practitioners use these processes for examining beliefs, goals, and practices, to gain new or deeper understandings that lead to actions that improve learning for students (York-Barr, et al., 2001)

**Teacher leadership** – Teachers, who are leaders within and beyond the classroom, identify with and contribute to a community of teacher learners and leaders, and influence others toward improved educational practices (Katzenmeyer & Moller, 2001, p.5). A teacher leader has “the ability to encourage colleagues to change, to do things they wouldn’t ordinarily consider without the influence of the leader” (Walsley, 1991, p. 170).

**Professional development** – Provides encouragement, provision of opportunities and academic support for the enhancement of the academy (Jacobi, 1991).
Introduction to the Interview Protocol

I want to review the purpose of the interview and go through the consent form before we get started with the interview. My research is related to gaining a more in depth understanding of mentoring from the mentor's perspective. For the purpose of this study, mentoring is a developmental relationship that is embedded within the career context. While learning, growth, and development may occur in many different types of work and close personal relationships, mentoring relationships are unique in that the primary focus of the relationship is on career development and growth (Ragins & Kram, 2007).

There are two major areas of mentoring that I would like to explore with you: teacher leadership and reflective processes/teachers and any other areas that you feel positively impacts mentors.

At this point I would like to review each section of the consent form together (read each section of the consent form and ascertained that all sections are understood and all questions are answered.

All the information that you share with me will be kept confidential and anonymous. I want to also remind you that you will receive a copy of the transcript and summary of your interview and you can make changes or additions to the transcript/summary.

It will be very helpful if I can audio tape the interview so I can pay close attention to our conversation. I may jot down a few written notes if that is okay with you. No one else will hear the tape except for me and the transcriber. The transcriber will not be able to identify you, as each tape recording will be assigned an identification number rather
than using your name. The audiotape will be destroyed at the end of the study. All tapes, consent forms, and any other research data will be stored in a locked cabinet during the study. Any identifying factors in the conversations will be altered to preserve your individual identity. Your name will not be used in any documentation.

Is it okay with you if I turn on the recorder? If there is any time during the interview that you would like me to turn the recorder off, just let me know and I will do so.

Before we begin, do you have any questions about the study or about the interview?

For clarification purposes, we will be using the same definitions that you received with the questions. Utilizing these definitions will allow for consistency within this study.

I would like to begin by asking you how many years experience you have of being a teacher . . .
Thank you for consenting to participate in this study. I would like to record the interview so the study can be as accurate as possible. You may request that the tape recorder be turned off at any point of the interview.

Questions that the subjects will be asked include:

1. What are the benefits of being a mentor, if any, in terms of teacher leadership? Can you talk about if mentoring increases leadership qualities for mentors?
   a. Can you talk about if mentoring causes you to challenge the process, such as:
      • To search for opportunities to change the status quo?
      • To look for innovative ways to improve the organization?
      • To experiment and take risks?
      • Making mistakes and then accepting the disappointments as learning opportunities?
   b. Can you talk about if mentoring causes you to inspire a shared vision, such as:
      • Envisioning the future, creating an ideal and unique image of what your organization can become?
      • Enlist others in your dream?
      • Getting people to see exciting possibilities for the future?
   c. Can you talk about if mentoring causes you to enable others to act, such as:
      • Fostering collaboration and build spirited teams?
      • Striving to create an atmosphere of trust and human dignity?
      • Strengthening others and making each person feel more powerful?
d. Can you talk about if mentoring causes you to model the way, such as:
   • Setting examples for others to follow?
   • Understand change and set interim goals for others so they can attain small wins as they work toward larger objectives?
   • Create opportunities for victory?

e. Can you talk about if mentoring causes you to encourage the heart, such as:
   • Recognizing contribution that individuals make?
   • Celebrating accomplishments?
   • Make people feel like heroes?

2. What are the benefits of being a mentor, if any, in terms of being a reflective educator? Discuss ways mentoring may increase reflective processes for mentors.
   a. Discuss ways mentoring may cause you, as a mentor, to be committed to continuous improvement in practice.
   b. Discuss ways mentoring may cause you, as a mentor, to assumes responsibility for his or her own learning.
   c. Discuss ways mentoring may cause you, as a mentor, to demonstrates awareness of self, others, and the surrounding context.
   d. Discuss ways mentoring may cause you, as a mentor, to develop the thinking skills for effective inquiry.
   e. Discuss ways mentoring may cause you, as a mentor, to takes action that aligns with new understandings.

3. Are there other positive benefits of being a mentor? Please provide specific areas or examples.
   a. Are there any other benefits that you, as a mentor, attain from mentoring that you would like to mention?

Thank you for participating in this interview. If necessary, may I contact you for a follow up interview or to clarify some of your responses?
Transcriptionist Confidentiality Form

I, ________________________, transcriptionist, agree to maintain full confidentiality in regards to any and all audiotapes and documentation received from ____ related to her doctoral study on __________. Furthermore, I agree:

1. To hold in strictest confidence the identification of any individual that may be inadvertently revealed during the transcription of audio taped interviews, or in any associated documents;

2. To not make copies of any audiotapes or computerized files of the transcribed interview texts, unless specifically requested to do so by ______;

3. To store all study-related audiotapes and materials in a safe, secure location as long as they are in my possession;

4. To return all audiotapes and study-related documents to ______ in a complete and timely manner.

I am aware that I can be held legally liable for any breach of this confidentiality agreement, and for any harm incurred by individuals if I disclose identifiable information contained in the audiotapes and/or files to which I will have access.

__________________________________________  ________________
Signature     Date
Appendix E

Codes for Research Questions
Codes for Research Questions

Codes for Research Question #1 Analysis – Teacher Leadership Qualities

L1. Does mentoring cause you to **challenge the process**, such as:
   L1.1 To search for opportunities to change the status quo?
   L1.2 To look for innovative ways to improve the organization?
   L1.3 To experiment and take risks?
   L1.4 Making mistakes and then accepting the disappointments as learning opportunities?

L2. Does mentoring cause you to **inspire a shared vision**, such as:
   L2.1 Envisioning the future, creating an ideal and unique image of what your organization can become?
   L2.2 Enlist others in your dream?
   L2.3 Getting people to see exciting possibilities for the future?

L3. Does mentoring cause you to **enable others to act**, such as:
   L3.1 Fostering collaboration and build spirited teams?
   L3.2 Striving to create an atmosphere of trust and human dignity?
   L3.3 Strengthening others and making each person feel more powerful?

L4. Does mentoring cause you to **model the way**, such as:
   L4.1 Setting examples for others to follow?
   L4.2 Understand change and set interim goals for others so they can attain small wins as they work toward larger objectives?
   L4.3 Create opportunities for victory?

L5. Does mentoring cause you to **encourage the heart**, such as:
   L5.1 Recognizing contribution that individuals make?
   L5.2 Celebrating accomplishments?
   L5.3 Make people feel like heroes?
Codes for Research Question #2 Analysis – Reflective Processes

R1. Does mentoring cause you to be committed to continuous improvement in practice?

R2. Does mentoring cause you to assume responsibility for your own learning?

R3. Does mentoring cause you to demonstrates awareness of self, others and surrounding context?

R4. Does mentoring cause you to develop the thinking skills for effective inquiry?

R5. Does mentoring cause you to takes action that aligns with new understandings?
Codes for Research Question #3 Analysis – Other Benefits

B1 Opportunity to share and develop friendships
B2 Likely to reach more students and accomplish more
Appendix F

Post Interview Members Check
June XX, 2010

Dear Jane Mentor,

I want to thank you again for spending so much time with me talking about mentoring. The tapes have been transcribed and a copy of the entire transcript has been enclosed for your review.

It is important that I capture what you want to say about mentoring. Please review the transcript and add or clarify any area in which you do not think I captured your intent. If you feel it is accurate, I need to know that as well.

Please return the following form, with or without your comments, by ____________.

I look forward to receiving your comments and feedback.

Most sincerely,

Patti Andrea
Doctoral Candidate
Western Michigan University
Members Check Interview Questionnaire

Participant # __________
Date: ________________

Received interview transcriptions: YES _____ NO_____
Transcription accuracy confirmed? YES _____ NO_____

Did I overlook anything with my questioning?

Is there any other information that you would like to add to your responses?
Members Check Interview Responses

Ten mentor participants agreed to the interview process in addition to a members check for an opportunity to confirm accuracy and include additional information. In addition to asking them for general comments on their interview transcript, I posed the following questions:

1. Did I overlook anything with my questioning?

2. Is there any other information that you would like to add to your responses?

The members check allowed participants to reflect and gave them an opportunity to add additional information to how they feel with regard to mentoring. Respondents commented:

Mentor 1: No additional information added.
Mentor 2: No additional information added.
Mentor 3: When responding to leadership question L1.2 mentor 3 added, “For example, the teaching of reading strategies in all classrooms.”
Mentor 4: No additional information added.
Mentor 5: No additional information added.
Mentor 6: The transcripts capture exactly what I wanted to say.
Mentor 7: “It looks good!”
Mentor 8: No additional information added.
Mentor 9: “The SUPT meetings are the School University Partnership Team meetings that are held bi-monthly each semester at WMU for schools that are cluster sites. Just wanted to clarify that. The other ideas sound good.”
Mentor 10: No additional information added.
Appendix G

Comparison of Andrea Research with Literature and Previous Research
Comparison of Andrea Research with Literature and Previous Research
(e.g., Cherniss & Adler, 2000; Godshalk & Sosik, 2000; Hall, 2002; Kram, 1988; Kram & Cherniss, 2001; Ragins & Kram, 2007; Sosik & Godshalk, 2004; Wilson & Elamn, 1990)

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>There is a relationship between mentors receiving positive benefits with mentoring, in regard to teacher leadership</td>
<td>Leadership and mentoring are distinct constructs and not all leaders are mentors and not all mentors are leaders.</td>
</tr>
<tr>
<td></td>
<td>Those mentors and leaders who inspire, challenge, act ethically, and advance their protégés and followers help shape high-quality developmental relationships and build healthy and positive organizational cultures.</td>
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<tr>
<td>There is a relationship between mentors receiving positive benefits with mentoring in regard to reflective processes.</td>
<td>The development of emotional and social abilities in adults usually requires a long-term process, with alternating periods of action and reflection. Mentoring provides a natural context for such learning.</td>
</tr>
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<td>Mentoring researchers have argues that relational mentoring behaviors in developmental relationships will result in personal learning for mentors and protégés.</td>
</tr>
<tr>
<td>The act of mentoring causes mentors to challenge the process more.</td>
<td>By supporting mentoring, organizations may increase communication of culture.</td>
</tr>
<tr>
<td>The act of mentoring causes mentors to inspire a shared vision more.</td>
<td>Individuals who display mentoring and leadership behaviors set their sights on harvesting the full potential of their protégés.</td>
</tr>
<tr>
<td>The act of mentoring causes mentors to enable others to act more.</td>
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<tr>
<td>The act of mentoring causes mentors to encourage the heart more.</td>
<td>High level leadership and mentoring are complementary forms of development that can help organizational members to achieve high levels of professional and personal development.</td>
</tr>
<tr>
<td>The act of mentoring causes mentors to be more responsible for their own learning and attend to continuous improvement more.</td>
<td>Identity growth involves understanding how to learn more about oneself and identity is a relational process.</td>
</tr>
<tr>
<td>The act of mentoring causes mentors to be more aware of their self, others and their surroundings.</td>
<td>Mentoring relationships form the crucible that can ignite the passion for learning, excitement, and work engagement associated with creativity, innovation, and productivity.</td>
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<tr>
<td>The act of mentoring causes mentors to utilize effective inquiry and take action with new understandings more.</td>
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Appendix H

Sample of Transcription Table for Coding Transcription Data
for Question L3.0
**Sample of Transcription Table for Coding Transcription Data**
for Question L3.0

<table>
<thead>
<tr>
<th>Transcription</th>
<th>Salient Points</th>
<th>Clusters by Mentor Benefits</th>
</tr>
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</table>
| **L3.0 Enable Others to Act:**
  Do you feel the act of mentoring caused you to enable others to act? | + team teach | L3.1 Collaboration |
| 1– We really team teach and I think the kids feel that. It’s a good sense of collaboration. I have noticed a few other teachers come to talk to her since she’s an AF speaker and ask a little advice. | + ask advice | L3.3 Strengthen others |
| 5– I had them make weekly mentor meetings where we discussed concerns and supported each other. | + supported each other | L3.3 Strengthen others |
| 5– I think the whole intern experience in our school has helped our building. I think overall our building has become more professional. | + More professional | L3.3 Strengthen others |
| 6– It just makes us work together, collaborate or do fun things together. | + work together | L3.1 Collaboration |
| 10–With me, being the mentor coach, there’s things that I’m exposed to when I go to those meetings that gives me an opportunity to bring back and share with other people in my building, not just mentors, but other people as well. | + Share with people | L3.1 Collaboration |
| 10–We say that even though it may be the intern that is in my classroom, the intern is part of our team. He or she is a team member. | + Part of our team | L3.2 Create trust |
Appendix I

Human Subjects Institutional Review Board
Approval Letter
Date: April 2, 2010

To: Van Cooley, Principal Investigator
    Patti Andrea, Student Investigator for dissertation

From: Amy Naugle, Ph.D., Chair

Re: HSIRB Project Number: 10-03-18

This letter will serve as confirmation that your research project titled “The Impact of Mentoring Pre-service Teachers on the Mentor Teacher” has been approved under the expedited category of review by the Human Subjects Institutional Review Board. The conditions and duration of this approval are specified in the Policies of Western Michigan University. You may now begin to implement the research as described in the application.

Please note that you may only conduct this research exactly in the form it was approved. You must seek specific board approval for any changes in this project. You must also seek reapproval if the project extends beyond the termination date noted below. In addition if there are any unanticipated adverse reactions or unanticipated events associated with the conduct of this research, you should immediately suspend the project and contact the Chair of the HSIRB for consultation.

The Board wishes you success in the pursuit of your research goals.

Approval Termination: April 2, 2011