



VCU

Virginia Commonwealth University
VCU Scholars Compass

Theses and Dissertations

Graduate School

2013

The Impact of Black Teacher Mentors on White Beginning Teachers

Wendi Moss
Virginia Commonwealth University

Follow this and additional works at: <https://scholarscompass.vcu.edu/etd>



Part of the [Educational Leadership Commons](#)

© The Author

Downloaded from

<https://scholarscompass.vcu.edu/etd/2976>

This Dissertation is brought to you for free and open access by the Graduate School at VCU Scholars Compass. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of VCU Scholars Compass. For more information, please contact libcompass@vcu.edu.

© Wendi A. Moss 2013
All Rights Reserved

THE IMPACT OF BLACK TEACHER MENTORS ON WHITE BEGINNING TEACHERS

A dissertation submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy at Virginia Commonwealth University.

by

Wendi A. Moss

B.A., University of Richmond, 1999

M.Ed., Virginia Commonwealth University, 2005

Director: Charol Shakeshaft, Ph.D.

Professor, Department of Educational Leadership

Virginia Commonwealth University

Richmond, Virginia

March, 2013

Acknowledgement

This dissertation has been a long time in the making. Since starting this program in 2007, a lot of people have played pivotal roles in helping me earn this degree.

First, I would like to express my deepest gratitude to my dissertation chair, Dr. Charol Shakeshaft, who has been a wonderful resource and support to me. She was enthusiastic about my topic from the beginning, and her belief in me and my ability to complete this study kept me motivated to finish.

I would also like to thank my committee members, Dr. Whitney Sherman-Newcomb, Dr. Terry Dozier, and Dr. Darlene Currie for their advice and help along the way.

I am thankful for the eleven teacher participants in this study, who were flexible with their schedules and willing to share their honest thoughts and opinions on their experiences.

Thanks to my parents and my brother for their love and encouragement.

Finally, to my husband, Chris, who has served as resident chef, child care provider, dog walker, entertainment coordinator and CEO of our household during the better part of the last six years while I attended classes, completed assignments and spent hours researching and interviewing. He has truly been my biggest fan, and I am forever grateful.

Table of Contents

Acknowledgement.....	ii
List of Tables.....	ix
Abstract.....	xi
Chapter 1: Introduction.....	1
Statement of the Problem.....	1
Overview of the Study.....	1
Research Questions.....	1
Definition of Terms.....	2
Chapter 2: Review of the Literature.....	3
Current Educator Workforce.....	3
Pre-Service Programs Currently.....	4
Possible Effects of Current Pre-Service Programs.....	5
What Pre-Service Programs Could Do.....	8
Culturally-Relevant Pedagogy.....	11
On-The-Job Training.....	12
Current Existing On-The-Job Training.....	12
The Silenced Dialogue.....	15
Cross-Race Mentoring.....	17
Business Executive Cross-Racial Mentoring.....	19
Impediments to Cross-racial Mentoring.....	22
Challenges to Black Mentors.....	23

Chapter 3: Methodology.....	25
Purpose.....	25
Participants.....	25
Research Context.....	27
Researcher Role.....	28
Procedures.....	28
Individual Interviews.....	33
Focus Group Interviews.....	34
Rigor of the Study.....	36
Multimethod Strategies.....	37
Participant Verbatim Language.....	37
Mechanically Recorded Data.....	37
Participant Review.....	37
Reflexivity.....	38
Peer Debriefing.....	38
Field Log.....	38
Audibility.....	39
Formal Corroboration of Initial Findings.....	39
Reciprocity.....	39
Ethical Considerations.....	39
Design.....	40
Inductive Data Analysis.....	41

Limitations.....	44
Chapter 4: Mentor Pairs.....	48
General Information about Mentees.....	48
General Information about Mentors.....	48
Mentor-Mentee Pairs.....	49
Lauren and Revenge.....	49
Lauren.....	49
Revenge.....	51
Earlene and Patsy.....	53
Earlene.....	53
Patsy.....	54
Ann, Katie and Maggie.....	55
Ann.....	55
Katie.....	57
Maggie.....	58
Happy and Ava.....	60
Ava.....	60
Happy.....	62
Susan and Shaun.....	63
Susan.....	63
Shaun.....	66
General Comments About Mentoring Teams.....	71

Chapter 5: Findings.....	73
Perceptions of the Mentoring Process	73
Meeting Students' Needs.....	74
Mentor/Mentee Meetings.....	75
Documenting Work.....	77
Perceptions of Classroom Management.....	80
Perceptions of Race and Racism.....	89
Perceptions of School Quality.....	93
Perceptions of Urban Teaching.....	98
Perceptions of White Advantage.....	103
Presence of White Privilege.....	105
Chapter 6: Summary, Conclusions, and Recommendations.....	108
Summary.....	108
Conclusions.....	111
Instructional Mentoring.....	111
Classroom Management.....	112
Is there a Secret Ingredient?.....	112
Effective Classroom Management and Assertiveness.....	113
Perceptions of Race and Racism.....	114
Perceptions of Urban Teaching.....	115
Suggestions for Future Research	115
Recommendations.....	116

References.....	119
APPENDIX A.....	132
APPENDIX B.....	133
APPENDIX C.....	134
APPENDIX D.....	138
APPENDIX E.....	142
APPENDIX F.....	146
APPENDIX G.....	150
APPENDIX H.....	162
Vita.....	172

List of Tables

Table 1: A Description of Revenge's Mentor Characteristics.....	52
Table 2: A Description of Patsy's Mentor Characteristics.....	55
Table 3: A Description of Maggie's Mentor Characteristics.....	60
Table 4: A Description of Happy's Mentor Characteristics.....	63
Table 5: A Description of Shaun's Mentor Characteristics.....	71
Table 6: A Description of Mentors' Characteristics.....	72
Table 7: Mentee Survey: Frequency and Impact of Discussing How to Meet Students' Needs..	74
Table 8 Mentor Survey: Frequency and Impact of Discussing How to Meet Students' Needs...	75
Table 9: Mentee Survey Frequency and Impact of Discussing of Meeting with Mentor.....	76
Table 10: Mentee Survey: Frequency of Talking About Work and Impact on Mentees' Teaching Practice.....	77
Table 11: Mentees' and Mentors' Rating of The Proportion Of Success The Mentees Attributes to Mentors.....	78
Table 12: To What Extent Did Mentors Help Their Mentees In First Year of Teaching?.....	79
Table 13: The Source of Most Support For Mentees.....	80
Table 14: Mentees' Preparation for Classroom Management.....	81
Table 15: How Long Mentees Plan on Remaining in Teaching.....	95
Table 16: How Long Mentees Plan on Teaching in their School.....	96
Table 17: How Long Mentees Plan on Teaching in the District.....	96
Table 18: How Long Mentors Plan to Remain in the Teaching Profession.....	97

Table 19: How Long Mentors Plan on Teaching in Their Schools.....97

Table 20: How Long Mentors Plan on Teaching in Their Schools.....98

Abstract

THE IMPACT OF BLACK TEACHER MENTORS ON WHITE BEGINNING TEACHERS

Wendi A. Moss

A dissertation submitted in partial fulfillment of the requirement for the degree of Doctor of Philosophy at Virginia Commonwealth University.

Virginia Commonwealth University, 2013

Director: Charol Shakeshaft, Ph.D.
Professor, Department of Educational Leadership

This qualitative study used a phenomenological approach to determine the mentoring process Black mentors used when mentoring White beginning teachers. Five mentors and their six mentees were surveyed and interviewed to find how cross-race mentoring processes in an urban school district in the Commonwealth of Virginia work. Seven themes emerged from the study: (a) perceptions of the mentoring process; (b) perceptions of classroom management; (c) perceptions of school quality; (d) perceptions of urban teaching; (e) perceptions of White advantage; and (f) presence of White privilege.

Chapter 1: Introduction

Statement of the Problem

This study focuses on an aspect of mentoring that is usually ignored—race. Evidence is needed to better understand the role race plays in teacher mentoring relationships. Kohli (2009) found that teachers of color often have personal experiences and understanding with race and racism that White teachers often lack. Not personally experiencing racism blinds many “to the way White history, culture and values are prioritized, or the stereotypes they carry about Students of Color” (Kohli, 2009, p. 243). When teachers are color-blind to their students, and do not acknowledge the importance of race, discrimination continues. If discriminatory practices exist when teachers do not acknowledge their students’ race, how are collegial relationships, specifically in cross-race mentoring, affected?

Overview of the Study

In order to better understand the ways in which Black teachers mentor White beginning teachers, pairs of Black teacher mentors and their White mentees were surveyed; all were interviewed individually and additionally, and some were interviewed in small focus groups. The survey was given to all participants to gain a clearer insight as to the amount of time designated to mentoring and the topics that were discussed. The interviews examined the ways language is used by both Black teacher mentors and their White beginning teacher mentees when describing the process of mentoring.

Research Questions

The following research questions originally guided the research:

1. How did experienced Black teacher mentors describe their interactions with first and second

year White teachers?

2. What mentoring process was used by Black mentors and did it differ by race of mentee?
3. Were there differences in mentoring language by race of the mentee?

Definition of Terms

Throughout my research, the term “Black” represented people of African descent, while the term “White” referred to Caucasians. Although there has been some controversy with the appropriateness of capitalizing either term, I followed APA guidelines and capitalized both terms, Black and White.

Additionally, the terms mentor, mentee or beginning teacher and mentoring were defined in the following ways:

Mentor- A mentor in this study is a Black “classroom teacher who has achieved continuing contract status.” (Guidelines for mentor, 2000).

Mentee or beginning teacher- A mentee, or beginning teacher, is a White first year teacher who has been assigned to a mentor, usually by their principal, in their school.

Mentoring- “Mentoring is the personal guidance provided, usually by seasoned veterans, to beginning teachers in schools” (Ingersoll & Strong, 2011, p. 203).

Chapter 2: Review of Literature

Current Educator Workforce

While student populations were growing more diverse each year, the majority of teachers who entered the teaching profession were overwhelmingly White (Picower, 2009). This discrepancy in the varying cultures or “demographic divide” (Gay & Howard, 2000) of teacher and student was disconcerting because students of color were less likely to have teachers who were familiar with their home language and culture (Dickar, 2008). This cultural divide between teachers and their students was made more complex by the lack of preparation teacher education programs given to teachers in order to more effectively teach across ethnicity/race, language, and social class (Zeichner, 2003). White teachers who entered schools with student bodies comprised of minorities have not often previously had to address race and its unintended consequences.

Approximately ten percent of teachers nationwide were people of color while children of color will soon be the majority in public schools making it “imperative that we examine teachers’ views about how racism is manifested in their schools” (Kailin, 1999, p. 725). Dixon and Dingus (2008) found that most pre-service teachers began their careers believing teaching is “politically neutral work, with limited understandings of the politically charged professional arena they are preparing to enter” (p. 37). Sleeter (2001) also found that while many White pre-service students were initially interested in learning about diversity, their interest waned once they entered classrooms where they entered survival mode. If White pre-service students were placed in a predominately White school, any interest in multicultural education was most likely soon forgotten and, when moved, these teachers found themselves completely unprepared for the

realities of placement in an urban school. Because many White teachers did not equate teaching as a cultural practice, their teaching beliefs and ideas, even the very strategies they implemented, were often unsupportive of a culturally responsive pedagogy (Blanchett & Wynne, 2007). The majority of teachers are not entering the teaching profession prepared to teach the diverse needs of their students and prepared to stay in the field. Because of this, changes need to be made to the way teachers are equipped.

Pre-service Programs Currently

Pre-service programs that prepare future teachers have not always offered courses and experiences in educational environments different from their students' backgrounds. Offering multicultural coursework and encouraging more fieldwork placements in urban schools have been two ways teacher preparation programs have implemented cultural diversity (Melnick & Zeichner, 1998). Requiring courses to introduce White students to diversity is a good beginning, but taking a class and feeling adequately prepared to teach in a multicultural classroom is very different (Sleeter, 2001). Bringing pre-service teachers to schools to "silently understand" is not helpful in training them to be effective teachers (Pennington, 2007, p. 110).

Additionally, many colleges and universities offer workshops and seminars in cultural diversity, but even these experiences lack the richness and relevance of truly appreciating cultural differences in education. "These practices rarely emphasize that an additional way for student teachers to learn about teaching is to purposefully engage, confer, and consult schoolchildren, especially youngsters with a history of being poorly served and undereducated" (Davis, 2009, p. 3). This deficiency in cultural engagement of many pre-service programs has a lasting effect in that it helps to perpetuate White pre-service teachers' stereotypical views of

children who come from different backgrounds to teacher education classes (Hollins & Guzman, 2005). As Sleeter (2001) wrote, “continuing business as usual in pre-service teacher education will only continue to widen the gap between teachers and children in schools” (p. 96).

Possible Effects of Current Pre-service Programs

When enough teachers hold stereotypical views of students from different backgrounds than their own, school systems and teacher preparation programs can be considered racist. In order to better understand why race matters in a school, it is important to investigate the assumptions and roles White teachers may hold about teaching non-White students. “Our identities as privileged teachers, did not force us to explore the role we played in the institution of the school that mimicked the roles we played in the larger society” (Pennington, 2007, p. 99). Many times, White teachers understand their role to not only be a teacher, but a savior. As Pennington (2007) wrote, “their [the students’] role was to have heartbreaking lives and our role was to save them from those lives” (p.99). The savior mentality was a theme first introduced in teacher preparation programs “geared to ‘at-risk- children and by our socialization as members of White culture” (Pennington, 2007, p. 98).

As one teacher wrote about her school, and the obligation to create relationships with those students who come from different backgrounds, “This was school. This was his school. This was my school, an intersection of culture and required relationships” (Pennington, 2007, p. 93). School systems and teacher preparation programs that are unwilling to readjust their curriculums for teaching diverse learners may continue to uphold racist beliefs and actions.

Of course, racism and its practices are not always blatant. Hyland (2005) noted, “sometimes racism is inserted into schools simply by doing what is normal in those schools that primarily serve students of color, or even doing what is seemingly wonderful for students” (p. 432). What is considered normal in schools might include advancing the “mainstream curriculum that continues to extol the virtues of a few Euro-American males as this nation’s heroes (with boxed inserts for the ‘contributions’ of women and people of color) and typifies much of what is being taught in schools” (Quirocho & Rios, 2000, p. 486). Race is always a concern in the classroom even if White teachers don’t acknowledge it to be one (Dickar, 2008). In fact, until placed in a school where race is an issue, many White teachers continued to believe that schools reward the hard worker, and that teachers within the system were fair, impartial and ‘colorblind’”(Solomon, 2000, p. 965). Pre-service programs do not address the various ways in which race enters education; instead, students are often teaching in their own classrooms before they must acknowledge race as an issue.

White teachers are often reluctant to mention racism, power, and White privilege with students and/or colleagues, and it is this reluctance that hinders the promotion of constructive intergroup relationships (Henze, Lucas, & Scott, 1998, p. 188). Teachers who are of a different culture than their students need help in accessing their students’ culture (Delpit, 1988). If educators are not even aware of “the culture of power”, how can they make it available to their students (Henze et al., 1998, p. 193)? Being ignorant of the culture of power, teachers will be unable to permeate their instruction with the cultural backgrounds of their students (Blanchett & Wynne, 2007).

School systems and teacher preparation programs also exhibit racism when teachers quickly blame a student or his/her family for trouble with learning instead of considering their own inadequacy in understanding their students' backgrounds or even their instructional weaknesses (Blanchett & Wynne, 2007). Pre-service programs need to offer enough opportunities for students to reflect on their teaching practice and beliefs without immediately placing the blame for learning difficulties on a student's family.

Race also impacts how teachers establish their authority. White and Black teachers often employ different strategies to create this power (Dickar, 2008). For example, Black educators thought that the relaxed classroom tone many White teachers establish diminishes teacher authority while White teachers felt this tone supported democratic practices (Dickar, 2008). Gordon (2000) found that many Black teachers thought the casual classroom relationships between students and teacher weaken the reputation of the teaching profession, which may help explain why so few people of color enter the field (Quiocho & Rios, 2000).

Racial differences are even evident in how teachers perceive classroom disruptions. White teachers are more likely than Black teachers to identify behavioral problems among Black students (Kelly, 2010). Additionally, teachers who worked in predominately Black schools became so attentive to keeping the classroom managed that instruction became disengaged and behavior problems increased (Kelly, 2010). Successful teachers regarded teaching as a political activity, acknowledging the struggle of embracing social change and racial justice (Cochran-Smith, 1995; Hyland, 2005).

What Pre-Service Programs Could Do

In order for future teachers to effectively teach culturally diverse populations, pre-service programs would need to improve how their students access cultures other than their own while addressing and acknowledging the privileged culture of power. In order to do this, focusing on problems White teachers have encountered in teaching students of color would be a logical start. Research has pointed to five challenging areas for White teachers: cultural value conflict, miscommunication, ineffective teaching of students, lowered teacher expectations, and low student and teacher motivations (Cochran-Smith, 2004).

First, cultural values between White teachers and the students of color they teach often clash, creating conflict in the classroom. Many White teachers are intimidated by students whose backgrounds and culture are very different from their own. White teachers do not always examine their racial identity, making their perspective limited, and consequently, harming relationships with both students and their parents (Michie, 2007). In fact, White teachers who taught students of color often faced issues of race and color for the first time where being White “was not neutral or privileged” (Valli, 1995, p. 124) which made it an “immediate dilemma of their own and their pupils’ consciousness of color difference” (Valli, 1995, p. 120).

Second, miscommunication was another area in which White teachers have experienced problems in teaching students of diverse backgrounds. Cicetti-Turo (2007) found that people of color were more aware of their racial identity earlier in their lives than Whites. Due to the differing stages of racial identity among a group of students and a White teacher, miscommunication was bound to exist. In addition, miscommunication among a diverse group manifested itself in bigger ways than in just acknowledging an individual’s racial identity. Since

most public schools are set up and run from a middle class White perspective, miscommunication among teachers and parents of color persisted. For example, White-middle-class teachers may believe their students' parents do not care about their child and/or school due to low participation rates in school activities. Instead of labeling parents and their beliefs, Kailin (1999) suggested that White teachers should ask why school events are not bringing all parents into the school. White teachers could easily avoid this miscommunication if they were more aware of their own racial identity and class background and how their perspective influences their thoughts.

Third, students of color are more prone to ineffective teaching strategies from their White teachers. Most teacher educators are White and do not understand the necessity of approaching teaching as a cultural practice. As a result, a culturally responsive pedagogy is not used, and students are not encouraged to understand content (Blanchett & Wynne, 2007). Not using a culturally responsive pedagogy when teaching students of color sets students up to fail. Henze et al. (1998) found that students' "own competencies are not tapped; they are considered lacking, and yet they are not explicitly taught the skills and knowledge necessary to succeed" (p. 191) when a culturally responsive pedagogy is not in place. Additionally, school systems are saturated with White racial power, which most White teachers are oblivious to, allowing racism to shape low student achievement (Vaught & Castagno, 2008). White racial power also permeated classrooms where many White teachers believed the deficiencies that students of color portrayed are inherent and cannot be helped. "The time-worn myth that it really doesn't matter what you do because 'these people do not value education' is deeply ingrained in the thinking of many White Americans regarding African Americans" (Kailin, 1999, p. 732). This

thought is further supported by the lack of respect White teachers believe students of color have for authority. White teachers' idea of respect may be very different as compared to the expectations for authority students of color have. Frequently, White teachers expected to be immediately respected by their students whereas students of color often gave respect to adults once they deemed they had earned it (Michie, 2007). Often, Black students examined their racial identity by taking advantage of and challenging beginning White teachers' views on race and racism (Valli, 1995, p. 123).

Fourth, White teachers can become frustrated with their seemingly ineffective teaching strategies and lack of student respect. This frustration of low student achievement can also lead to lowered teacher expectations because of existing attitudes and beliefs toward students of color. As Michie (2007) explained, "too often, I had let my students' tough circumstances reduce my expectations, consciously or not, to more "realistic" ones—an all-too-common response of well-meaning "progressive" teachers (Michie, 2007, p. 8). Many times, "many White middle-class teachers understand diversity as a deficit to be overcome and have low expectations and fears about students who are different from themselves, especially those in urban areas" (Cochran-Smith, 2003, p. 4-5).

Finally, it is not surprising that teachers and students who feel ineffective in the classroom will not be highly motivated (Bennett, 1999; Hollins, 1995; Ladson-Billings, 1994). In order to avoid becoming satisfied with current conditions, White teachers must make an effort to develop "a questioning mind, a critical consciousness, and a greater understanding of the systemic factors—disingenuous educational policy, unequal school funding, gentrification, complacent public officials—that impact communities of color and city schools" (Michie, 2007,

p. 7). If teachers and students are not motivated or do not know how to change schools and students' educations for the better, students of color will continue to be at a disadvantage.

Additionally, pre-service programs could benefit from offering the following: emphasizing multicultural content as a necessary part of the curriculum; having qualified instructors; finding out what the students' comfort level is with diversity and understanding self; providing occasions for self-reflection and dialogue for teachers about their practice and teaching diversity; accountability for pre-service teacher's ethnorelative attitudes of teaching diversity (Middleton, 2002); and in offering a culturally-relevant pedagogy (Ladson-Billings, 1995).

Culturally-Relevant Pedagogy

Since gaps in cultural knowledge between teachers and students are obvious and can interfere with instruction, it is crucial to acknowledge how teachers can link their students' cultural knowledge and background with the curriculum. Many terms have been used to describe the type of education that bridges home and school culture for minority students: "culturally-appropriate" (Au & Jordan, 1981, p. 139), "culturally congruent" (Mohatt and Erickson, 1981, p. 110), and "culturally compatible" (Vogt, Jordan, and Tharp, 1987). Ladson-Billings (1995) challenged the use of these terms suggesting that they infer the culture of the students should be adjusted to fit conventional culture. Instead, Ladson-Billings (1995) believed that the term "culturally relevant pedagogy," should be used describing it as a "theoretical model that helps students to accept and affirm their cultural identity while developing critical perspectives that challenge inequities that schools (and other institutions) perpetuate" (p. 469). This culturally relevant pedagogy targets three areas: "1) achievement for all students, 2) the development of cultural competence where students accept and affirm their cultural

identities, and 3) the fostering of critical perspectives that challenge inequitable social structures” (Parsons, 2005, p. 25-6). In order to challenge inequities, it becomes imperative to first be able to discuss them.

It would be advantageous if teacher preparation programs actually prepared teachers for teaching all students in *all* school environments, but unfortunately, most teachers must address the above issues alone in their classroom. Many teacher preparation programs have focused on multicultural training, especially for White females, in order to teach students who are culturally and racially different (Garmon, 2004), but this focus is not enough. It is the on-the-job training that surfaces the reality of diversity and teaching for beginning teachers. Pennington (2007) explained that when White teachers were of a different culture than their students, it became easier to see where the gaps in cultural knowledge were.

On-the-Job Training

There are significant numbers of career-switching teachers who have not had the experience of a pre-service program. It becomes necessary to implement on-the-job training for first-year teachers to better prepare them for the challenges of the classroom.

Current Existing On-the-Job Training

As schools expand and grow in order to meet the needs of educating future generations, hiring and retaining teachers has become an important focus. One way school districts have found to train and retain teachers is through the implementation of mentoring and induction programs. These mentoring programs have proven to be effective; for many schools, these programs are often the only official arrangement the school has to help beginning teachers (Kardos & Johnson, 2008). These mentoring and induction programs have lowered rates of

teacher turnover (David, 2008); assisted teachers in becoming more effective instructors (Kardos & Johnson, 2008) and as a result, increased students' learning. Barnes et al. (2007) found that "the most well developed induction program is associated with a 50% decline in new teacher turnover" (p.88). Implementing induction programs would cut costs associated with teacher turnover by retaining the teachers hired.

Although the main intent of teacher mentoring programs is to provide "newcomers with a local guide" (Ingersoll & Smith, 2004, p. 30), specific mentoring programs vary. The American Federation of Teachers (AFT) (2007) gives examples of induction programs including Chicago Public Schools Golden Teachers New Teacher Induction and Mentoring program which allowed beginning teachers the support of a retired mentor and the opportunity to teach with National Board Certified Teachers. This program also offered the opportunity to become certified through an alternative route. Baltimore's program gave new teachers two weeks of training with a \$190 daily stipend, a laptop computer which accessed curriculum, gift cards, mentoring program, tuition remission, up to a 20-year salary credit on the salary scale, payment for initial certification, and information about why working in Baltimore would be great (AFT, 2007). In Virginia, teacher incentives included a one-time pay for teachers who accepted positions in hard-to-staff schools and remained there for three years and participated in training programs (Silverman, 2006). Ingersoll and Smith (2004) emphasized how difficult the teaching profession can be for beginning teachers, referring to it as an occupation which "'cannibalizes its young' and in which the initiation of new teachers is akin to a sink or swim, trial by fire, or boot camp experience" (p. 28). Teaching is a very difficult profession, and often, new teachers lack the support they need to grow into effective educators. It is not enough to assign a beginning teacher

a mentor and expect that teacher will receive the support he/she needs throughout the year. Implementing a mentor program does not ensure a quick fix; rather, it applies a continuous effort to augment the learning of both students and teachers (King & Bey, 1995).

Teacher mentoring programs are important because they offer beginning teachers a chance to reflect and grow through their mentoring relationship with a veteran teacher. Tackling the normal classroom tasks like seating arrangements and lesson plans are important, but can easily be taught to a beginning teacher. Instead, constructing communities of learners among other educators in order to challenge ideas and assumptions about who learners are and what learning is becomes essential for teachers to be effective. Cochran-Smith (1995) stated:

What we need are generative ways for prospective teachers, experienced teachers, and teacher educators alike to work together in communities of learners—to explore and reconsider their own assumptions, understand the values and practices of families and cultures that are different from their own, and construct pedagogy that takes these into account in locally appropriate and culturally sensitive ways (p. 495).

Mentors must be able to work efficiently with adults and not just be chosen as a mentor because they are considered good teachers (King & Bey, 1995; Gay, 1995).

Additionally, mentors must be able to ask probing questions that make their mentee think beyond the details of a day and see the larger issues in teaching. “Mentors must not only ask these questions but be able to articulate their importance and help beginning teachers understand what things they can affect and what things are beyond their power” (Guyton & Hidalgo, 1995, p. 43). The idea of sharing among and between teachers is crucial if tough issues like racism are

to be truly explored in schools. In order for this to happen; however, teachers must be ready to be honest and forthright with their own assumptions about race and culture in order to become better educators for their students. It is difficult to be honest and forthright about race when so many are hesitant to discuss it.

The Silenced Dialogue

“How can we eradicate racism when we cannot even talk about it” (Henze et al., 1998, p. 188)? Race is a taboo topic; to some, even discussing it is considered offensive. Pennington (2007) points out that “equating talking about race as offensive indicates the underlying lack of ability of all of us to make forays into such unfamiliar discourses” (p. 108).

Even with the recent re-election of a Black president, race continues to be a subject that is avoided in the United States. In February, 2009, Eric Holder, the Attorney General of the United States, claimed, “though race-related issues continue to occupy a significant portion of our political discussion, and though there remain many unresolved racial issues in this nation, we, average Americans, simply do not talk enough with each other about things racial” (Thomas & Ryan, 2009). Holder later stated the United States was “a nation of cowards” in discussing racial issues.

This void in conversation about race is no different in schools. This silence alludes to the diverse understandings and experiences White and Black teachers bring “to their students, their school, and the significance of race” (Dickar, 2008, p. 116). It is these differences between White and Black educators that silence more significant dialogue about how race influences urban teachers’ practice with diverse students (Dickar, 2008).

Discussing race in classrooms and schools is important and unavoidable; “teaching in cross-cultural settings means dealing with the issue of color” (Valli, 1995, p. 127). Guyton and Hidalgo (1995) found that successful urban teachers “have a clear sense of their own ethnic and cultural identity” (p. 44). Understanding and recognizing ethnic and cultural identities is not something usually obtained in isolation; rather, this identity can form through relationships and conversations with others. It is “crucial that all teachers be able to engage in meaningful conversations about race with all of their students” (Dickar, 2008, p. 117). Lawrence (1997) found it necessary for students to study and critique issues of race and other oppression in order to adequately participate in a democratic society. In addition to becoming active citizens, teachers who initiate discussions about race in their classrooms are more effective teachers because they provide cultural connections to the curriculum and address students’ struggles (Dickar, 2008).

Despite the advantages to discussing race in schools and classrooms, it is still a difficult topic to approach. For many White people, “seeing race means being racist” (Bell, 2002, p. 239), and often, talking about race is thought rude. Avoiding obvious racial conversations does not mean that race is ignored. On the contrary, many White people discuss race, but in coded ways. In her study of Black and White teachers, Dickar (2008) noticed how White teachers tended to avoid referring to race and using coded language to “mask their race talk” (p. 118). Dickar (2008) provided one example: “in discussing challenges facing the school, Michelle highlighted many facets of structural inequality but referred to the students as ‘low-income urban’, a term that clearly alludes to students of color but does not specifically name race”(p.126). Kivel (1996) also found words such as “underclass,” “welfare mothers,” “inner

city,” “illegal aliens,” and “terrorist” as coded attempts to describe race (p. 95). Pennington (2007) supported the existence of code words stating, “we most often referenced the children and families in terms delineating them as ‘the Others’”(p. 103). Speaking about race in code is detrimental to White teachers because the code separates Whites from embracing daily interactions of race.

Through interviews of Black and White teachers, Dickar (2008) found that “in addition to the general devaluing of the experiential knowledge of Black teachers, White teachers’ racial experiences are also rarely valued as they often avoid sharing them with each other or with their colleagues of color” (p. 119). Besides speaking in code and avoiding sharing racial experiences, the way White teachers adjusted their voices when speaking of racial tensions also indicated an overall discomfort with speaking directly about race (Dickar, 2008). All of these ways of speaking around race prove that White teachers are aware of the intricacy of race, power, and White privilege (Dickar, 2008).

Cross-Race Mentoring

In order to ease the cultural divide between White teachers and students of color, and better equip more White teachers to be successful urban educators, it is crucial that effective cross-race mentoring exists. Finding research on cross-race mentoring in education, specifically cross-race mentoring in which the mentor is Black and the mentee is White was challenging. I found research on cross-racial mentoring in higher education (faculty to faculty and teacher to student), medicine, and business but very few results appeared for K-12 teachers. After doing an initial search all of the Education databases the Virginia Commonwealth University (VCU) Library had to offer, I specifically targeted the following databases: Academic Search Complete,

Education Research Complete, Business Source Complete, Communication & Mass Media Complete, ERIC Index to Education Materials, Psychology and Behavioral Sciences Collection, Social Work Abstracts, Teacher Reference Center, Urban Studies Abstracts, PsycINFO, Dissertations and Theses Full Text. I looked for “scholarly” and “full text” and used the following key word(s) and phrases: African-American mentors and education, Black and White teachers and urban education, mentoring White teachers and urban schools, assumptions about White teachers in urban schools, mentoring the beginning teacher, African-American and White teachers, White privilege and Black authority, White privilege and urban education, Education and Black authority, teachers and Black authority, African-American perspectives and education, cross-racial mentoring, cross-race mentoring, mentoring and diversity and education, mentoring White teachers, White teachers and Black authority, minority perspectives and White educators, cross-racial mentoring, assumptions and White teachers, assumptions about Whites, mentoring in education, mentoring minorities in education, Black perspective on White teachers, Black teachers on White teachers, Black mentors of White teachers, Black mentors and White teachers, mentoring teachers, cross-race bosses, cross-race gender mentoring, cross-race supervisors, cross-racial communication, cross-racial and communication patterns, cross-racial mentor mentee, cross-racial mentoring and language patterns, cross-racial mentoring and education, African-American mentors and education, White beginning teachers and African-American mentors, White teachers and urban schools, White teacher mentors and urban schools, Black and White teachers and urban education. Since there were limited findings in the education databases, I also searched all of the social sciences, health sciences, and business databases VCU offered.

Although there has not been a lot of research on cross-race mentoring in education with Black teachers as the mentors and Whites as the mentees, there has been research on this subject in other professions. For instance, in studying obstetrics and gynecology residents' perceptions of mentoring, Coleman, Power, Williams, Carpentieri, and Schulkin (2005) found Black mentees were more likely to discuss race and ethnicity and gender with their mentors, regardless of their mentor's race.

Business Executive Cross-Racial Mentoring

Greenhaus, Parasuraman, and Wormley (1990) found through a cross-sectional study of over sixteen hundred Black and White managers in three companies that Black managers generally were not as satisfied with their careers as were their White colleagues. The results from surveys of both managers and their supervisors indicated that supervisors rated Black managers as having lower performance and promotability ratings while Black managers generally felt less accepted as managers. Thomas (1989) found that when Whites mentored Black mentees, stereotypic behavior on the part of the White existed. However, when the mentor was Black and the mentee was White, "hierarchical differences between the two [diminished]. This might reflect the conscious or unconscious belief on the part of one or both persons that the Black sponsor needs White protégés to enhance his/her legitimacy in the organization, given the generally low status of Blacks as a group within the system" (Thomas, 1989, p. 36). Additionally, it may not be as easy or possible for Black people to assume a hierarchical status above Whites.

Establishing cross-racial mentoring relationships in the workplace does not mean personal relationships between colleagues also formed. Sims (2002) pointed out that those in

cross-racial mentoring partnerships at work had limited social interactions with each other, with work issues usually being the dominant focus of discussions. In her study, half of the participants involved in cross-race relationships did not engage in discussions of race at all while the other half were only able to superficially take on the topic (Sims, 2002). It is important to point out that the mentoring relationships that did discuss race were described as “considerably fuller” by those involved than other cross-race relationships.

Stanley and Lincoln (2005) defined mentoring as an ‘intense caring relationship in which persons with more experience work with less experienced persons to promote both professional and personal development’ (p. 46). In education, mentoring beginning teachers is often a state mandate. For example, in 1999 Virginia mandated mentoring for all beginning teachers and partially financed this program (American Association of State Colleges and Universities, 2006). It assisted in retention of teachers and gave beginning teachers a person with whom they are paired to share ideas, acquire information and strategies, and have a common bond. One problem in educational mentoring is that not enough time, resources, and appropriate mentor-mentee relationships are formed. In school districts, veteran teachers are frequently assigned as mentors to beginning teachers. Often, it is up to the mentor as to what information to share and when to do it.

Although several states require mentoring programs for beginning teachers, it is not enough to simply assign a mentor. “If supporting new teachers meant simply supplying them with a mentor, policymakers and educational leaders have assured that most new teachers were well supported” (Kardos & Johnson, 2008, p. 32). Most mentees had less than three conversations with their mentors by the spring of their first year about any of the core tasks of

teaching: classroom management, lesson planning, and classroom instruction. (Kardos & Johnson, 2008, p. 24-5). Mentoring becomes even trickier when the mentee and mentor are of different cultures.

“There is nothing more isolating and alienating than to be the first or only person of one’s race and/or ethnicity to be hired in a department, and a mentoring relationship is one way to escape from that isolation” (Stanley & Lincoln, 2005, p. 46). Typically, cross-racial mentoring in education has been one-sided with a White mentor mentoring minority teachers. When the issue of Whiteness and White privilege has been examined in education, it is most often from a White teacher’s perspective as they teach minority students.

Despite the fact that many cross-race mentors are initially matched based on an assignment, it takes diligence and careful work for cross-race mentoring relationships to be built (Stanley & Lincoln, 2005). Because cross-race mentoring relationships have difficulty “forming, developing, and maturing” (Thomas, 2001, p.104) the following components are crucial: trust, honesty, a willingness to learn, additional understanding, and the capability to share influence and advantage (Bowman, Kite, Branscombe, & Williams, 2000; Brinson & Kottler, 1993; Johnson-Bailey & Cervero, 2002; Stanley & Lincoln, 2005; Thomas, 2001). Combining these characteristics in a cross-racial mentoring relationship is not easy, making this kind of mentoring “an especially delicate dance that juxtaposes group norms and societal pressures and expectations with individual personality characteristics” (Johnson-Bailey & Cervero, 2004, p. 7). Cross-racial mentoring is a “multifoliate activity, addressing needs expressed by the individual mentored but also those that the individual may not be aware of” (Stanley & Lincoln, 2005, p. 49). Undoubtedly, cross-racial mentoring relationships can encounter difficult subjects

and emotional feelings, creating the need for “deep reflection on the meaning(s) of White privilege; the assumption of White seniority and ‘voice’” (Stanley & Lincoln, 2005, p. 48) on both the part of the mentor and the mentee.

Stereotypes and assumptions can also cloud cross-racial mentoring relationships. Society often maintains the idea that Whites are usually in the most powerful position and encompass set rules and expectations for a mixed-race relationship, in which deference and authority are essential components. Therefore a cross-cultural mentoring relationships can be negatively affected by unrecognized patterns of stereotypical behavior that is encoded in the American psyche, a paradigm that dictates ‘staying in one’s place,’ refraining from being aggressive or threatening, and avoiding the perception of intimacy (Thomas, 2001).

Power is further amplified in cross-cultural mentoring because people are often in contrasting positions of race and gender (Johnson-Bailey & Cervero, 2002).

Impediments to cross-racial mentoring

Impediments to cross-racial mentoring include the lack of having honest discussions about race and racism, not pairing a mentee with a mentor who shares a similar worldview or strategy(ies) for dealing with racial differences (Johnson-Bailey & Cervero, 2002), and having a “protective hesitation” where both parties refrain from raising touchy issues” (Thomas, 2001, p. 105).

Once a cross-racial mentoring team has been established and both mentor and mentee are comfortable and willing to discuss racial issues, powerful things can happen. “Relationships in which protégé and mentor openly discuss racial issues generally translate into greater

opportunity for the protégé” (Thomas, 2001, p. 105). But, cross-racial mentoring relationships benefit the mentor, as racial differences are explored and trust formed, perspectives of both the mentor and the mentee expand. When a mentor and a mentee grow and learn together, the mentoring relationship is effective and beneficial for both parties.

Challenges to Black Mentors

It is very likely that Black mentors face a number of challenges when mentoring White beginning teachers. First, Black mentors challenge themselves with their own beliefs about White teachers teaching Black children, trusting White people, and negotiating the interaction of White privilege and Black authority. Secondly, Black mentors will be guiding a White beginning educator to confront her or his own assumptions about race and equity, as well. White teachers who are teaching students of different cultures may struggle with their own racial identity, often questioning it for the first time. Cicetti-Turro (2007) found that “exploration of personal racial identity for European-Americans may occur later in their development than people of color” (p. 48). This is unfortunate as White teachers “need to identify and examine their own socialization, the unearned advantages of White racial dominance, and their conscious and tacit assumptions about race and racism” (Bell, 2002, p. 236). In addition, Black mentors might work closely with White beginning teachers who feel a need to “prove” their teaching to other faculty of color while meeting the issue of “saving” students who they deem need their help. Finally, Black mentors must face the difficult task of opening the dialogue of race with a colleague from a different racial and cultural background. The interaction of all of these elements led Johnson-Bailey and Cervero (2004) to describe cross-racial mentoring as “an especially delicate dance that juxtaposes group norms and societal pressures and expectations

with individual personality characteristics” (p. 7). Even though each mentoring encounter will differ due to the backgrounds and experiences each person brings, there are general concerns surrounding cross-racial mentoring.

Chapter 3: Methodology

“Mentoring across cultural boundaries is an especially delicate dance that juxtaposes group norms and societal pressures and expectations with individual personality traits” (Johnson-Bailey & Cervero, 2002, p.15). Since racial differences in mentoring are examined in this research, a qualitative methodology was best in order to “elicit multiple constructed realities” (Marshall & Rossman, 2006, p. 53) both of the mentor and the mentee. Additionally, face-to-face interviewing captured the inflection given, words and stories chosen, and gestures used as the mentor and mentee described their role in mentoring in ways that a survey cannot. It was essential that the mood and feelings of both the beginning teacher and the mentor were captured when exploring race and the role it played in cross-racial mentoring.

Purpose

The purpose of this qualitative study was to investigate, describe, and analyze the “delicate dancing” African-American mentors’ performed when mentoring White beginning teachers. “Qualitative research is inquiry in which researchers collect data in face to face situations by interacting with selected persons in their setting (e.g., field research)” (McMillan & Schumacher, 2006, p. 315). Power and insight are woven within the English language, making the decision to study these questions through a qualitative format an easy one. The participants’ words told the story of their process of mentoring and their experiences in being mentored by a colleague of a different race.

Participants

This research utilized purposeful sampling which “increases the utility of information obtained from small samples” (McMillan & Schumacher, 2006, p, 319). But these small samples

were “information-rich cases whose study will illuminate the questions under study” (Patton, 1990, p. 169). Samples were chosen when certain criteria were met.

Initially, I desired to find female mentors who were licensed, Black teachers who were currently mentoring a White beginning teacher or who had mentored a White beginning teacher the previous year and who, in the past, had mentored another Black teacher. Also, I was looking for White female beginning teachers who were paired with a Black mentor. Finding mentor teachers and mentees who fit these requirements and agreed to participate proved to be a challenge. First, contacting teachers to gauge interest and find participants was nearly impossible. I was given a list of names of potential elementary Black mentors and White teachers and their schools from the school district. Since no email addresses were given, a lot of time went into searching each school’s website in order to find a faculty/staff page that listed email addresses. If a school did not have their faculty emails published on their website, I would input their name and school in a search engine to see if any online publications showed up with the specific teacher’s district email. This was helpful for a number of participants. A list of email addresses were compiled, and a letter of introduction, brief summary of the study and contact information was emailed to each person. Because the parameters of my research only allowed me to contact potential participants through their school email accounts and or US mail, following up emails and letters with a phone call or text message was unacceptable.

Although the names were provided to me from the school district, not all the teachers were represented accurately (e.g., some racial information was incorrect). A few teachers responded back to me to let me know that they did not fit the specific requirements for this study. The first four participants were interviewed in March, but no one else responded. Since the

present school year was almost over, I contacted the school district again to find pairs of mentors and mentees from the current school year that might fit the parameters of the study. I received a list of possible names several weeks later. As soon as I received the new list of names, I sent emails and letters with information about the study. There were not enough participants who met all of the initial criteria for my study, so I had to readjust some of the criteria. For example, not all of the mentors I interviewed had previously mentored a Black teacher; in fact, some had never mentored. Also, one mentor/mentee pair was in a residency program that provided pre-service teachers the opportunity to be in the classroom for an entire year before they were hired by the district to teach. Each pre-service teacher remained in their mentor teacher's classroom in order to observe and model the mentor teacher. Throughout the year, the pre-service teacher was given more responsibility and opportunities to teach. The time spent between this mentor and mentee was much more focused and intense than the other mentor/mentee pairs I interviewed. Because the mentee was a pre-service teacher resident, she was technically not in her first year of teaching.

It was in the last few weeks of the school year that I was able to find enough participants to interview. In fact, the demanding and hectic schedules of so many of the teachers did not make it possible to interview them until after the students had left for the summer.

Research Context

To better understand the context that surrounded this study, this section describes the specifics of the district in which cross-race mentoring was studied. Names of all people and schools presented in this study are pseudonyms. The study explored the mentoring practices of five veteran Black teachers who mentored six beginning White teachers in an urban public

school system in Virginia. At the time of this study (2012 school year), the district was comprised of 28 elementary schools, eight middle schools and five high schools. Additionally, the district offered three alternative school options for a total enrollment of 23,649 students. The district's schools were comprised of 80% Black students, 9% White students, 1% Asian students, 1% Indian students, 9% Hispanic students, 1% Hawaiian students and 1% other. The district did not offer the ethnic makeup of the faculty and staff for the same school year on their website.

Researcher Role

“In qualitative studies, the researcher is the instrument” (Marshall & Rossman, 2006, p.72). In this study, my role was of an interviewer. My interview guide was comprised of open-ended questions which centered on Black mentors' practices with White teachers and the experiences that shaped White beginning teachers' first school year teaching.

My perspective as a middle-class White woman inevitably played a role, both intentionally and unintentionally, in this research. As the researcher, I did my best to remain conscious of my own background in order to keep my perspective and thoughts from interfering with the research process. In an effort to keep myself accountable, I met with various people (Dissertation Chair and colleagues) to discuss my findings. Additionally, I kept a journal of anecdotal notes of my personal feelings throughout the study.

Procedures

Guidelines for conducting research in this district were followed and the following steps were taken. I submitted my proposal for my study to the district's Office of Research and Evaluation for review and I signed a research contract. I sent a copy of the Institutional Review Board's (IRB) approval of my study to the district. According to the district guidelines,

principals decide whether or not a study can be implemented in their schools. In mid-December, 2011, the school district sent me a letter granting me permission to carry out my study pending the meeting of four conditions: 1. I would not contact principals for dates or information related to this study. Instead, I would work with the head of the Professional Development office to obtain the necessary data for mentee/mentor pairs, racial composition and email/U.S. mail contact information. 2. I would only contact participants via email or U.S. mail and outside of their contractual hours. Additionally, I would not ask school staff to assist in the recruitment of participants or to place letters in their school mail boxes. 3. I would use pseudonyms for the school division, schools, and all participants in the study in all reports about the study and its findings. 4. Finally, I would submit a copy of the final report of the study to the Office of Research and Evaluation upon completion of the study and prior to its publication. Due to the stipulations I received from the district concerning contacting principals, I was not allowed to obtain approval from the individual principals of the schools in which I interviewed teachers.

Once I signed the letter outlining the district's stipulations, the schools were one week shy of closing for winter break. I decided to wait after the break when things might be calmer to email the district's Office of Professional Development for a list of names of mentors and their mentees from a variety of schools. In the beginning of January, I emailed the Office of Professional Development to see if I could obtain a list of all the mentor/mentee partnerships that would fit the criteria for my study. Eleven days later I had a list of names and locations for the eight pairs of mentors and mentees from the district's middle and high schools. Since records on the mentors and mentees were not kept in this way (by race and school location), I was fortunate

enough to have the help of an employee of the Office of Professional Development who graciously found and organized the contact information for potential participants for this study.

Contacting potential participants became a very time-consuming task. Since school emails and school mailing addresses were not given in the list, this information had to be found online. Because I am no longer an employee of the district, I did not have access to the staff email directory. Most email addresses were found through an internet search, but some were not. Additionally, the district did not have email addresses for a few employees. At the end of January, once I found email addresses for the potential participants, I immediately emailed all people (Appendices A and B) on the list who fit the criteria. I waited several days, and when I did not hear back from the majority of them, I asked the Office of Professional Development if they could extend my search for participants by including elementary teachers. Four days later, I was sent a list with the requested information. Additional letters to the new pool of potential participants were sent out mid-February.

Further time was spent in clarifying criteria with participants as a few of the teachers who showed interest in participating in the study did not fit the criteria set for the study. For example, a few male teachers who did not identify with being either White or Black were erroneously included in the initial pool of participants and had to be struck from the list. Or, if the participants did fit the study's criteria, it was only a response from one of the two (e.g., a white beginning teacher wanted to participate, but her mentor had not responded (and therefore interviewing them as a mentor/mentee pair would not be possible).

Once multiple emails and letters were sent, I waited for responses. Most of the teachers did not reply to my emails or letters. Without any response, I was unsure as to whether the

selected employees did not regularly check their school emails, did not have time to respond or were not interested in participating in the study. All this being said, by the time I was able to accumulate participants' consent, it was already March. I scheduled my first three interviews in March, 2012. By April, 2012 four participants (two mentor-mentee pairs) had signed consent forms, completed their surveys and had been interviewed. I was concerned as to where I would find the other eight people. Since the school year was quickly coming to a close, and at the suggestion of my dissertation advisor, I contacted the district's research representative at the end of April to see whether I could call participants at their schools, many of whom I had originally sent letters and emails to, to ask if they would participate in the study. After some time had passed, and I still had not heard back from the district's representative, I began to reexamine the criteria for my study, and decided that it would be advantageous of me to open the study to participants who had mentored/were being mentored for the current school year, as well. I adjusted my study with the IRB to reflect the necessary changes to continue my study: the condition for six pairs of mentors/mentee would now read "up to six pairs of mentors/mentees," White pre-service teachers who were being mentored by Black teacher mentors were now included as to take advantage of a residency program the district had implemented and that the mentor/mentee pairs could be from the previous school year (2010-2011) or the current one (2011-2012). The IRB approved these changes in the middle of May; however, it was not until the beginning of June that I heard back from the district's representative as to how I could proceed in communicating with potential participants. I was told that I could not call schools requesting to speak to, or leave messages for, teachers. Instead, I would have to send emails and/or deliver letters to their mailboxes (which went against a condition I initially agreed to with

the district). At this point, I emailed the Office of Professional Development again and asked for a list of female Black mentors who mentored female White teachers at any grade level from this current school year. Nine days later, I was kindly given another list containing seventeen mentor/mentee pairs. After sifting through this information, I was able to narrow down the participants who would work (some were incorrectly identified again) and contacted them. Of those who responded, I was able to ascertain eleven participants: six mentees and five mentors met the revised criteria. The first of these interviews was conducted June 14, 2011 and the others were conducted on June 18-19, 2011. Because the majority of these interviews were scheduled during the last week of school (both for students and teachers) there was not enough time to do some tasks that ordinarily I would do (i.e., continue rescheduling dates for focus group interviews when mentors could not attend). I did my best to interview everyone within those few days as I was hesitant about interviewing over summer since so many of the participants were not planning on coming back to teach in the district the following year.

Once the participants had been selected, a time was set, usually by email, for our first meeting in order to obtain consent (Appendices C and D) for participation, interview and share contact information. It was by chance that the participants who agreed to participate represented every grade level. The study was described to participants as a qualitative investigation of the cross-race mentoring process. After participants agreed to be interviewed both individually and in a focus group, a complete picture of the researcher's role was given.

My previous experience as a White teacher working in this district allowed me to acknowledge the discomfort of discussing race along with the tensions and apprehension both mentors and beginning teachers may have feel. With the exception of one person not completing her

survey and several of the mentors not meeting for a focus group meeting, nobody opted out of the entire study.

Individual Interviews

Once a participant verbally agreed and signed the consent form, an interview was scheduled at a time and location most convenient to each teacher to ensure comfort and security on the mentor/mentee's part. Much of the time, a consent form was signed immediately before the interview. When the interview did not immediately follow the signing of the consent form, participants received a reminder email stating the time and location of the upcoming interview a few days before the interview was scheduled.

The face-to-face interview was semi-structured and followed an interview guide. Patton (1990) gave three reasons for using a standardized open-ended interview guide: the instrument used in the study is available for scrutiny by others, the guide minimized variation between different interviewers, and the focus established by the guide honors and carefully uses time (p. 285). A standardized open-ended interview format that asked each participant the same questions was used to lessen the possibility for bias (Patton, 1990). Although the majority of the interview used this format, each participant had an opportunity at the end of each interview to add or clarify any relevant information.

From the number and type of questions asked to the wording and sequencing, each detail was decided prior to an interview (Patton, 1990). Since the purpose of this study was to identify and detail mentoring practices of Black teachers when mentoring White beginning teachers, and the experiences White beginning teachers had with being mentored by a Black mentor teacher, many interview questions focused on experience and behaviors that would “[elicit] descriptions

of experiences, behaviors, actions, and activities that would have been observable had the observer been present” (Patton, 1990, p. 290). The questions probed the experiences of both the mentors and mentees, including mentoring practices, by capturing “the deep meaning of experience in the participants’ own words” (Marshall & Rossman, 2006, p. 55) and respecting “how the participant frames and structures the responses” (Marshall & Rossman, 2007, p. 101).

Following the suggestions of Patton (1990), the interviews began with questions that were easy to answer (non-controversial, descriptive practices and behaviors) and continued with questions that required interpretations, feelings and opinions. Although some basic socio-demographic information was needed (years teaching, type of degree, content area, etc.), these questions were kept to a minimum and placed at the end of the interview so as to avoid routine, simple answers (Patton, 1990). Mentors were asked to describe their mentoring and to share any differences and/or challenges in mentoring White beginning teachers. White beginning teachers were asked about their first year of teaching and the role their mentor played.

Focus Group Interviews

In addition to face-to-face interviews with mentors and beginning teachers, focus groups of no more than 6 mentors and 6 mentees were originally planned “in order to ensure maximum interaction and input among all members of the group” (Minichiello & Kottler, 2010, p. 213). Originally created out of the idea that consumers make decisions in a social context (Patton, 1990), focus groups are group interviews that allow participants to comment on their own thoughts and react to others’ comments. Focus groups are useful for several reasons: First, collecting data from a group of people at one time increases interview efficiency. Second, focus groups help maintain data quality in two ways: acknowledging extreme views and opinions

while encouraging the most significant points of a topic to be explored. Third, focus groups can be enjoyable because they provide people the opportunity to discuss relevant issues in a safe, group setting (Patton, 1990).

Initially, two focus group meetings—one for the mentors and one for the beginning teachers—were arranged. However, due to the fluctuating schedules of all the participants and the difficulty in obtaining responses through emails, only two focus group interviews each comprised of two mentees were held. The other two mentees were interviewed individually using the same questions that were asked in the other focus group interviews. No mentor met for any of the focus group interviews. Two mentors agreed to attend a scheduled lunch focus group interview, but only one of the mentors came. The other mentor emailed me later to explain her absence (check-out procedures for her school took much longer than originally anticipated). The other focus group meeting for the remaining three elementary mentors was to take place at one of the elementary schools where two of the mentors worked. One mentor told me she couldn't make it at the last minute. One mentor who was planning on attending had to leave before the other mentor arrived (she was close to forty-five minutes late). The questions that were meant for the focus group interviews ended up being the second individual interview for all four mentors. At the beginning of both focus groups, a short overview was given highlighting the interview's purpose and the protocol of the interview. The purpose of the mentor focus group was to share overall mentoring practices, including strengths and weaknesses of mentoring White beginning teachers. The purpose of the beginning teacher focus group was to share successes and challenges of their first year teaching, specifically examining the impact of their mentor on their teaching practice and their race on their first year experiences. Equity of voice in the focus group interviews was a preliminary concern of mine, and strategies were planned to “ensure

equity of voice within the group as well as clarifying information given by participants” (Minichiello & Kottler, 2010; Fern, 2001), but since the biggest focus group interview only had two people, equity of voice was not a concern. Each participant shared freely and no participant dominated the interview. In fact, the participants in the two focus group interviews fed off each other so well, their conversation naturally led to additional, interesting points. Because of this, I was disappointed when the mentors could not meet for a focus group interview as supplementary information concerning race and experiences may have emerged that had not previously.

A third individual follow-up interview was originally scheduled after the focus group interview to give participants an opportunity to clarify or elaborate on any views or feelings about the content or format of the focus group interview as well as answer questions about personal feelings of mentioned topics. Since the majority of participants did not take part in a focus group interview, it was unnecessary to follow up about the content or format of the focus group interview.

Rigor of the Study

McMillan and Schumacher (2006) describe ten strategies to enhance validity: “prolonged and persistent field work, multimethod strategies, participant verbatim language, low-inference description, multiple researchers, mechanically recorded data, participant researcher, member checking, participant review, and negative and/or discrepant data” (McMillan & Schumacher, 2006, p. 324). I employed four of these strategies in order to address the issues of qualitative research rigor: multimethod strategies, participant verbatim language, mechanically recorded data, and participant review.

Multimethod Strategies

“Triangulation is the act of bringing more than one source of data to bear on a single point” (Marshall & Rossman, 2006, p. 202). It is important to include different strategies in a study in order to reveal new perspectives on an issue. In order to validate findings from the initial mentor interviews, it will be appropriate to observe mentoring as well as any mentor data collected from the classrooms of White beginning teachers. Because instructional mentoring was not happening in most of the mentor-mentee relationships, and certainly not in the last week of school, observing mentoring was not possible and therefore, did not happen.

Participant Verbatim Language

Haberman (2000) explained that “language is not an innocent reflection of how we think. The terms we use control our perceptions, shape our understanding, and lead us to particular proposals for improvement” (p. 203). Therefore, using and understanding the accurate language of the participants clarified intentions, meaning and perceptions of cross-race mentoring. I did remove disfluencies in language such as “um,” “like,” or repetitive words (i.e. “that, that”).

Mechanically Recorded Data

Each interview was recorded in two ways: the first utilized iTalk, an application on a mobile phone, which provided an accurate and complete record of the interview. The second employed a digital recorder. Recording the interviews ensured the participants’ language and meaning was fully heard and considered. Quotations from participants were recorded, uploaded to Atlas.ti, a qualitative data analysis program, and used to analyze data.

Participant Review

Each participant was asked to review the transcription of their interview and was given an opportunity to modify the interview transcription for accuracy. Focus group interviews were also recorded, transcribed and shown to participants for review. No participant chose to modify their transcriptions.

Reflexivity

Reflexivity establishes credibility through a “rigorous self-scrutiny by the researcher throughout the entire process” (McMillan & Schumacher, 2006, p. 327). Seven strategies to enhance researcher reflexivity include: peer debriefer, field log, field (reflex) journal, ethical considerations recorded, audibility, formal corroboration of initial findings, and critical reflexivity (McMillan & Schumacher, 2006, p. 329). Four of these strategies were incorporated into this study: peer debriefer, field log, audibility, and formal corroboration of initial findings.

Peer Debriefing

A peer debriefer is a “disinterested colleague who discusses the researcher’s preliminary analysis and next strategies” (McMillan & Schumacher, 2006, p. 328). Before the interviews, the interview guides (Appendices E and F) were peer-examined by colleagues, both Black and White. Furthermore, a peer debriefer, my dissertation chair, helped me understand my experiences and interpreted data through discussions.

Field Log

A field log serves as documentation for field work: people, dates, times, and places of interviews, etc. (McMillan & Schumacher, 2006). I documented interview dates, times, locations, and involved participants. Additionally, I also recorded my thoughts and feelings, reactions and responses to each stage of my research.

Audibility

Audibility is the “practice of maintaining a record of data management techniques and decision rules that document the chain of evidence or decision trail” (McMillan & Schumacher, 2006, p. 329). The categories were derived from the interview guides and other prevalent themes that emerged from the interviews.

Formal Corroboration of Initial Findings

After my initial individual interviews, I planned on conducting two focus group interviews—one for mentors, and one for mentees. Due to scheduling conflicts, the focus group for mentors did not happen and the focus group interview for mentees was split into two different meetings. Although the focus group interviews mostly did not take place, the questions that were devised for the focus group interviews were still asked in individual interviews. When this happened, the focus group interview questions served as a confirmation for emerging themes found in individual interviews.

Reciprocity

“When people adjust their priorities and routines to help the researcher, or even just tolerate the researcher’s presence, they are giving of themselves. The researcher is indebted and should be sensitive to this” (Marshall & Rossman, 2007, p. 81). To show appreciation for and gratitude to the teachers who participated in this research, I offered refreshments, including coffee, candy and even lunch during the individual and focus group interviews. I purchased \$25 Target gift cards for each teacher so classroom materials could be purchased.

Ethical Considerations

In order for my interviews and research to be considered ethical, I ensured all participants signed consent forms and the necessary people (principals, district office, and professional development) were notified prior to interviewing. “Researchers have a dual responsibility: to protect the individuals’ confidences from other persons in the setting and to protect the informants from the general reading public” (McMillan & Schumacher, 2006, p. 334). None of the participant’s identifying information was used in any of the transcriptions and all participation was voluntary. Participants had a chance to modify their transcripts to more accurately reflect their meanings. No participant chose to modify any portion of any interview.

Design

McMillan and Schumacher (2006) described five phases of data collection and analysis strategies in qualitative research: planning, beginning data collection, basic data collection, closing data collection, and completion (p. 322-23). In the first phase of planning, the location of the study and participants was determined and approved. Since building trust between the researcher and participants is imperative (McMillan & Schumacher, 2006, p. 322), the first few days of collecting data, phase two, emphasized the building of relationships. “Researchers obtain data primarily to become oriented and to gain a sense of the totality for purposeful sampling (McMillan & Schumacher, 2006, p. 322). Phase three is basic data collection. All data was logged by dates, times, names, setting, and names of others present (Marshall & Rossman, 2007). Both individual and focus group interviews, when available, were scheduled and conducted. After each interview, an interview elaboration was written. Initial descriptions of participants along with my feelings and perceptions of the research process were documented to highlight my bias and make my thoughts of race and racism transparent. The interview

elaborations included “self reflections on [my] role and rapport, the interviewee’s reactions, additional information, and extensions of interview meanings” (McMillan & Schumacher, 2006, p. 356). The initial individual interviews gave me access to participants’ thoughts and feelings. The focus group interviews, when applicable, helped clarify emerging themes or findings. In the next phase, closing data collection, I had planned to individually interview teachers again. This phase gave more attention to “possible interpretations and verifications of the emergent findings with key informants, remaining interviews, and documents” (McMillan & Schumacher, 2006, p. 323). However, due to problems with participant scheduling, there was not a true focus group interview, and consequently, a follow-up interview did not occur. Instead, when I gave the participants their interview transcriptions from the focus group questions, I also gave them another chance to clarify, modify or delete any part of their interview. No participant chose to do this. Giving this opportunity for participants to modify their transcriptions ended the last phase of the active collection of data ended and data analysis began.

Inductive Data Analysis

Major and Savin-Baden (2010) described analysis as moving “beyond comparison in ways that would just provide an overview of the issues or themes that emerged from each study” (p. 62). Analysis is not simple; rather “the process of bringing order, structure, and interpretation to a mass of collected data is messy, ambiguous, time-consuming, creative, and fascinating” (Marshall & Rossman, 2007, p. 154).

This research was conducted using a constructivist paradigm which assumed several truths, especially the idea that understanding is formed between knower and respondent, and methodological procedures transpired naturalistically (Denzin & Lincoln, 2005). In other words,

similar experiences do not produce the same information. This is especially true in education where pairs of teachers work in the same building but take away different versions of truth each evening depending on their interpretations of the day's events.

Analysis of the data was generated from the transcripts of the interview tapes as well as a software program, Atlas.ti. Great caution was placed in transcribing and translating texts as these are not “merely technical task[s]; both entail judgment and interpretation” (Marshall & Rossman, 2007, p. 110). Because the judgments associated with transcription can “shape the meaning of the written word and, hence, of the interview itself” (Marshall & Rossman, 2007, p. 110), participant review was an essential part of analysis in confirming intended meanings were captured. Therefore, it was my job as an inquirer to not only expose participants' true perspectives through questioning, but to be able to accurately understand and transcribe these feelings authentically. As Holstein and Gubrium (1995) so beautifully state: “analysts' reports do not summarize and organize what interview participants have said as much as they ‘deconstruct’ participants' talk, showing the reader the *hows* of the *whats* of the narrative dramas of lived experience” (p. 80).

“Coding data is the formal representation of analytic thinking” (Marshall & Rossman, 2007, p. 160). In a constructivist paradigm, “findings are usually presented in terms of the criteria of grounded theory or pattern theories” (Denzin & Lincoln, 2005, p. 24). Grounded theory dictates the researcher as coder of his or her own data as because constant coding generates other ideas. In this study, the data from the interviews was coded first. Two types of coding were employed: generative coding and relational coding. Generative coding “involves developing categories out of concepts and themes that are evident in the data” (Major and Savin-

Baden, 2010, p. 62). The questions I asked participants, as well as other common topics that surfaced during the interviews, became the basis of my codes. In this way, each question (and or subsequent themes found in individual or focus group interviews) was initially used as a coding category until “grounded categories of meaning held by participants in the setting” emerge (Marshall & Rossman, 2007, p. 159). Each question was abbreviated in to a key word or phrase and this abbreviation was used as the code.

Reading transcriptions “line by line” encouraged me to “verify and saturate categories, minimizes missing an important category, and ensures relevance by generating codes with emergent fit to the substantive area under study” (Holton, 2010, p. 24).

Categories are established within grounded theory through the following criteria: centrality to other codes, relatable to many other categories and properties, and it can explain the “variation in a pattern of behaviour” (Holton, 2010, p. 30). The second type of coding I employed is relational coding which “makes connections between categories” (Major & Savin-Baden, 2010, p. 62). I examined the established categories and noticed connections and relationships between them. This study of categorical relationships focused the main findings in the interviews.

Once the data was coded and placed in categories, analysis began. “Often referred to as ‘telling the story,’ interpretation brings meaning and coherence to the themes, patterns, categories, developing linkages and a story line that makes sense and is engaging to read” (Marshall & Rossman, 2007, p. 161-2). I determined what data was useful in uncovering information on the impact race has in mentoring beginning teachers. As I found common themes and findings in the data, I also wrote analytic memos that summarized my results. Analytic

memos are “theoretical notes about the data and the conceptual connections between categories” which “capture the researcher’s emergent ideation of substantive and theoretical codes and categories” (Holton, 2010, p. 33). Although the basic premise of memoing is to “develop ideas with complete conceptual freedom,” memo writing in combination with coding and analysis “slows a researcher’s pace, forcing a reasoning of the emerging theory as categories emerge and integrate” (Holton, 2010, p. 33-34). Because “coding practices can help us see *our* assumptions, as well as those of our research participants” (Charmaz, 2005) writing memos compelled me to “search for negative instances of the patterns, and incorporates these into larger constructs, as necessary” (Marshall & Rossman, 2007, p. 162). Since “alternative explanations always exist” (Marshall & Rossman, 2007, p. 162), alternative explanations for emerging patterns through my memos were considered.

Limitations

“All proposed research projects have limitations; none is perfectly designed” (Marshall & Rossman, 2007, p 42). The first limitation of this study was the researcher. Since I am a White woman, hesitations on the part of the participants (both the Black mentors and White beginning teachers) may have existed. Newsom, Ridenour, and Kinnucan-Welsh (2001) ask “what ‘truth’ is constructed from data that might differ based on the researcher’s race” (p.18)? Despite any surface friendliness or willingness to participate, being a White woman may have prevented the participants from truly sharing their feelings about their mentoring experiences. In addition, my interpretation of the interviews and of the meaning behind participants’ statements may bias the true intention and meaning. Colucci (2008) notes that “a facilitator of the same race/ethnicity as the participants’ usually enhances relations and increases the willingness to respond” (p. 238).

However, being in the etic, or outsider, position does not make my study any less valid. In her study of Indian culture, Colucci (2008) found that her position as an outsider allowed her to ask questions that may have been obvious for an insider to ask as well as give the participants more freedom to discuss sensitive topics. Rhodes (1994) writes:

While recognizing that, in a 'racially' conscious society, the colour of an interviewer's skin is likely to influence the way a person responds, it is erroneous to assume that a qualitative difference necessarily implies that one type of account is intrinsically superior to another. Each is interesting and meaningful in its own right (p. 548).

Second, I am not just a White woman, but a White woman who had worked with many of the participants in one context or another over the past ten years. As I met with mentoring partners, there were several instances in which I knew one or both of the teachers, either from being an adjunct instructor at a local university or as a colleague when I was teaching K-12. This familiarity, even if distant, may have altered someone's views or opinions of me and may have withheld or shared information as a result.

Even if differences in race did not keep a participant from sharing her true feelings, job security, the third limitation, might. In fully disclosing the study and its purpose, the observed participants may have withheld or modified their true feelings or actions if they felt their actions and or words may have been reported to their principal or someone else in authority. Similarly, beginning teachers may not have fully shared their concerns if they felt admitting more problems would lead to a negative evaluation at the end of the year. To combat this fear, all participants were reassured that data collection was confidential and would not be shared with anyone with whom they work.

A fourth limitation is the research on White teachers confronting their ‘Whiteness’ (Levine-Rasky, 2000). One of the most important challenges facing many schools is teachers’ reluctance “to openly discuss power, racism, and white privilege with colleagues” (Henze, Lucas & Scott, 1998, p. 188). Since much research points to this tentativeness in discussing racial issues, the teachers I interviewed may not have been willing, or ready, to delve into racial differences and their implications in teaching in an urban school. Knowing the reality that discussing racial differences can be uncomfortable for some, I would not have been surprised if a participant’s discomfort with the subject matter was the reason a participant chose not to attend interviews or focus groups.

A fifth limitation to my study is in the use of focus group interviews. Marshall and Rossman (2007) indicate disadvantages of using focus groups: “power dynamics” interviewer has “less control” “time can be lost” “special room arrangements” “logistical problems may arise from the need to manage a conversation while getting good quality data” (p. 115). I devised strategies to encourage and limit participation from participants attending focus group interviews. I concentrated on addressing common themes that emerged from individual interviews in the focus groups with the opportunity to interview individual after each focus group. Focus group interviews were not the sole method in gathering data, and were used to enhance data collected in the individual interviews. None of the focus group interviews were well attended, so the disadvantages and advantages in using focus groups were not an issue.

Time and the school district’s protocol was the sixth limitation of this study. Although I was originally given the go-ahead for my study in mid-December, 2011, there were several reasons why I was not able to interview most of the participants until the end of June, 2012. The

district's stipulation of only contacting participants through U.S. mail or email led to difficulty in accessing potential participants. Although the district's Office of Professional Development was very helpful in meeting my requests, records of mentors and mentees were not organized by race and school and, because of this, finding participants who met all the criteria for my study *and* were willing to participate was difficult. As a former teacher in this district, the use of email was not always a top priority for many reasons (e.g., some teachers had no access to computers), and although I cannot say for sure whether this is still true for the district's teachers, I can say that reaching participants through the district's email was quite a challenge.

In addition, waiting for both the IRB and the district to approve my amended research also took time. Once approval was given on all fronts, the end of the school year was near and there was some urgency in scheduling and conducting interviews.

The final limitation is that of the actual mentoring process. Mentoring can be defined in numerous ways, often times depending on the context. In this particular school district in which the study was done, mentoring was more an act of pairing a veteran and a beginning teacher together in hopes of providing the beginning teacher with a person who can serve as a resource for questions, concerns, etc. as opposed to a person who will be working with the mentee individually on improving instruction. The questions that comprised my interview guides were based on the assumption that instructional mentoring was occurring.

Chapter 4: Mentor Pairs

General Information about Mentees

All of the mentees were White, female first or second year teachers who attended a traditional university based program with a student teaching experience. All mentees completed the student teaching portion of their pre-service program and all mentees held a regular or standard state certificate or advanced professional certificate and were assigned to a subject area and grade for which they were certified. Three of the mentees are elementary or preschool teachers and three of the mentees taught at the secondary level. Of the three secondary teachers, two were elective teachers (teachers who do not teach a traditional content area) and had a different schedule and larger classes than the third teacher.

When asked to describe how their classes were organized, two mentees identified as teaching elementary enrichment classes, two mentees identified as team teaching (i.e. one of two or more teachers who are in the same class at the same time and jointly responsible for teaching a single group of students), one mentee identified as teaching departmentalized instruction (i.e. teaching one subject to various groups of students throughout the day) and one mentee identified as teaching a self-contained class (i.e. the same group of students all or most of the day in multiple subjects). The average number of students enrolled in each mentees' classes varied. Two mentees taught between 16-20 students, two mentees taught between 21-25 students, one mentee taught between 26-30 students and one mentee taught more than 30 students.

General Information about Mentors

Similar to the mentees, all mentors that were interviewed attended traditional university based programs, had student teaching experience and held standard state certificate or advanced

professional certificates. Two of the mentors had served as teacher mentors prior to this study, while three of the mentors had no previous teacher mentoring experience. Notably, despite repeated requests by the interviewer, only four of the five mentors submitted a completed survey (Appendices G and H) for this study.

Mentor-Mentee Pairs

Lauren and Revenge: “Everyone played a part in making sure she was successful” (Revenge).

Lauren. “I think I kind of always wanted to be a teacher. When I was about five years old, I remember playing teacher with my dolls. I was the oldest, always kind of like the leader and the nurturing one in the family and always wanted to help others, kind of like a natural born thing that I wanted to do. I’ve had several family members who were teachers and had a lot of really wonderful teachers throughout school and they were really inspiring.” I first interviewed Lauren in the spring of her second year of teaching. She had taught kindergarten the previous year where she was teammates with her mentor, Revenge. At 23, Lauren was hired days before the school year began, and when she first entered her room, she already had a mess to clean. She explains:

I was put kind of in a difficult position when I first came in. I guess the teacher before had left or been placed on leave and they weren’t sure if she was coming back so all of her materials, I think 30 years of materials, were in the classroom and, I got hired right at the very end, so I had like two days to get everything, to pull it all together. Then, I found out that I was going to be sharing a classroom with another teacher in kindergarten because we don’t have enough space, so that

was challenging. I had fifteen students and she had fifteen students so there were thirty students in one room and then she ended up leaving halfway through the year, so it was me with all of those children. And then they hired a sub near the end of the year and it just went back and forth, from separate to together and then separate so it was kind of an obstacle, but I definitely received a lot of support and I think the year ended up being really successful with all that was kind of thrown at me.

Despite all of this, when asked to describe the most challenging working condition at her school during her first year of teaching, Lauren responds that the diverse backgrounds and special needs of her students were the most challenging part of her year.

My situations with a lot of students had real tough home lives and were neglected a lot and wasn't a lot of parental support at home so that was definitely a main challenge and I think coming into it, it was my first year and I didn't know what to expect until I was in the situation that was kind of difficult but I also had a lot of children with special needs.

The support Lauren acknowledges is that of her mentor, Revenge. Lauren noted that Revenge was always positive and thoughtful and she was able to learn a lot from her.

Well one thing about her style of teaching is that she always kind of tries to over prepare the students and not just teach to the minimum. She kind of goes above and beyond, and she puts in a lot of time, a lot of effort, and she'll stay here late hours and I really admire that because you can just tell that she just truly loves what she does and it kind of made me look up to her and to aspire [*sic*] me to

want to be a teacher like that and I feel that she's very knowledgeable and handles situations very professionally and, I guess this year it's kind of pushed me that I just don't want to teach to the bare minimum, I kind of want to push my children further than they need to be in second grade.

Revenge.

Revenge, a forty-six year old veteran teacher, whose infectious laugh and friendly demeanor belie her chosen pseudonym, was a first time mentor who was asked by her principal after the school year started to mentor Lauren. Because she was asked to mentor Lauren so quickly, Revenge did not have much time to prepare for her mentoring. When asked to describe her mentoring at the beginning of the year, Revenge said:

I think we were both lost (both laugh) because I didn't know what I was supposed to be doing and I didn't know if she knew what I was supposed to be doing either [laughs]. But after a while, you know I was like well you're going to have to bear with me a little bit because this is my first time doing this, so let me get a grasp of what I'm supposed to be doing because nobody told me either. [laughs] Then we had our sessions over at the location where we met and I was like oh okay, now I know you know to do this or this, because I didn't receive her until kind of late in the beginning of the year it was like maybe October, you know that sort of thing, so I didn't get her right away to be able to do just go in and say okay, you gotta do this this way and do this this way, that sort of thing.

As it turned out, Revenge reported that she didn't need to help Lauren too much. It already seemed as if she was "eager and ready to just get in there and just do a lot of things". The

biggest issue that Revenge faced in mentoring Lauren was supporting Lauren as she was being told by a classroom aide to let her students play more.

She had someone else who was working in the room with her that did not share the same thoughts in reference to teaching and working with young children as she did so there was a little bit of a conflict there.

Revenge added that once this situation was resolved with this teacher, Lauren was able to make great strides with her students.

Just making sure the kids were slowly learning something after the whole situation of having someone in the classroom that really just wanted the children to play versus what they were assigned what they were really supposed to be doing. Once that was controlled, then she was able to really move forward and get the children to work.

In choosing words to best describe Revenge as a mentor, both Lauren and Revenge chose the words colleague, collaborator, role model, friend, and evaluator. Lauren also chose the words expert guide and therapist. Neither chose the words advocate or critic as shown in Table 1.

Table 1

A Description of Revenge's Mentor Characteristics

	Colleague	Collaborator	Role Model	Friend	Evaluator	Expert Guide	Therapist	Advocate	Critic
Lauren	X	X	X	X	X	X	X		
Revenge	X	X	X	X	x				

Earlene and Patsy

“We developed a pretty close relationship right off the bat.” (Earlene)

Earlene.

Earlene, a twenty-five year old German woman, moved to the United States when she was nine and lived in various places along the East Coast until she went to college. She desired to be a teacher since she was young:

Ever since I was little I started playing school and it was always something I wanted to do. And, ah, so, it was never like an a-ha moment that I wanted to be a teacher, it was just kind of always there ever since I was a little girl.

Although she had never worked in a public school before being mentored by Patsy, she had worked at a private daycare. Earlene described the most challenging working condition at her school was going without daily, basic needs like paper towels.

I guess the lack of day-to-day support as far as just having so many needs of the students, you know bathroom needs, needing toilet paper, needing paper towels, needing those basic things and not having those met. I think that was the most challenging thing.

Like all first year teachers in the district, Earlene had access to the district’s new teacher liaison and was required to attend monthly mentor-mentee meetings designed to inform and support beginning teachers during their first year. She found the meetings unsupportive. “The new teacher meetings weren’t helpful at all. I felt that they covered things that as a first year teacher you’re already experiencing and it was just honestly one more thing that we had to do.” The way in which Earlene described these district meetings greatly contrasted with her easy, informal relationship with her mentor.

She was right next door and we developed a pretty close relationship right off the bat. So, we didn't have any formal meetings, I could kind of just go across the hall in the mornings, at lunch, anytime I needed her to ask her for help and she was always very willing to help me. So it was very, very helpful with the day-to-day things that would happen.

For Earlene, having her mentor readily accessible when she needed help, instead of being required to check in at a certain time, was one key to their success as a mentoring partnership.

Although the daily conversations and specific pieces of advice from Patsy were not easily recalled to memory, Earlene did state that her mentor built her confidence. In describing the most valuable piece of advice her mentor gave her, Earlene stated "it wasn't specific information, but it was just giving me confidence, or a sense of comfort, I suppose, that I was doing what I was supposed to be doing with the children."

Patsy.

In interviewing Patsy, it was easy to tell how much she liked mentoring Earlene. The reciprocity of learning between the two may have been one reason. "I enjoyed mentoring. We pretty much learned from each other and there were some things she would do and I was like, "oh okay, I've never thought about that" and vice versa." Patsy, a forty-nine year old veteran teacher, was drawn to Earlene before she was officially her mentor.

What drew me to her was when I first saw her and she reminded me of my niece...and I asked her, 'Do you have a mentor?' and she was like, 'no,' and she said, 'will you be mine?' And I was like 'sure.' (laughs). And, that's basically how it started.

Table 2 shows Earlene and Patsy both chose to describe Patsy's mentoring with the words colleague, role model, and friend. Additionally, Earlene viewed Patsy as an expert guide,

therapist, and advocate. Patsy only chose the extra word collaborator to describe her mentoring. The two words, evaluator and critic, which may assume a negative connotation, were not chosen by Patsy or Earlene suggesting that neither saw the mentoring or the process as adverse. From their interviews, it was apparent that both Earlene and Patsy had a genuine relationship and truly enjoyed working together and their survey results support this.

Table 2

A Description of Patsy's Mentor Characteristics

	Colleague	Collaborator	Role Model	Friend	Evaluator	Expert Guide	Therapist	Advocate	Critic
Earlene	X		X	X		X	X	X	
Patsy	X	X	X	X					

Ann, Katie and Maggie

“Classroom management was the main thing we discussed just about every time we met because they were having such a problem.” (Maggie)

Ann.

I agreed to meet Ann at her school, which I was very comfortable with because I had previously worked as a teacher in this building. In fact, much of the office staff was still the same, and as I waited, we had a nice time chatting. When I first saw Ann she was discussing with the guidance counselor a referral for one of her students. She seemed irritated that she had to complete a referral with such detail for something a student had done that, in her mind, should

have warranted an immediate response in punishment. As we walked back to her classroom together, I found out that she had worked in the same building for part of the previous school year as a substitute and was hired as a full-time teacher for the current school year. Because she was a long-term substitute the year before, she did not have the benefits of the district training or a mentor. Instead, she was paired up with a buddy who could answer questions, but a mentor was not assigned until the current school year.

Ann was talkative and matter-of-fact. Whereas other participants had to think about answers, Ann seemed ready to answer any question. When I asked her to describe the kinds of support she received during her first year of teaching, the district liaison, who she described as a “teacher mom” and “the most helpful thing,” was her first response. The district liaison also seemed to be a good resource to her because Ann did not feel comfortable asking questions or voicing concerns to other staff members. When it came time to sign intent forms for the following year’s contracts, Ann had some questions. “So [the district liaison] came in and explained that [contractual process] process to us which is something I didn’t feel comfortable asking anyone at school.”

According to Ann, she was assigned a mentor in November who was already mentoring another beginning teacher. Ann was disappointed that not only was she paired with a mentor two months after the school year began, but that she also had to share her mentor with another beginning teacher.

Yeah, so I felt a little bit disgruntled about that whole process from the get go. I’m a mentor with the Youth services program and I take that seriously and I have to do paperwork with that, and I understand what it’s like to have to mentor someone and so I

think that almost puts me in an awkward situation because I have different expectations already [of what a mentor should do] and just how I had to really not fight, but just it was really hard to communicate with people to say, “hey, I think this is supposed to be happening can someone please, I don’t want to be annoying or demanding, because I’m a new teacher,” so I guess it just started out that I felt like I was a burden, that I was burden to everybody, you know, and it was confusing to them because I started last February.

Ann had the largest classes of any mentee I interviewed; her class size ranged from 24 to 35 students. All her students were Black and her classes were primarily attended by boys. She wishes that she would have had access to another person who taught her subject area so she could get advice on how to do daily tasks more efficiently.

Katie.

Katie was the other first year teacher who shared Maggie as a mentor with Ann. Since I had already spoken to Ann, I knew that Katie was not planning on teaching at the same school the following year. When I asked her to describe the most challenging working condition in her school building, she answered:

I went through a very big culture shock, and I’ve always considered myself a very adaptable person but it was just totally not what I was expecting at all, from the kids, from the students, and the staff was pretty supportive, but even some of the cultures in the staff was a little bit different than what I had expected.

She mentioned that the classroom management systems that were in place for many of the teachers in the school would not work for “a small, soft-spoken White girl.” Katie commented on how, through the advice from her mentor, she changed the way she approached

her students and this change seemed to make her classroom management more productive. For example, she found talking back to the students as an effective means of managing her class.

In some instances, yeah, you know, they kind of, kind of attack you a little bit, you know? Trash talk you, you know? If you find a clever way to say something back to them, then they'll kind of respect you a little bit. I don't know if that makes sense. They kind of, you have to giggle about it though, it has to be humorous, kind of like, 'I have to get back at them' and then they'll be more respectful of you as a person, that's what I felt. She also mentioned that although she was able to have effective classroom management, the way in which it was accomplished was very uncomfortable for her.

Maggie.

I met Maggie in the school's front office and she took me back to her classroom for the interview. I was already familiar with Maggie. When I worked in her school building as a classroom teacher, the principal designed a new schedule for me one year to take mornings out of my classroom in order to tutor another group of students for an upcoming state test. Maggie was the substitute the principal hired to teach my class. We worked together on a daily basis to ensure my students were working successfully to meet instructional goals and to give her an opportunity to discuss discipline problems or questions. We had a good working relationship, but hadn't spoken to each other in the five years since I had left the building. During this time apart, Maggie had been hired as a full time Business teacher. Maggie, now 62, was asked by her principal to mentor two beginning teachers.

Even though both her mentees were also elective teachers, there was not a common schedule that made meeting together easy. Maggie said, "because we were on different

schedules, there wasn't much I could assist them with because I had eighth grade schedules and they had an [elective] schedule, so we were totally different."

Throughout the year, classroom management was a source of tension for Maggie and her two mentees. There was some disappointment felt by the mentees about the suggestions Maggie gave for settling discipline issues in the classroom. Maggie felt that classroom management was an issue *all* beginning teachers struggled with and gave the best suggestions she had. She even took an online course on classroom management through a professional development business to find additional ideas to pass along to her mentees.

Maggie remained steadfast in her answers throughout both interviews that race did not play a role in mentoring. When asked whether there was anything particularly difficult about mentoring a White beginning teacher, Maggie answered:

I guess it's because I don't look at color, it didn't matter to me. It's the person that I was trying to work with, so that she would have, both of them, so they would have an enjoyable year, so that didn't [phase] me at all.

When asked if she would make any recommendations to a colleague who was going to mentor a White teacher the following year, she answered, "no. Treat them just like they are a person, just like you." When asked if the district's mentoring sessions had any training on mentoring White beginning teachers, she answered, "No, we didn't get any training at all. It's a teacher! [laughs] That's all." When asked if she thought their race had anything to do with classroom management, Maggie answered, "uh uh, not at all."

Maggie never submitted her surveys, but the results of both Ann and Katie's surveys are noteworthy. Table 3 shows that of the nine characteristics given to describe their mentor, each of

the mentees chose two. Although Ann and Katie both agreed that Maggie was a colleague, each felt very different in the next word they chose. Katie chose friend to describe Maggie as a mentor while Ann chose critic. Both of their interviews support the words they chose to describe Maggie. Katie appreciated Maggie’s willingness to help her, but Ann was resentful of the advice Maggie gave about classroom management and how she chose to handle her classroom, thereby choosing the word critic to describe her mentoring.

Table 3

A Description of Maggie’s Mentor Characteristics

	Colleague	Collaborator	Role Model	Friend	Evaluator	Expert Guide	Therapist	Advocate	Critic
Ann	X								X
Katie	X			X					

Happy and Ava

“So [Happy] never made me feel bad about being a first-year teacher, she always reminded me that it happened before, it’ll happen again, you’ll get used to it.” (Ava)

Ava.

When I received Ava’s name from the list sent from the district’s professional development’s office, I was surprised. I knew Ava previously as a student in one of the classes I taught at a local university but did not know she had taken a job in another building in which I also previously worked. We agreed to meet one day after school for the interview.

Ava, a 25 year old beginning preschool teacher, was most surprised to have an instructional assistant in her classroom and cited this as her most challenging working condition because “I always envisioned myself working alone in my room so having one other person there it was hard to ask for help when I needed it. That was my biggest challenge.” She did not care much for the instructional assistant due to his “laziness,” but that assistant left her classroom for another teacher’s classroom after the first three months. Ava was able to have another assistant working in her room that suited her much better.

Besides the help she received from the second instructional assistant, Ava credits her mentor, Happy, for being “a great support” and could “go to her when I had problems and she would talk me through it, tell me things would be okay. I wasn’t the first person to go through it and she was just very comforting about it.” The most valuable piece of advice Happy gave Ava was in handling the details of teaching.

I don’t know if it was just one thing, but she just always helped me make things easier on myself, whether it was paperwork or the little things I wanted to do for the children, she would say, ‘Don’t do that’ or ‘Do it this way, it saves time and money on you.’ It was just a whole bunch of, not naming specifically, daily tasks throughout the day, like making my schedule flexible. Instead of making ten schedules, this will be this day, and that day, she told me just to put ‘flexible.’

Happy helped her tremendously throughout the year, but Ava wished Happy would:

come in and check on certain things before I’d done it. For instance, report cards I was, it was my first time filling it out, I wish she had come to me before I had done so, because I had graded it completely different than how you’re supposed to.

Happy.

Happy, an extremely positive preschool teacher, had taught for 38 years. As one can imagine, within 38 years in any job, Happy had seen her fair share of trends in the educational arena. Since testing had become such a focus in the last decade, she switched from teaching kindergarten to preschool as she felt that “it [focus on testing] was an injustice to the children.” She described constant testing as stifling.

There was only structure, structure, structure where the children weren’t getting the whole lesson of what we’re trying to teach because by the time I tried to get the children to learn an objective, the data was due on Friday, so that left you four days but you had to teach these little children how to bubble in or circle an answer, and they weren’t ready for it.

Now in her fourth year of teaching preschool, Happy feels she can impact students in more creative ways including playing, singing, dramatic play and poetry. Like Maggie, Happy also noted classroom management was a weak area for many of the beginning teachers in the district. “I really can say classroom management was key, was a big one, even when we had our mentoring sessions at [names location] and I think it is because everything is new and everything is overwhelming.” Happy, a native of the city in which she teaches, decided to mentor because she “just love[s] teaching, period. And I love to encourage and to inspire other teachers to be passionate about what they do and to serve the children with the very best they can give.”

As Table 4 shows, the words both Ava and Happy chose to describe Happy’s mentoring were colleague, collaborator, expert guide, therapist, and advocate. Since Happy chose all the words to describe her mentoring, the words Ava did not choose include role model, friend,

evaluator, and critic. The word role model, friend, evaluator, and critic can have strong emotions tied to them. It is notable that Ava did not choose any of these words to describe Happy's mentoring, suggesting that Happy was more of a collegial support who could give advice on the content. Ava did not view Happy as someone with whom she had a deep enough relationship to call a friend.

Table 4

A Description of Happy's Mentor Characteristics

	Colleague	Collaborator	Role Model	Friend	Evaluator	Expert Guide	Therapist	Advocate	Critic
Ava	X	X				X	X	X	
Happy	X	X	X	X	X	X	X	X	X

Susan and Shaun

“It was always just like a let's learn about each other type of thing and I mean it was very good.” (Susan)

Susan.

I met Susan and her mentor, Shaun, on the same day. It was the last day of school, and they were both sitting in their empty classroom. I had plans to interview Shaun the next week, and was interviewing Susan that day. We met in a small departmental office next door to their classroom. Susan was a tall, White woman who was wearing a flowy skirt. Immediately I wondered how many comments she had received from students based on how she looked. She addressed this issue later in the interview:

I do have a different way of dressing, I suppose from like, I don't know. I mean, they commented on my style (imitating comments from students)... "you look kind of different, you look like you're from the seventies." And, I was like, okay, thanks.

At first, Susan seemed annoyed with the numerous comments about her clothes, but once Shaun explained the students' comments meant they were "interested" in Susan, she was less defensive.

That was what she said, "they're interested in you" and I was like, "oh, I didn't look at it like that before," but she was just kind of like, she would bring things to life, like this is them being curious about your life. This is them asking you this question, she was just kind of like illuminate things to where I like noticed them. That was what happened, and it was really cool.

Besides being racially different from her students, she and her mentor, Shaun, had a different mentoring partnership as well. Susan had spent that current school year as a resident in one of the district's newest programs. In this program, pre-service teachers have the opportunity to co-teach in a veteran teacher's classroom, complete a Master of Teaching degree, and live with other residents. Additionally, both pre-service residents and teacher coaches attend outside training that will develop their ability and knowledge in coaching and teaching. Susan joined Shaun in Shaun's 10th and 11th grade English classroom.

Susan's interview responses were lengthy and informative. From the beginning, I could tell that she was observing and implementing theory she had learned relative to teaching in the classroom. She gave a lot of educational terms in her answers and it was difficult to tell whether she was including these terms for the purpose of the interview or if she just really spoke that

way. Above all, her interview answers pointed to the fact that she was very caring and deeply concerned about her students' success. It also became evident that teaching in an urban high school gave her the chance to positively approach race and allowed growth both for her and her students. She seemed excited to share examples of when race appeared in classroom conversations.

Throughout Susan's responses, the idea of the White savior mentality appeared. Susan hinted at this when I asked her what made her decide to teach:

So, yeah, that's kind of what got me into it, like I was just like—it started out more like “I want to be a do-gooder” and then it was sort of “no—“, that sort of fades,. I feel if you're just doing it for that, you're missing the actual point of just loving people and helping them grow so they can do things for themselves.

This White savior image was repeated in the interview when she discussed the seemingly depressing academic challenges of the students. Susan describes her feelings of her school:

Because it gets you down, you know, all the system is screwed up and everyone's doomed [laughs]. I'm not kidding, “everyone is doomed and the system sucks.” [laughs] but then it's, “No actually I'm here and so are a lot of other people.”

Susan credits her mentor, Shaun, as being “an amazing role model” and “a voice of realism” that encouraged her to make the best of things. Susan took advantage of learning from Shaun because Shaun was from the immediate area and had gone to school in the same district where she was teaching.

Well, I mean, it's not just that she was Black, I mean I wouldn't you know, I wouldn't, I didn't really care, it didn't really register with me, but just that she's from [City] and she

went to [school division], she came from a poor background, so she I mean she lived in this area, so she is from this community and is familiar with their lifestyles and the lifestyles of her students and what they were going through in ways that I was not at all. You know, it would be presumptuous for me to say that I had any idea, you know? So, she could sort of enlighten me to things I was confused about or give me a perspective that was hers that was important and I appreciated that a lot. I felt like that helped me, just because she would tell me stories about herself going through school and relate them to things that I observed, just see happening, just to see just to be able to have that continuity, you can just see things more clearly.

Susan and Shaun had several frank conversations about race which made Susan better understand her perspective and motivations.

I would just get kind of weepy and lose my confidence after school, and be, [acting like she's crying] "why don't they like me?" and weepy and [Susan] would say, "it really has nothing to do with you." And I would be, "why am I being so selfish? You know?" It sort of makes it look like you're kind of acting self-centered to think, "oh, it's all revolving around you" so looking at it from a different perspective I can, like someone could say anything to me, and I would be, "Really?" [laughs]

Shaun.

I met Shaun in her classroom for our scheduled interview. Since school had ended the previous week, Shaun, age 29, was still in the building to complete various closing tasks and attend year-end meetings. Four questions into the interview and Shaun had already stated that mentoring a White person was indeed a "process." The questions that followed continued to

point at the very important and complex role race played in mentoring. Her experiences in mentoring were somewhat different in that her mentee was in her classroom every day, which gave more opportunities for racial differences to be noticed.

From the beginning, Shaun was much younger than any of the other mentors, and she was the only one to discuss her own experiences with “culture shock.”

So, for me, I had already experienced major culture shock just going from [school district] to the [university name]. Huge culture shock. I had no idea what to do, think, it was I think I cried every night for like the first month. And so I knew what that felt like. And I think that helped me deal with this situation because I knew if that’s how I felt, I could just imagine what, you know, someone coming in, not as a student, but as a teacher, having to teach in a situation where you feel that culture shock, where you felt, “Oh my gosh, I know nothing of what is going on, I don’t know”...it’s very stressful, and it was for her, at least that’s what [mentee] expressed to me in the beginning.

Shaun initially had some preconceived ideas as to what Susan would be like.

I have to admit that when I first interacted with her, I kept thinking, “She’s so privileged, she’s so...this is just not going to work. She’s not going to get me when I’m up here with the kids, I have a way with them because I feel like I know them and I feel like they know me, they understand who I am, and I don’t have to pretend in front of them. I teach English, I can speak perfect English, but if I stop, and I code switch, and I talk how I would talk at home, they’re not going to, you know, think I’m crazy. They’re going to understand what I’m saying, and I wasn’t sure if she would be the same way with me.

Shaun noticed that the more she shared with Susan about her personally, the more a friendship grew, and the more honest she felt she could be with Susan.

[My perception of Susan] did shift because the more we had those heart to hearts, the more I was honest with her in saying, “Hey I’m not sure about that statement because this, this, and this.” And, the more I shared with her my life, and I wasn’t so afraid to say, “Hey, by the way, I have a father and a sister, you know, serving time or whatever, or giving her the full view, or a fuller picture of who I am rather than Ms. Shaun teaching class, we worked on developing a friendship, not just the mentor-mentee relationship, but an actual friendship. So, I would call her my friend, she got on my nerves sometimes, and I’m sure I got on hers, but that’s what friends do. Shaun described a situation in which she felt Susan was undermining her authority as a Black teacher by not observing her or the class, and instead, choosing to read a magazine during one of the classes. Shaun interpreted this as Susan disregarding her “because I’m a Black face, it’s just like, “oh well, whatever, she’s not really my boss.” However, it wasn’t until later after Susan observed a White English teacher’s class, that the White English teacher reported similar actions from Susan back to Shaun.

She had the same sort of [attitude] “I’m going to find something else to do, this is beneath me.” These are words coming from my colleagues, that you know, that’s the vibe that I got, that she wasn’t very interested and so, I quickly realized what I initially thought was not true, or could not have been what I thought it was, that perhaps she really was not comfortable.

Shaun adjusted her mentoring once she saw Susan’s reaction to her colleague’s classroom was the same reaction she had in Shaun’s classroom. Shaun deduced that Susan was either “not

comfortable or you're not interested. You had to be interested to sign up for the program, so you're not comfortable, so let me help you." Shaun decided to support Susan by trying "six different co-teaching models, and we would do one different each week." Additionally, Shaun gave Susan "a checklist of things to do, things she would do, and it would be things like stand at door with Ms. Shaun and greet students coming in..." Shaun noticed that the more Susan did with students in the classroom, the more comfortable she seemed in the classroom.

At the end of the year in June, the kids were asking, "where are you going to be teaching?" And when she told him [school name], they were like, "Oh no, you're not going to be here at [school name.]" That relationship was built as a result of some of the harsher sorts of things that we had to put in place at the beginning. If we never put down the Harper's magazine, if we never provided more things for her, more structure for her, she would have never built relationships with these kids that she probably thought she'd never have anything in common with and then clearly, based on their actions and based on what they were saying last week, they'll miss her. And, that's powerful stuff, that's what you want to see.

Despite the setbacks, Shaun learned a lot from Susan.

I wonder if I'm the one who learned the most in this process because she has tons to learn, just like I do. You learn from teaching every school year with every new group of kids, but I learned so much in terms of how to react to people and how to get people in the game and how to get, how to remove that fear, you know, I learned quite a lot. I really did.

Susan and Shaun's experiences in the classroom together and the amount they both learned about teaching in one year seemed positive. However, when they were both asked to rate Shaun's mentoring using nine characteristics, they had differing opinions. As Table 5 shows, Shaun believed she demonstrated all of the nine characteristics when mentoring Susan, but Susan did not view her mentor, Shaun, as a colleague, friend, expert guide, therapist or critic. It is not surprising that Susan did not choose colleague or critic to describe Shaun since Susan was not a licensed teacher. As a pre-service resident, Susan was able to spend the year in Shaun's classroom to learn about the craft of teaching. So, in this sense, they were not colleagues. Susan did not choose the word critic to characterize Shaun's mentoring. In her initial interview, Susan explains that Shaun did not play the role of critic, at least, not in a negative way:

I had to really, really learn from her and she gave me so much support and she was honest with me, but she never criticized me. She never non-constructively criticized me, everything that she said just helped make me better.

However, the absence of the words friend, expert guide, and therapist were somewhat startling, suggesting that Susan viewed Shaun as more of a support person at school and not a person with whom she could confide. This seemed to contradict some of her statements in her interviews of the emotional support Shaun provided Susan:

I've cried with Shaun before, and she's like, she's like it was really good to have her here like just like being like, being like, also like a voice of realism, like you know, this is just the way it is and you have to make the best of it, you can't walk into something and think everything's going to be peachy keen, because it's not, but you still have to make the best of things.

Of course, Susan may not have chosen the word “friend” to describe her relationship with Shaun because she may have felt that Shaun’s position as the mentor teacher made her more of an authority, and not a friend.

Additionally, Susan does mention a growing relationship in which she was able to get to know Shaun more as they shared stories from their lives. “My perception [of Shaun] did change but just because I got to know her better--um, like there were just some things that I didn’t know about her that now I that know, I have this deeper respect.”

Table 5

A Description of Shaun’s Mentor Characteristics

	Colleague	Collaborator	Role Model	Friend	Evaluator	Expert Guide	Therapist	Advocate	Critic
Susan		X	X		X			X	
Shaun	X	X	X	X	X	X	X	X	X

General Comments about Mentoring Teams

When asked to select words that characterized themselves as mentors, all of the mentors chose the following words: colleague, collaborator, role model and friend. Furthermore, three mentors also chose “evaluator” and two chose “expert guide, therapist, advocate and critic.” The majority of the mentees (five of the six) chose the word “colleague” to describe their mentor, four mentees chose “advocate,” three mentees chose “collaborator, role model, friend, expert guide and therapist,” two chose “evaluator” and one chose “critic.” Conversely, choosing “colleague” to characterize their mentor implied the majority of the mentees viewed their mentor as a co-worker, and not a friend or confidante. The mentors perceived themselves to be a

colleague, too, but the addition of the words “collaborator” and “friend,” implied the relationship goes beyond collegiality. Although it was not the mentors’ role to evaluate their mentees, three of the four mentors chose this word to characterize them. Two of the five mentees did see their mentor as an evaluator and this authoritative view may reinforce the reason why more of the mentees did not choose the words “collaborator” or “friend” when describing their mentor.

Table 6 summarizes these results.

Table 6
A Description of Mentors’ Characteristics

Team	Role	Name	Colleague	Collaborator	Role Model	Friend	Evaluator	Expert Guide	Therapist	Advocate	Critic
Team 1	Mentee	Ava	X	X				X	X	X	
	Mentor	Happy	X	X	X	X	X	X	X	X	X
Team 2	Mentee	Earlene	X		X	X		X	X	X	
	Mentor	Patsy	X	X	X	X					
Team 3	Mentee	Ann	X								X
	Mentee	Katie	X			X					
	Mentor	Maggie	N/A								
Team 4	Mentee	Lauren	X	X	X	X	X	X	X		
	Mentor	Revenge	X	X	X	X	X				
Team 5	Mentee	Susan		X	X		X			X	
	Mentor	Shaun ^a	X	X	X	X	X	X	X	X	X

Note. ^aDenotes youngest mentor

Chapter 5: Findings

The purpose of this study was to investigate the interactions, processes, and languages that apply to mentorships involving Black mentors and White beginning teachers. The following research questions originally guided the research:

1. How did experienced Black teacher mentors describe their interactions with first and second year White teachers?
2. What mentoring process was used by Black mentors and did it differ by race of mentee?
3. Were there differences in mentoring language by race of the mentee?

During the study, two restrictions provided obstacles to data collection and analysis. First, the majority of the mentors selected for the study had no previous mentoring experience. Second, the amount of detailed information regarding mentoring processes and mentoring language was limited due to a lack of instructional focus in the mentorships observed. Despite these constraints, seven themes of mentor-mentee perceptions emerged from the study data: perceptions of the mentoring process, perceptions of classroom management, perceptions of race and racism, perceptions of school quality, perceptions of urban teaching, perceptions of white advantage, and the presence of white privilege.

Perceptions of the Mentoring Process

Like many mentoring programs in schools, the program observed in this study is designed to pair veteran teachers with beginning teachers. This arrangement is intended to maximize mentorship benefits for beginning teachers, so that they can reap the rewards of having a veteran teacher share information, advice and experience. With the exception of Shaun and Susan, who were a part of the district's residency program and, therefore, received extra training,

mentorship partners in this study showed very little focus on instruction. As a result, mentors often received the lowest rating for their roles in the following areas: modeling lessons and/or co-teaching in mentees' classrooms, helping mentees deliver standards-based instruction, helping mentees consider the role of cultural identities in classroom, and helping mentee communicate with parents. Only two mentees stated that these areas were fulfilled by their mentors.

Meeting Students' Needs

How to best meet the needs of students is a crucial facet of teaching. Table 7 lists the mentees who discussed how to best meet the needs of all students with their mentors and how these discussions influenced their teaching practice. What is most shocking is that this topic was not discussed each week by the mentors and mentees.

Table 7

Mentee Survey: Frequency and Impact of Discussing How to Meet Students' Needs

		Frequency of Discussing Meeting Students' Needs			Total
		weekly	monthly or less often	never	
Impact of Discussing Meeting Students' Needs	a great deal	Lauren, Susan	Ava Earlene Ann		2
	quite a bit				1
	some				1
	very little				1
	does not apply			Katie	1
Total		2	3	1	6

Table 8 shows the discrepancy between the mentees' perceptions of frequency and impact of discussing meeting students' needs and the mentors' perceptions. Despite the fact that all mentors said they discussed how to best meet the needs of students with their mentees

Table 8

Mentor Survey: Frequency and Impact of Discussing How to Meet Students' Needs

	Discussing how to meet needs			Total
	a great deal	some	very little	
Discuss how to meet students' needs? Weekly	Shaun, Happy	Patsy	Revenge	4
Total	2	1	1	4

weekly, only half of the mentors felt this influenced their mentee's teaching practice a great deal. The other two mentors did not see much impact in this, only rating this as influencing their mentee's teaching practice very little or some.

Mentor/Mentee Meetings

All of the mentees met with their mentors during their first year of teaching. Four mentees met weekly with their mentors and two met with their mentors either biweekly or monthly. The data show meeting weekly was not necessarily believed to influence teaching as depicted in the crosstab analysis (Table 9) in which results were spread evenly over all categories.

Table 9

Mentee Survey: Frequency and Impact of Discussing of Meeting with Mentor

		How often did mentee and mentor meet?			Total
		weekly	every two weeks	monthly or less often	
How did meeting with mentors influence teaching?	a great deal	Lauren			1
	quite a bit	Susan		Ava	2
	some	Earlene			1
	very little		Katie		1
	not at all	Ann			1
Total		4	1	1	6

Three of the mentees talked about their work with their mentors weekly, two mentees talked about their work bi-monthly with their mentors and one mentee only talked about work with their mentors monthly. According to the mentees, talking about their work with their mentor influenced all mentees' teaching practice positively, but the frequency of discussion surrounding the work mattered. Of the three mentees who met weekly with their mentors to discuss work, two attributed these discussions as influencing their teaching practice a great deal and the third mentee said it influenced her teaching practice some. The one mentee who met with her mentor every two weeks to discuss her work claimed that these meetings influenced her teaching practice quite a bit. The mentee who met monthly or less often with her mentor to discuss work claimed that these conversations influenced her teaching practice quite a bit. These results are shown in Table 10.

Table 10

Mentee Survey: Frequency of Talking About Work and Impact on Mentees' Teaching Practice

		Frequency of talking about work			Total
		Weekly	every two weeks	monthly or less often	
The Impact of Talking about work	A Great Deal	Lauren, Susan			2
	Quite a Bit	Earlene	Ava		2
	Some			Ann	1
	Very Little		Katie		1
Total		3	2	1	6

Documenting Work

Documenting work with a mentor can serve as a beginning teacher's record of growth and an accountability log for next steps. Documenting work either through collaborative assessment logs, reflective journals, or some other means had varied results. The mentors reported in their survey results that mentees' work was documented either weekly (Happy, Patsy, and Shaun) or biweekly (Revenge). According to their surveys, Ann, Ava, and Katie never documented work with their mentors, Susan documented work biweekly, Earlene documented work monthly and Lauren documented work monthly or less. Susan reports her teaching practice was impacted quite a bit by documenting work with her mentor while Lauren and Ava reports documentation of their work influenced their teaching practice some. Earlene thought documenting work with her mentor influenced her teaching practice very little, and documenting work for Ann and Katie did not apply or did not influence their teaching practice.

In rating their mentors' overall performance, four mentees attributed a great deal or quite a bit of their success in teaching their first year to their mentor. Table 11 shows these results. Ann and Katie attributed hardly any of their success at all to their mentor. Table 11 also shows all four mentors thought their mentoring was responsible for at least some of their mentee's success.

Table 11

Mentees' and Mentors' Rating of The Proportion Of Success The Mentees Attributes to Mentors

Team	Role	Name	The Proportion Of Success The Mentee Attributes to Mentor
Team 1	Mentee	Ava	Quite a Bit
	Mentor	Happy	A Great Deal
Team 2	Mentee	Earlene	Quite a Bit
	Mentor	Patsy	Some
Team 3	Mentee	Ann	Hardly Any at All
	Mentee	Katie	Hardly Any at All
	Mentor	Maggie	N/A
Team 4	Mentee	Lauren	A Great Deal
	Mentor	Revenge	A Great Deal
Team 5	Mentee	Susan	A Great Deal
	Mentor	Shaun ^a	Quite A Bit

Note. ^aDenotes youngest mentor

The mentees' rated their mentors' overall help in their first year of teaching. As seen in Table 12, four of the six mentees rated the extent their mentor helped to a moderate or to a great

extent. Katie thought Maggie helped to some extent while Ann did not think Maggie helped at all. Table 12 also shows that all mentors thought they positively helped their mentee during their first year of teaching.

Table 12

To What Extent Did Mentors Help Their Mentees In First Year of Teaching?

Teams	Role	Name	The Extent Mentor Helped During First Year
Team 1	Mentee	Ava	To a Moderate Extent
	Mentor	Happy	To a Great Extent
Team 2	Mentee	Earlene	To a Moderate Extent
	Mentor	Patsy	To a Moderate Extent
Team 3	Mentee	Ann	Not at All
	Mentee	Katie	To Some Extent
	Mentor	Maggie	N/A
Team 4	Mentee	Lauren	To a Great Extent
	Mentor	Revenge	To a Great Extent
Team 5	Mentee	Susan	To a Great Extent
	Mentor	Shaun ^a	To a Great Extent

Note. ^aDenotes youngest mentor

Table 13 shows only two mentees, Lauren and Susan, who identified their mentors as the source of most support during their first year of teaching. The other four mentees cited their

interactions with colleagues as the source for most support. Mentees found their mentors to be helpful, but believed they were no more helpful than other colleagues.

Table 13

The Source of Most Support For Mentees

	Mentees	Percent	Valid Percent	Cumulative Percent
Mentor	Lauren, Susan	33.3	33.3	33.3
Working with Colleagues	Ava, Earlene	33.3	33.3	66.7
Informal Communication with Colleagues	Katie, Ann	33.3	33.3	100.0
Total	6	100.0	100.0	

Perceptions of Classroom Management

To state that classroom management was a concern for mentees would be an understatement. As Table 14 summarizes, classroom management was an area on the survey in which some mentees rated themselves the lowest. Even though many of the beginning teachers had an idea their school would be challenging, they still seemed surprised to have had so many problems with classroom management.

Table 14 also shows all of the older, Black mentors' ratings suggested that they thought their mentees were prepared to handle a range of classroom management and discipline situations. Table 14 also shows Shaun's low ratings of Susan's preparation in classroom management. This is interesting because Susan rated herself as "well prepared" in classroom management.

Table 14

Mentees and Mentors Rate Their Mentees' Preparation for Classroom Management

Team	Role	Name	Mentees' Preparation for Classroom Management
Team 1	Mentee	Ava	Somewhat prepared
	Mentor	Happy	Well Prepared
Team 2	Mentee	Earlene	Well Prepared
	Mentor	Patsy	Very Well Prepared
Team 3	Mentee	Ann	Not at All Prepared
	Mentee	Katie	Not at All Prepared
	Mentor	Maggie	N/A
Team 4	Mentee	Lauren	Somewhat Prepared
	Mentor	Revenge	Well Prepared
Team 5	Mentee	Susan	Well Prepared
	Mentor	Shaun ^a	Not at All Prepared

Note. ^aDenotes youngest mentor

Additionally, most of the mentees who experienced difficulty with classroom management had to learn how to be assertive with students. This was difficult for many of the mentees because they often disliked the uncomfortable, but effective, classroom management of colleagues. Ann remembered a high school program designed for high school students to tutor in urban areas. She described one person's way of management:

I remember being shocked at the way the leader, the head people at this program, would get the kids quiet. Like, they would yell and just very blah and that was my first introduction to it and so I just assumed that Black people are loud and that's just the way they do things.

She continues by describing her observation of her practicum teacher who was also a teacher in the district in which she worked as a beginning teacher:

And, she was White and I was afraid of her, and I didn't understand why she yelled at them the way that she did. And, it's so funny because now I'm friends with her and like know this woman and understand why she was the way she was because otherwise they don't listen.

Ann described similar experiences with some of her teaching colleagues.

[They] had a handle on the kids, but it was through fear and intimidation, and that's not my style, or my tone of voice, and the fact that they wore colorful clothing, I don't, I just didn't think that would be the most effective route to take.

Ava also noticed that the classroom management she's observed comes at a price and it would take experience for her to master management in her own terms.

Well, I mean, I know I said they could control the classroom, but I think they all do it in the same way of fear and just from personal experiences in watching, you know, they can get them to sit down and give them that stink eye. I believe I can do the same thing, I just have not mastered it without raising my voice as high as I would, not wish, want to, so I believe I can do it, it's just going to take experience and time.

Katie's cooperating teacher during her student teaching

had a very strong presence, I think, and that really helped her with classroom management. She had very vibrant facial expressions and she just kept everything exciting and engaged. Also, when someone was doing something that was not okay, she was very direct with them, like “No, that’s not okay in this classroom. We can’t do that here.”

Susan recalled how her mentor would directly address students about their behavior, saying things like “‘I don’t think so, I’ve got your momma on speed dial.’ You know, like I’m friends with your mom, so don’t treat me this way and follow my rules. And I don’t know why, but that always worked.”

The examples the mentees gave of how classroom management was handled by colleagues made them uneasy and nervous and many of them did not want to match their techniques. Katie describes her year as struggling “through classroom management a lot and it just, I don’t know, it was very hard.” Classroom management was an issue for Katie even on the first day.

I think I tried some singing on my first day with some of my classes and they just refused to even try [laughs]. I was like, “Okay, let’s stand up and try singing”...I don’t know, it was like a simple round that I wanted to teach them, just to see how it sounded and they just wouldn’t even open their mouths...they just stared at me. And so it was like, I just didn’t know what to do at that point. What do you do when they don’t even try to sing a simple song?

Katie admitted that although the staff was supportive, “some of their systems wouldn’t work for me as a small, soft-spoken White girl, you know?” When Katie went to Maggie, her mentor, for

advice on classroom management, Maggie encouraged her to be a bit more assertive in talking back to her students.

Well, I talked to my mentor sometimes about, like, things that the kids would say to me and what I would do in that situation, because I would try, you know, writing them up, or giving them detention or different things to, like, try and stop that behavior, and she would recommend, like, talking back to them (laughs) and you know, that's just not something I would consider doing. Not on the professional level, but that was one of her suggestions.

Her classes did not get much better. Katie recalls the day a fight broke out in her room:

There was one time when a kid was banging this other kid's head against the doorway and that was pretty terrifying [laughs] and another time, these two kids got into a fight and they were bloody because they had scratched each other, so they were bleeding, fighting is just a big part of the culture here and it's something I had to get used to seeing when it was going to happen, you know, because sometimes it can happen in the blink of an eye, there's no build up, they just snap and bam. But, sometimes, you can see it happening and you know that you need to separate them from the situation and that's something that I could have used...more training on, I think, is fighting, I mean, just seeing when it was going to occur cause it's hard to stop it, but if you can see it, and you know it got easier throughout the year because you know the kids and you know what sets them off, sort of, you can see them start to get fumed up, so you can be like, "Okay, come on, let's calm down, step outside, take a breath, everything is going to be okay, you

don't have to do anything physical to solve this" and I think I got better at it as the year went on, but it was whoa!

After this, Katie decided to follow Maggie's suggestion of talking back to her students because she "realized later that having that sort of personality would help in this kind of culture..." She tried it out "and it kind of worked...in some instances." The problem for Katie with using witty responses as a tool for classroom management was she felt uncomfortable doing this. When asked if it worked, Katie's response was "Yea, it did. It just wasn't me."

Classroom management was a problem for Ann, too; in fact, she described it as her "major issue." But, after asking for advice from Maggie once, she became discouraged with her suggestions. "I found it a little frustrating when I would ask her about like ways to handle different situations and now I don't even, I don't go to her for questions about that." She told the incident of an eighth grade boy who said an inappropriate comment to her.

One of my eighth graders threw a glue bottle across the room, and instead of addressing that, I just asked him, you know, "could you please go sit down?" And, I was several feet away from him, I wasn't trying to, you know, because they hate it when you get up in their face. I didn't yell and I just asked to please go sit down and do your snapshot [seat work]. He responded with my name and then he said, "Get off my dick."

Ann later asked Maggie for her advice.

I wanted to find out what's a professional way to handle that, how do I respond to that in terms of saving face in front of everybody else because I don't want to just ignore it because then other kids are going to follow, but at the same time, I don't want to bully the child because I don't, that's like something I don't think is appropriate.

Ann describes Maggie's reaction: "She kind of got frustrated immediately when I started talking about it, 'you're too mild-mannered, you need to stand up for yourself, you don't, you can't let the students walk all over you.'" Maggie's suggestion to Ann "was to say something like, 'it's not big enough' you know, meaning his penis was not big enough for me to be on it in the first place." Ann felt that saying something like that in response was "across the line and in the realm of sexual harassment" and the response her mentor suggested would get her fired. Ann continued:

I have ideals, I'm not, I already don't feel like I'm teaching the subject I'm supposed to be teaching because of all the discipline problems. I'm already compromising on those ideals that I have and you know I'm not going to say something like that to a student, and I just felt that she just, she thought it was a matter of me needing to grow a pair versus like just having us come from different, different backgrounds and different ways of handling things and I thought that was the best example of um, she didn't realize it, I don't think, but I really do think it's just a different way of handling the situation. The way I was raised, it's just different.

The mentor's response to both mentees could be generalized as taking a stand and being assertive. In her interview, she described classroom management as "an issue across the board" that impacted every beginning teacher. Maggie said:

I think there's got to be another way to address it, that when they are coming straight outta college, that they need to have that skill, they have to have that management skill, you know, how to manage a class, what to do when a child gets unruly and all, and sometimes I think that was the problem. One, she just didn't know what to do when the

class was just so out of control. I'm like you get rid of the leader of the situation - that usually is what calms it down.

Maggie thought the district's training on classroom management was helpful "because we worked on different things and we had different scenarios that they did. Different problems that would come out in class and different teachers would respond to it, so, I found it to be very helpful." Maggie thought that time was what was needed in order to implement all the strategies that the beginning teachers were learning.

But, I guess that it takes more than just a year trying to implement all those strategies, you know, you're just giving strategies you have to make them work for your class.

Where it would work for mine, because see I know how to stand and put my hand on my hip and get my eyes going [laughs] and you know, [imitating a student], "ok, Ms.

Maggie, ok Ms. Maggie." But, see that might not work for them. [laughs]

In the second interview, Maggie elaborated on her classroom management advice.

I even suggested the same thing to my mentees, "when they say stuff to you that was out of line, say it back." And, one responded, "you can do it, but I can't." Yes, you can, say it back to them and see where it goes. Then they'll stop saying it to you because some of them say some pretty ugly things to them. I'm like, "okay, that's how I respond back: do I look like your momma? [laughs] because that must be who you're talking to, you know? Because you can't be talking to the teacher in this room," so you have, yeah, find a way to give it back.

When I asked Maggie whether she thought her mentee was speaking of race when she said, "you can say it, but I can't," Maggie responded:

No...it wasn't with race, she was, you know, if I be, if I used that, then the class will turn against me. But, I don't think it was race, she just felt like she didn't have that much control in the class, that um she could say that to them and the class wouldn't turn on her. With me, see, I could say it and they could turn on them, and I'd say something else [laughs] to the whole class, but, yeah, it just standing up, standing your ground and not being afraid of them, of the class, any student that's in there.

Ava also found that being assertive is helpful in managing a classroom. When asked if she could redo anything about her teaching since being mentored, Ava answered, "be very firm on the first day and continue that strategy throughout the year...You can't just start off very meek and meager." Ava stated that there is clout that veteran teachers seem to have in controlling a classroom:

I believe that older Black grandmothers have the mightiest power to control the classroom, and I just want to know where it comes from. I feel like I've seen some magical things happen, but it's probably just the age and experience, I don't really think it has to do with them being an old Black grandmother.

For Susan, her students gave her advice about classroom management.

They would say crazy things, you know, they did say, they gave me advice, "you gotta come down hard on us! Don't be, don't be so..." the best word that I heard was 'dinky.' "Ms. [last name], you're dinky!" One, I really don't know what that means, but I have a good impression, you know sort of wishy-washy maybe or not really like---I assumed it was just sort of like a push over, and she [another student] was like, "you would be run out of school if you taught at [another school's name]." And I was like, "well, thanks,

well what can I do differently?” They were like, “you gotta give us rules, you gotta [smacks back of hand], like do this, do that,” so it was interesting.

Happy described the need to be assertive because if children “see the slightest bit of nervousness or anything, the children, I don’t know, they have these built-in antennas, they can pick it up.” She also stated that for beginning teachers, “everything is new and everything is overwhelming.” She claims that the secret to good classroom management is experience. “But it’s with experience. It’s just with time, you will pick up techniques, because I had great mentors myself and by having them, they taught me lots and lots of things that many of them had passed on...”

Ann also noted the value of teaching experience when she described a soft-spoken male colleague who seemed to be an effective disciplinarian.

I did use the techniques that I saw him use, but he just had some sort of presence about him, also, that just comes with teaching a long time and being confident and just not harping. The kids knew that he didn’t care about, he wasn’t nitpicky, he wasn’t mean at all. So they knew when he brought something to their attention, or you know, came up to them and approached them, that it was something he was serious about versus the teachers who are constantly ragging on you. He picked his battles, so that was good. It’s hard for me because, you know, as a new teacher I don’t want to let things slide, but he was very good about being chill, but when the time came to smack them all back into shape, he could do it really easily because he was rarely trying to yell at them and stuff.

Perceptions of Race and Racism

The awareness of race and racism in schools varied depending on the participant. All of the White mentees were able to point to a specific experience or situation at school in which they

felt their race put them at a disadvantage. Four of the five Black mentors did not offer the same information. In fact, race was described as a non-issue to them.

Happy and Patsy were the only two mentors who had previously mentored Black teachers and both of them stated that there was no difference in mentoring a White teacher. Patsy said, “It was all the same, you know, I mean there was really no difference or anything.” Happy agreed:

Well they’re basically the same thing. There’s no difference because education is education. It doesn’t matter what race you are; however, there are some areas where they[beginning teachers] may not feel very comfortable with some of the children that they may not have had experience working with. That may come from a low-income area or the family is a single family parent, that’s trying to, or a teenage parent that’s trying to raise a child and may not get all of the resources or experiences that perhaps a middle class child would get.

Most of the mentors did not believe that their mentee encountered racial issues in working at their schools. As Revenge noted, “No, I didn’t think about that. I didn’t think about it at all. I mean, she seemed just fine, she came on in and ran (laughs) for the most part, so no.” Despite the racial makeup of the school being majority Black, Happy thought that Ava would not encounter racial issues because their specific grade level team was equally racially mixed. “No because actually our [grade level] team is just three Black teachers and three White teachers so I just feel like that we just work together so nicely.”

Maggie was the most adamant of all the mentors that race did not play a role in being a teacher or in mentoring a teacher. When asked if there was anything particularly difficult about

mentoring a White beginning teacher, Maggie answered, “not at all.” Maggie was asked if she thought her mentees’ troubles with classroom management was due to their race.

I, they didn’t voice it, if they did. Because they talked to [name of veteran White teacher], [another name of veteran White teacher] and all, nah, they didn’t perceive it as that. It was just that [the mentee] wasn’t being consistent and sticking to what [she] say[s], things like that, but it wasn’t, I don’t think it was about race at all.

When asked what recommendations she would give a colleague who was going to be mentoring a White teacher the next year, Maggie answered: “Treat them just like they are a person, just like you. That’s all I would tell them. And, make sure that you know they have the same opportunities, they get the same information, they have the same everything.”

When we met for the second interview, I asked Maggie if the race of her students crosses her mind when she teaches.

Uh uh cause I had quite a few, uh, White students in here with me. Uh uh. Everybody’s a student. I’m...I’m surprised you’re even writing a paper on this because you know, race is not an issue! For me, now I don’t know about, it’s not. Now, when that student enters that room, that’s my student. And, it’s my job to do my job so that that student can get everything that they can get from this class that they’re going to need to move on.

Despite most mentors initially claiming race as not playing a role in their mentoring relationships, some mentors do acknowledge its presence in later interviews and focus groups.

When pressed with further questions about how race might play a role in teaching, I asked Patsy if she thought Earlene’s race might have something to do with how parents of students responded to Earlene, and Patsy answered: “A little but not, you know, not too much.”

Even though Patsy stated she was not hesitant in having a White mentor, she later admitted that she was not sure if Earlene would accept her. “Yes, I didn’t think, I didn’t know how she would accept me or you know, but, like I said, we kind of hit it off from the beginning.”

Revenge also hinted that it might be a combination of race and being a new teacher when it comes to problems with classroom management.

Well, I guess it could be a combination of both; the fact that they are a new teacher so they may not have, well they don’t have a lot of experience with working with children, to make sure they’re under control and that sort of thing.

She continued, “But, depending on where they’re [the mentees] located, race probably, could possibly, be one of the issues of why the children feel the need to respond appropriately [*sic*].”

When asked if the race of her students come to mind when she teaches, Revenge answered: “[laughs] I don’t think so. But, again, most of the children I’ve taught have always been African-American kids, so probably not” (laughs).

Because of the fact that most of the mentors did not believe race was an issue, it was no surprise that none of the older Black mentors guided their mentees in racial conversations, examined their own identity or encouraged mentees to examine their own race or identity for assumptions and/or equity.

When asked whether they noticed their mentees examining their race for the first time and if this led to further discussions about race, Maggie answered, “no, that stuff didn’t come up at all.” Describing the act of examining race as “stuff” implies that Maggie may not have felt this was an important topic to discuss. I asked Maggie that if it had come up, would she feel comfortable talking to her mentees about it. Her answer: “Yeah, sure. You can’t look at that.

You came here, this is an urban setting, you pretty much knew the students that were going to come to this school (laughs), so when you've accepted the job, you knew what it was going to be like, so that didn't come up at all. We didn't discuss it." This finality in discussing race suggests that because the mentees knew about the racial makeup of the students who attended the school implies race would not need to be a topic for discussion.

Perceptions of School Quality

Interviews revealed that all of the older Black mentors thought the schools in which they worked were good. When asked if she thought her school was good, Happy answered:

"Absolutely, I will put it right to the test." She continued:

I'll put a test to it, that we don't always get the best, I would say, publicity about our school, but the things that we do, no one will ever know because it's not in the public's eye, they don't put it out there in the paper about the things we do well. They put out the things that are negative, so you will never know all the wonderful things that are happening here because it's not publicized, it's not in the media, on the television, but there are great things that go on here at [school name].

Maggie answered: "Yes, I love it. I've been here 13 years so you know, I don't think I would've stayed if it wasn't, yes." Patsy answered:

Yes I believe the school in which I teach is good in spite of some of the challenges we have faced this year, the staff genuinely care about the children and we work hard. Yes I would send my child there.

Revenge answered: "Of course." When asked if she would send her children there, she answered:

Yes, I would. I sure would... Well the teachers that I've seen come through of course all have their correct degrees and they have their certificate for teaching and all that stuff and seem to be pretty well, I lost a good word for it... They know what they're doing so I would send my child there.

Patsy believed "the school in which I teach is good in spite of some of the challenges we have faced this year, the staff genuinely care about the children and we work hard." Shaun, the youngest mentor, was the only one who did not positively endorse her school. She said: "the school I teach in has potential. Like all schools, there is room for improvement in every facet of the organization. I think I will leave it at that."

In contrast, none of the mentees shared the mentors' beliefs that they were working in a good school. Ann believed that her school's environment was not a positive one.

[This school] was not a good environment to be an educator in, it was not a good environment for the students, in my opinion, it's very difficult cause it just felt like, I felt like we were all on a treadmill and we were running like and doing and just running as much as we could, but just we were all on treadmills and that like with the budget cuts, the only thing that was going to change was that there were going to be less people running on treadmills.

Susan thought the people who worked in and attended the school "were good," but "the school is not. It's just something about the way it's put together that is inefficient to me."

Earlene agreed, "the leadership has been really inconsistent, and that makes a big difference, just with the morale of the staff, so there's some good teachers, but overall, I don't think the school is good." Lauren thought her school "was okay" because "there are a lot of issues that need to kind

of be worked out.” Ava thought her school “strive(d) to be good” but “it would not be my first choice” for her own children.

Perceptions of school quality were also obvious when mentees were asked to assess their future teaching plans, including how long they plan to teach. While three of the mentees plan on remaining in the teaching profession as long as they are able, two of the mentees plan to continue teaching until something better comes along, and one mentee definitely plans to leave teaching as soon as possible. Tables 15, 16, and 17 summarize the assessment of mentee's professional outlook in teaching.

Table 15

How Long Mentees Plan on Remaining in Teaching

	Mentees	Percent	Valid Percent	Cumulative Percent
As long as I am able	Lauren, Earlene, Susan	50.0	50.0	50.0
Will probably continue until something better comes along	Katie, Ava	33.3	33.3	83.3
Definitely plan to leave ASAP	Ann	16.7	16.7	100.0
Total	6	100.0	100.0	

Table 16

How Long Mentees Plan on Teaching in their School

	Frequency	Percent	Valid Percent	Cumulative Percent
Transfer to another school in district	Ava, Susan	33.3	33.3	33.3
Definitely plan to leave ASAP	Katie, Ann	33.3	33.3	66.7
Undecided	Lauren, Earlene	33.3	33.3	100.0
Total	6	100.0	100.0	

Table 17

How Long Mentees Plan on Teaching in the District

	Mentees	Percent	Valid Percent	Cumulative Percent
As long as I am able	Susan	16.7	16.7	16.7
Until I can transfer to another school district	Ava	16.7	16.7	33.3
Definitely plan to leave ASAP	Ann, Katie	33.3	33.3	66.7
Undecided	Lauren, Earlene	33.3	33.3	100.0
Total	6	100.0	100.0	

The futures of mentors' teaching careers were assessed using the same series of questions asked of mentees. Responses from mentors reported no change in their future of their teaching career. Specifically, three mentors plan to remain teaching in their school and district for as long as they are able, or until retirement. One of the four mentors is uncertain whether she would remain in the teaching profession, continue teacher at her school or in the school district. The

other three were planning on remaining in teaching, their school and the district for as long as they were able or until they retired. It is worthy to note that Shaun, the youngest mentor, is undecided about remaining in the teaching profession. Tables 18-20 summarize these results.

Table 18

How Long Mentors Plan to Remain in the Teaching Profession

	Mentors	Percent	Valid Percent	Cumulative Percent
As Long as I am able	Revenge, Happy	50.0	50.0	50.0
Until I am eligible for Retirement	Patsy	25.0	25.0	75.0
Undecided at this Time	Shaun	25.0	25.0	100.0
Total	4	100.0	100.0	

Table 19

How Long Mentors Plan on Teaching in Their Schools

	Mentor	Percent	Valid Percent	Cumulative Percent
As Long as I am able	Revenge, Happy	50.0	50.0	50.0
Until I'm eligible for retirement	Patsy	25.0	25.0	75.0
Undecided at this time	Shaun	25.0	25.0	100.0
Total	4	100.0	100.0	

Table 20

How Long Mentors Plan on Teaching in Their Schools

	Mentor	Percent	Valid Percent	Cumulative Percent
As Long as I am able	Happy, Revenge	50.0	50.0	50.0
Until I'm eligible for retirement	Patsy	25.0	25.0	75.0
Undecided at This Time	Shaun	25.0	25.0	100.0
Total	4	100.0	100.0	

Perceptions of Urban Teaching

All mentees brought preconceived ideas of what an urban teaching environment would be like. Some of them carried media images with them, some brought loved ones' comments, and still others brought previous experiences of an urban environment. Ava had student taught in the district the previous year, so she felt as if she had some idea what to expect. "I already had experience from student teaching here, so I just knew that it was going to be tough, I was going to have to stay on them constantly, not give up, and not let them beat me down." Earlene had also completed her student teaching in the district and "kind of had an idea" as to what she would experience as a beginning teacher. Before her student teaching experience, however, she thought she would experience "a lot of apathy in the students, a lot of fighting, those kinds of things" due to movies like *Dangerous Minds* and *Freedom Writers* she had seen. These movies depict urban schools as tough places for students and teachers, and even tougher for White teachers. Both movies portray White women as teachers who must alter the ways in which they teach to get the

students' attention and respect. Earlene thought that her experiences were "partially true," but not entirely since she taught preschool.

That's one of the benefits of working with younger kids, there's not as much apathy, and they're very excited about learning. But, if I go over in the big building, it's not as bad as in the movies, but there is more [apathy].

Lauren experienced some of the "movie issues" in her school, too.

a little bit in [upper grade level], but in [younger grade] I didn't really have a lot of the movie issues, but this year, I would say there was some, not every day. But it did happen and it was different from how I grew up and what I had seen before, so it was kind of new to me.

Katie, the middle school teacher, who had no prior experience working in an urban environment or with middle school students, was completely surprised in what she found in her school.

For me, I went through a very big culture shock and I've always considered myself a very adaptable person but it was just totally not what I was expecting at all, from the kids, from the students, and the staff was pretty supportive, but even some of the cultures in the staff was a little bit different than what I had expected, so...

Even with knowing the socioeconomic status of the majority of the students in the school beforehand, Katie did not compute how that would impact her teaching beforehand.

I knew it was in a low-income area and that it would be...I knew what I was getting into, I knew that it would be hard and challenging, but I didn't know the specifics of what would make it so hard. I just knew what everyone says, "Oh, low-income area, that's

hard to deal with” and I never, I mean, basically in my mind I was thinking, “budgets will be low, it will be hard to get music and it will be hard to get outfits for the choir. Low income means we won’t have funding.” But, I didn’t realize all of the behavioral things I would be dealing with, it was just a lot harder than I thought.

There were assumptions made about the students’ socioeconomic status and even their family structures. Katie said,

Just after the first couple of days, it was not at all what I was expecting. So, after I got to know them more, I realized maybe, well maybe it’s because of where they’re living and the situation they’re in, and this makes them act a certain way because they’re feeling this way, you know?

Susan added that she could tell based on a student’s behavior whether they lived with both their parents.

I found that, after a few weeks, there’s a big distinction, you can tell, what students were raised in whole families that had a dad and a mom with them. It’s just kind of different, and I don’t want to say, “oh well, I know that you come from this kind of family” but it was just a trend that I saw with certain students who had intact families would address, like they would, they were a little more...well-behaved. A little more respectful, off the bat.

Initial thoughts about jobs at their future schools were also shaped by relatives. When the mentees were asked how their families and friends responded to the news of their first teaching job, all of the mentees reported that family and friends responded with concern, some even suggesting that their employment would be beneficial for the students reiterating the notion of

the White Savior, the White teacher who has come to the school to save the poor Black students. No one responded to the news of their jobs positively implying that both the students *and* the teacher were fortunate to be learning together. When Ann told the news of her job to her family and friends, she did not really get much of a response because “for the most part, [they] have no idea like cause they just, even if they live in [city], they just don’t even know, cause they don’t know the neighborhood.”

The responses from the other mentees’ family and friends can be summarized as viewing the school environment in two ways: lacking and challenging. Much of the responses from family and friends repeated the idea that the schools in which the mentees would work were lacking in the following areas: supplies, money, discipline and love and real teachers. When Earlene told her former supervisor where she would be teaching, her response suggested that her new employment location would be lacking supplies.

I came from a preschool in the [locality] which was all White, essentially, just very well-off families. I remember my boss there asked me if I needed anything and offered to buy supplies for me because she knew it would be a lot more difficult and kept saying how lucky they were to have me, but definitely made it seem like it was going to be very, very challenging.

The lack of school supplies was not the only deficit of urban schools; responses from Ava and Katie’s family and friends suggested that the students’ lower socioeconomic status would also be a challenge. Ava explains that her parent’s nervousness for her new job did not stem from fear of her safety; rather, the socioeconomic status of the students. “Not necessarily safety, just the ups and downs they knew I would encounter during the year in a challenging neighborhood, so

not safety, just the economical group I'd be working with." Katie concurred: "Well, they said that it would probably be a little tough just based on what they knew it was like, you know, lower, oh gosh, socio-economic class and all that." But, Katie received another response from her family, too. This response was that urban students were deficient in love.

They said I would probably have some tough times with the kids, but a lot of people also said that kids in this area would need more love. That's what I heard, when I was asking for advice, trying to prepare myself, you know, but they were like, "these kids just need love, sometimes that's all they need. Someone who cares about them."

Students who lacked caring and loving individuals would undoubtedly need discipline, and this idea was reiterated in the responses both Katie and Susan received from family and friends.

When Susan mentioned that "some people were like, "you gotta crack the whip on those kids," Katie quickly added: "Oh yeah, I heard that, too." When asked if any of the responses from family and friends specifically mentioned race, Susan answered:

I think it's implicit that when you say, "you gotta crack the whip on those kids" those other, the others, it's not something you generally hear when you say, "I'm working in the governor's school." Well you wouldn't hear, "well you better shape those kids up and keep them out of prison." So, it's like there, but not there.

Katie agreed with Susan that even though people's comments about challenges they might encounter stemmed from the socioeconomic status of the students and not their race, race was implied. When asked if anyone ever mentioned race as a reason Katie might encounter challenges teaching, Katie answered, "No. Well, I think it's kind of the same thing. They didn't outright say it, but it was kind of implied."

Finally, the idea that the urban schools the mentees would be teaching in lacked real teachers was also a response heard from family and friends. When Susan went to her former high school teachers to ask for teaching advice once she found out her teaching position, she described their reactions in the following way:

But, they were Governor's school teachers and their mouths just dropped and they were like, "why are you doing that?" She continued, yes, they were like, "why would you ever do that? Why don't you teach in the governor's school? Why don't you teach AP courses?" Why are you wasting your time was basically the gist I got from them, so I left feeling like, Whoa! You're, like, it just wasn't what I expected to hear from my high school teachers and that was sort of disheartening.

Additionally, some of the responses from family and friends suggested that the mentees would be a White savior, in a sense. Susan describes this reaction: "Like, my close friends and acquaintances were like, 'You're going to shape minds; you're so noble.'"

Perceptions of White Advantage

Being White was perceived as a disadvantage to the mentees and a nonissue to the older Black mentors. Normally, being White is an advantage. McIntosh described White privilege, "as an invisible package of unearned assets which I can count on cashing in each day, but about which I was 'meant' to remain oblivious" (1988, p.164). The mentees did not think of being White as an advantage when they taught in their schools; some even described it as a disadvantage. Ava had not considered being White an advantage before she began teaching and did not consider being White an advantage in her school. Earlene thought that being White was a disadvantage when it came to the parents of her students. "I feel like it's almost harder for me

to relate to them. I watched [Patsy] interact with the parents, and I feel like they accept her more, not saying that I don't feel accepted, but I just feel like it's easier for her to build those relationships and gain that trust." Lauren reiterated this idea that being White was not advantageous, especially around the parents: "I think with the children it doesn't really matter, but I think with the parents it's kind of a disadvantage and um I experience some children say, "my parents say not to trust you because you're White" little comments like that." Ann did not think that being White was advantageous and she did not see "how it would be." She explained that because she was White she was not privy to Black culture, and therefore, was shocked and hurt by much of what she saw. "I just feel like if I grew up in a Black community, I would be used to it. I wouldn't have the same emotional reactions as I do..." Ann even suggested that her Whiteness was not an advantage because of the negative effects on her due to her placement in a predominately Black school. When asked if she thought being White was an advantage at her school, Ann answered:

Not really. I don't see how it would be. My grammar has greatly gone down, I mean, I speak grammatically incorrect more often than not. Like I don't know if you know, but the analogy that I say in those romance novels when they say the adrenaline was pumping through my veins. Like, I never knew what that meant. Now I know what that means and what it feels like. Like the cartoons where [the characters'] eyes will pop out when they're angry. I didn't ever think about that, but now I know what it feels like when you're so angry that you feel your eyeballs will pop out of your head.

Katie did not think being White was an advantage because her students “don’t realize that making fun of the White teacher hurts her feelings, and so, I would say it’s a disadvantage.”

Susan believed that being White was “unfortunately” an advantage.

When it comes to promotions, I think it’s harder cause I’m not in the group, in the secret club, you know, which I do sense. But, when it comes to the workplace, and like the being left alone and people already assume, people already expect you’re doing your best which is, I think, unfair. So it’s like you’re, yeah, I feel like there’s that and I sense that.

Presence of White Privilege

The concept of White privilege was present in many of the answers from mentees. Despite the mentees finding their Whiteness a disadvantage in working at their schools, the presence of White privilege was evident in many of the interviews, and regularly appeared on certain topics. For example, when asked if racial differences were ever discussed with students, many mentees uncomfortably mentioned that the topic had been brought up in their classes. Many mentees implied that mentioning racial differences to their students would be uncomfortable, even a barrier, for their students. Katie said:

It came up a couple of times they would accidentally say something like about a White person, and then they would be like, “Was that okay to say?” and then I would be like, “Hey, we’re all different kinds of colors here. I’m White, and you’re I don’t know, you’re a different shade of Brown...maybe you’re like a milk chocolate or you’re a coffee-colored, we’re all colored”. Just kind of to make it not uncomfortable, just kind of, I don’t know, I talked to them a little bit about that.

Katie's statement that "we're all colored" was said to "make it not uncomfortable" implies that discussing racial differences would be uncomfortable for her students because they are another color and not White.

Susan mentioned the class discussion about Martin Luther King, Jr. which led to a class discussion about race.

So, we got into a huge talk about racial division and I just sort of let them talk and sort of kept them away from things that might get into some, some, I don't know, do you know what I'm talking about? Just too iffy?

Susan's ability to keep students "away from things" showed the uncomfortable aspect of discussing race with her class.

When Ann first discussed racial differences with her students she admitted that she had not "ever tried to broach that topic, but [she] did attempt to at the end of the year, but in a more, fun, um, hands-off, around the corner, kind of way." One movie she showed was a documentary, *Good Hair* which examines the history of Black people's hair, and Ann decided to wear a wig to school that day.

On the day I showed the Chris Rock movie, I wore a wig to school. It was a Wednesday, so I just told students like "it's Wig Wednesday" when they asked, "Why are you wearing a wig, Ms. Ann?" Some of the older girls like I just kind of explained to them that it's not really normal for White people to wear wigs. Like as a female, a White female, I would not wear a wig if I worked at a school with mostly White people, but I knew that you guys...it was a platinum blonde wig and I have brown hair, but you know I did get questions about it but it wasn't like 'oh, weird.'

Ann felt that race cannot be explicitly discussed; but rather, be brought up in an “around the corner kind of way.”

Ava had not discussed racial differences with students, but she said she would have if her students had asked about it.

Yeah, if they had asked, I probably would have just kind of kept it neutral instead of building a barrier, well, not building a barrier, but just letting them know even though we were different, we were still the same.

Ava’s comment implies just the notion of bringing up race would be considered negative, hence her need to keep it “neutral.”

Susan stated that she expected to hear more racial slurs aimed at her, but instead she was complimented a lot by students.

Actually, I felt really bad because they would like compliment me a lot like, “you have beautiful eyes” or “you look like a porcelain doll” or “you’re so pretty” or “I wish I had hair like yours” and I’m just like...weird.

She responded with a “compliment [to] them or ask them ‘how do you do your hair?’ ... I just didn’t really acknowledge—I didn’t acknowledge the fact that I was White.”

Chapter 6: Summary, Conclusions, and Recommendations

Summary

The purpose of this qualitative study was to investigate and describe the “delicate dancing” Black mentors’ perform while mentoring White beginning teachers, and analyze aspects of the mentoring relationships. The following research questions originally guided the research:

1. How did experienced Black teacher mentors describe their interactions with first and second year White teachers?
2. What mentoring process was used by Black mentors and did it differ by race of mentee?
3. Were there differences in mentoring language by race of the mentee?

Since the majority of the mentors selected for the study had no previous mentoring experience and there was a lack of instructional focus in the mentoring partnerships observed, finding answers to the research questions was restricted. However, seven themes of mentor-mentee perceptions emerged:

- perceptions of the mentoring process
- perceptions of classroom management
- perceptions of race and racism
- perceptions of school quality
- perceptions of urban teaching
- perceptions of white advantage
- the presence of white privilege

Data gathered about the mentoring process revealed the absence of an instructional focus in the mentoring relationships. Survey and interview results regarding classroom preparation, meeting students' needs, the frequency and impact of mentor meetings, documenting work, success attributed to mentors, and the extent to which mentors helped their mentees during their first year of teaching, indicated that beginning teachers felt that mentors provided insufficient guidance in these instructional areas.

Classroom management was a serious concern for both mentors and mentees. While mentors saw the struggle in classroom management as an "across the board" concern impacting both Black and White beginning teachers, mentees attributed their struggles with classroom management as racial. Both mentors and mentees suggested the power and effectiveness of teacher assertiveness and experience when managing a classroom.

Perceptions of race and racism varied among mentors and mentees. The majority of mentors were not aware of racial experience mentees had at school. Since most mentors were confident race was not a factor in their mentees' teaching or in their daily experiences at school, issues of race were not a focal point with mentees. Mentees, on the other hand, perceived that race could affect aspects of their teaching, such as how to be assertive or demand respect from students. Having a mentor who could help mentees navigate a racial discussion would have benefited both mentoring relationships and classroom instruction.

The quality of the schools was gauged differently by mentors and mentees. All of the older mentors thought their schools were good, and reported they would send their own children to them. None of the mentees thought their schools were good. In fact, when asked to consider

their future plans of teaching, none of the mentees had long-term desires to continue teaching at their school. All of the older Black mentors wanted to continue teaching in their schools.

Perceptions of urban teaching were similar among all mentees, in that all of the mentees entered their schools for the first time with negative perceptions of what urban teaching would be like, based on movies and the comments of family and friends. For instance, many mentees entered their classrooms already believing that the students were deficient in caring families, discipline, and school supplies. Of course, some deficiencies are directly related to the lower socioeconomic status of the students who attend the schools; however, it became clear that socioeconomic status was coded for race. When beginning teachers carry perceptions and stereotypes with them to their classrooms, both their students and their instruction are affected.

Mentees noted that teaching in predominately Black schools forced them to consider issues of race, such as White advantage, for the first time. Though none of the mentees reported they thought being White was advantage before they taught, most of the mentees perceived being White as a disadvantage in specific areas once they began teaching: classroom management, getting along with parents, likelihood of promotions, etc.

Finally, the presence of white privilege was unmistakable in many of the mentees' answers about if and how conversations materialized about race with students. The mentees were hesitant to mention or discuss racial differences with students, and even more timid in their responses to students concerning issues of race. Racial topics were uncomfortable for mentees, and this was made obvious when racial topics were not ever directly approached. Instead, many mentees felt most at ease in controlling the conversations, either by ignoring racial differences or directing conversations into neutral topics so as to avoid the potential awkwardness.

Conclusions

Instructional Mentoring

In their research of beginning teachers in three states, Kardos and Johnson (2008) found that while most new teachers had an assigned mentor, these relationships were not focused on improving instruction. The finding was no different in this study. Through the surveys and interviews, it was apparent that mentors were more of a “go to” person when times were tough for beginning teachers. Mentors served an important role of helping a beginning teacher navigate certain things within their school: giving hints for managing paperwork, classroom layout, classroom management, working with parents, etc. However, when it came to issues of instruction and supporting beginning teachers in planning lessons, differentiation, or documenting work, mentees believed mentors fell short. In fact, mentees rated mentors lowest in modeling lessons and helping them to deliver standards-based instruction to their students. This is not to say that such tasks never took place; they did. But without a clear focus on instruction, including how to best meet the needs of all students, it is fair to conclude that the mentoring program established within this district has room to improve on its focus of student achievement.

Teaching students is the most important job of a teacher, and it was surprising that this facet of teaching did not receive more attention from mentor teachers. According to the mentors’ survey results, despite weekly discussions of how to best meet the needs of students with their mentees, only half of the mentors felt that these discussions influenced their mentees’ teaching practice a great deal. The other half did not see much impact. When the mentees were asked about this topic, one mentee claimed she never discussed how best to meet her students’ needs with her mentor. The five remaining mentees discussed the topic with their mentors but,

unlike the mentors' results, it was not a weekly discussion. While three of the five mentees discussed how to best meet the needs of students with their mentor monthly, only two of the five mentees discussed this topic weekly. Weekly discussions made a difference. Of the two mentees who met weekly with their mentors to discuss how best to meet the needs of students, both said this influenced their teaching practice a great deal.

Classroom Management

Three of the four mentors (all older mentors) believed that their mentee was very well or well prepared for handling a range of classroom management and discipline situations. This contrasted greatly with how well the mentees actually felt prepared. Not one of the mentees felt very well prepared for handling a range of classroom management and discipline situations; in fact, only two mentees felt well prepared, and the other four mentees felt somewhat or not at all prepared for handling this aspect of teaching. It is interesting to note that the fourth, and youngest, mentor, Shaun, rated her mentee, Susan, as "not at all" prepared in handling classroom management. In contrast, Susan thought she was well prepared for handling classroom management situations.

While other small discrepancies existed in the rating of preparation by mentors and mentees, it is reasonable to determine that much of the beginning teachers' concern was feeling unprepared to handle classroom management and discipline situations in their classroom. This is especially remarkable considering the majority of mentors felt their mentees were well prepared.

Is there a secret ingredient?

Many of the mentees mentioned a characteristic, almost like "secret ingredient," that seasoned Black teachers possess which helps to create effective classroom management. Very

few teachers could point to exactly what “it” was, but there was a sense that teachers who could control their classroom did have this “something.” While both groups believed that experience had something to do with the ability to manage a classroom effectively, White teachers also were sure that teacher race was a factor.

Effective Classroom Management and Assertiveness

Similar to any beginning teacher, the mentees who were interviewed found managing a classroom to be a difficult task. Furthermore, the mentees were often given advice from their mentors that did not match their own values and beliefs. As Delpit (1995) wrote:

Black people often view issues of power and authority differently than people from mainstream middle-class backgrounds. Many people of color expect authority to be earned by personal efforts and exhibited by personal characteristics. In other words, “the authoritative person gets to be a teacher because she is authoritative.” Some members of middle-class culture, by contrast, expect one to achieve authority by the acquisition of an authoritative role. That is, “the teacher is the authority because she is the teacher” (Delpit, 1995, p. 35).

Brown (2003) agreed: “urban teachers must explicitly demonstrate assertiveness and establish authority through their verbal exchanges with students” (p. 280). Most of the White mentees had a difficult time with classroom management because many of them were surprised that they did not receive automatic respect from the students because they were the teacher. For example, Katie mentioned how tough it was even at the beginning of class: “It was very hard for me to actually just get their attention to even start the class.” It was in learning how to be authoritative that mentees had to exercise their assertiveness. In other words, they had to work to gain

authority. And, it was in this “trying on” of assertion that some mentees found success in managing their urban classroom. For those who tried it on and felt at ease with it, classroom management became easier. For most mentees, this new form of assertion, which mixed comebacks with confidence, was not comfortable.

Perceptions of Race and Racism

Throughout the interviews, the four older Black mentors stated that race did not matter in their mentoring. Despite the claim that race does not matter goes against much existing research, it is still important to investigate why this group of mentors were adamant in their thinking. It is possible that the older Black mentors may not have been comfortable discussing race and its impact in schools with White colleagues. After all, many of the mentors in this study were first time mentors and may have never previously been in the position where they needed to discuss race with White colleagues. Most of the mentors were natives of the city in which they taught. Many attended a school within the same district in which they are currently teaching and also attended historically Black colleges and universities (HBCUs), making experiences with working and living among diverse populations limited. The effects of race and racism may not have been a personal issue for them in the workplace because they were Black teachers teaching classrooms of mostly Black students. In this way, it seems as if the Black mentors have the color-blind perspective, which “emphasizes that people are basically the same, that racial categories should be ignored or avoided, and that differences based on social identity should be assimilated into an overarching unifying category” (Plaut, Garnett, Buffardi, and Sanchez-Burks, 2011, p. 338). This color-blind perspective makes it possible for “White teachers in White-dominated educational settings...to ‘gloss over’ issues of race, racism, and White supremacy” (Haviland,

2008, p. 40) because they view themselves as “normal, color-blind, and race-neutral, whereas in a multiracial school, White students were forced to struggle to more complexly define and understand racial identity and culture.” (p.43). This idea suggests that the Black mentors in this study appeared to be color-blind and race-neutral because they were not in the position of having to constantly define and understand their racial identity and culture as most of the majority of their students were also Black. The younger Black mentor, Shaun, thought race was an important issue to address in mentoring trainings due to her experiences of attending a predominately White university.

Unless you have experienced being on the other side of culture shock where you have been placed in a situation where you’re the odd ball out, it’s kind of hard for you to empathize and help somebody to get through it to me.

In this way, the experience of being the “odd ball out” forces a person to examine his or her own racial identity so as to better understand another culture.

Perceptions of Urban Teaching

Preconceived thoughts about urban education, whether from the teachers or immediate family and friends, infer a teacher will enter the classroom with racist thoughts. If White teachers who are preparing to teach in urban schools believe students are deficient in loving families, good schools, and adequate materials, etc., before entering the classroom, this can affect her teaching effectiveness and expectations for students.

Suggestions for Future Research

Although there is much research on mentoring, even cross-racial mentoring, this is one of the few studies that examines mentoring when the mentor is Black and the mentee is White. Due

to the narrow field of literature available on this topic, there is still much to examine in future research.

One suggestion for future research would be to examine mentoring teams where Black mentors are instructionally mentoring White beginning mentees. This would shift the focus of the team on the actual mentoring process and may reveal more insight into areas of strength and areas for growth. At the very least, if instructional mentoring was not happening between mentor and mentee, it would be helpful to then find mentors and mentees who teach the same subject and have the same schedule. Matching the subjects and schedules may unveil more information about the actual mentoring process within the partnership. Finding mentors who previously mentored Black beginning teachers to compare and contrast the mentoring process used with their White beginning teachers would also be helpful. Finally, interviewing younger Black mentors to find if discrepancies exist within the mentoring process are found based on race would be another suggestion for future research.

Recommendations

An implication for practice from this study would be to establish serious training for both mentors and mentees. “Urban educators must be prepared to address the many differences that exist between their cultural and ethnic beliefs and those of their students if they are to engage urban children and adolescents in genuine learning” (Brown, 2003, p. 278). Delpit (1988) stated that developing an “appropriate education for poor children and children of color can only be devised in consultation with adults who share their culture” (p. 296). In order to engage with students, mentees need a mentor who can guide them through this process of examining their own racial identity. Once a mentor is in place, White teachers need to work on certain areas.

Michie (2007) suggests four things that White teachers can do to be effective with diverse students: “listen to teachers of color, examine privilege and whiteness, be honest about gaps in knowledge, and commit to learning more and clarify purposes for teaching” (p. 3).

Additionally, White teachers need more training on classroom management; specifically in being firm with expectations and assertive with all students while maintaining a respectful and inviting classroom. It is possible for a teacher to maintain a calm, orderly classroom without being ugly or threatening to students and training on this topic would ensure its implementation.

Training for mentors and mentees is scarce, but desperately needed for effective mentoring partnerships to flourish. As Katie explained in her interview, “I just needed something...I don’t know what I needed, but I just needed something before I started.” Race matters, and if school systems are willing to accept this on other fronts, training beginning teachers and mentors on dealing with various facets of race should be required. Shaun agreed that beginning teachers need training on what to expect, when she said, “It may be that even first year teachers or novice teachers, or student teachers, whatever, could get together and have that conversation together.” However, she expanded this idea to mentors, too.

Just opening up a dialogue about race and then, the same thing for coaches, coaches and mentors get together and have that conversation amongst each other and what that experience is like being in the mentor or mentee world and then your partners can come together. I think that’s a better way of dealing with it because there are going to be some things that I would experience as a mentor that Susan wouldn’t or shouldn’t have any idea about what’s going on, such as, ‘What do I do when I feel like my mentee is undermining me right in front of my face because I’m Black?’ When I feel that, what do

I do? That's not a conversation that I feel she needs to be privy to um but it is a conversation that needs to be talked about...just how to be honest about how you feel so that you can work through those things and then have the pairs talk. I don't know if that's possible, but...

It is not easy to walk somebody else through the steps of examining their own racial identity. Mentors would not only need plenty of support in initiating conversations, they would also benefit from a coach who could be a sounding board and source of advice for them if additional help is needed.

This new training for the mentoring teams would need to hold both mentor and mentee accountable for meeting weekly, discussing required facets of teaching and holding honest conversations about race and power.

References

- American Association of State Colleges and Universities, (2006). *Teacher Induction Programs: Trends and Opportunities*. Retrieved from <http://www.aascu.org/media/pm/pdf/v3n10.pdf>
- Au, K., & Jordan, C. (1981). Teaching reading to Hawaiian children: Finding a culturally appropriate solution. In H. T. Trueba & G. P. Guthrie & K. H.-P. Au (Eds.), *Culture and the bilingual classroom: Studies in classroom ethnography*, 139-152. Rowley, Mass: Newbury House.
- Bell, L.A. (2002). Sincere fictions: The pedagogical challenges of preparing white teachers for multicultural classrooms. *Equity & Excellence in Education*, 35(3), 236-244. doi: 10.1080/713845317
- Blanchett, W.J., & Wynne, J. (2007). Reframing urban education discourse: A conversation with and for teacher educators. *Theory Into Practice*, 46(3), 187-193. doi: 10.1080/00405840701401879
- Bowman, S.R., Kite, M.E., Branscombe, N.R., & Williams, S. (1999) Developmental relationships of Black Americans in the academy, in: A.J. Murrell, F.J. Crosby & R.J. Ely (Eds) *Mentoring Dilemmas: Developmental relationships within multicultural organizations* (Mahwah, NJ, Lawrence Erlbaum Associates), 21-46.
- Brinson, J. & Kottler, J. (1993). Cross-cultural mentoring in counselor education: A strategy for retaining minority faculty, *Counselor Education and Supervision*, 32(4), 241-253.

- Brown, D.F. (2003). Urban teachers' use of culturally responsive management strategies. *Theory into Practice*, 42(4), Classroom Management in a Diverse Society (Autumn, 2003), 277-282. Retrieved from <http://www.csuprofessionaldevelopment.com/images/pdfs/UrbanTeachersUseOfCulturallyResponsiveManagementStrategies.pdf>
- Charmaz, K. (2005). Grounded theory in the 21st century: Applications for advancing social justice studies. In N Denzin (Ed.), *The sage handbook of qualitative research* (Patsy. 507-535). Thousand Oaks: Sage Publications.
- Cicetti-Turro, D. (2007). Straight talk: Talking across race in schools. *Multicultural Perspectives*, 9(1), 45-49. doi: 10.1080/15210960701334102
- Clinard, L.M., & Ariav, T. (1998). What mentoring does for mentors: A cross-cultural perspective. *European Journal of Teacher Education*, 21(1), 91-108.
- Closson, R.B., & Henry, W.J. (2008). Racial and ethnic diversity at hbcus: What can be learned when whites are in the minority? *Multicultural Education*, 15(4), 15-19.
- Cochran-Smith, M. (1995). Color blindness and basket making are not the answers: Confronting the dilemmas of race, culture, and language diversity in teacher education. *American Educational Research Journal*, 32(3), 493-522. Retrieved from <http://www.jstor.org/stable/1163321>
- Cochran-Smith, M. (2000). Blind vision: Unlearning racism in teacher education. *Harvard Educational Review*, 70(2), 157-190. Retrieved from <http://www.metapress.com.proxy.library.vcu.edu/content/e77x215054558564/fulltext.pdf>

- Cochran-Smith, M. (2003). Standing at the crossroads: Multicultural teacher education at the beginning of the 21st century. *Multicultural Perspectives*, 5(3), 3-11.
- Coleman, V.H., Power, M.L., Williams, S., Carpentieri, A., & Schulkin, J. (2005). Continuing professional development: Racial and gender differences in obstetrics and gynecology residents' perceptions of mentoring. *The Journal of Continuing Education in the Health Profession*, 25, 268-277.
- Colucci, E. (2008). On the use of focus groups in cross-cultural research. In P. Liamputtong (Ed.), *Doing cross-cultural research: Ethical and methodological perspectives* (233-252). Springer.
- Crutcher, B. (2007). Mentoring across cultures. *Academe*, 93(4), 44-48.
- David, J. L. (2008). Teacher recruitment incentives. *Educational Leadership*, 65(7), 84-85.
- Davis, D.E. (2009). Preparing white student teachers through a critical consultative interaction model. *International Journal of Progressive Education*, 5(2), 1-21.
- DeCuir, J.T., & Dixson, A.D. (2004). "So when it comes out, they aren't that surprised that it is there": Using critical race theory as a tool of analysis of race and racism in education. *Educational Researcher*, 33(5), 26-31. Retrieved from <http://www.jstor.org/stable/3699853>
- Delpit, L. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. *Harvard Educational Review*, 58(3), 280-293.
- Delpit, L. (1995). *Other people's children: Cultural conflict in the classroom*. New York: The New Press.

- Denzin, N.K., & Giardina, M.D. (Eds.). (2009). *Qualitative inquiry and social justice*. Walnut Creek: Left Coast Press Inc.
- Denzin, N. K., & Lincoln, Y. S. (2005). *The sage handbook of qualitative research*. (3rd ed.). Thousand Oaks: Sage Publications.
- Dickar, M. (2008). Hearing the silenced dialogue: An examination of the impact of teacher race on their experiences. *Race, Ethnicity and Education*, 11(2), 115-132.
- Dixson, A.D., & Dingus, J.E. (2008). In search of our mothers' gardens: Black women teachers and professional socialization. *Teachers College Record*, 110(4), 805-837.
- Douglas, B., Lewis, C.W., Douglas, A., Scott, M.E., & Garrison-Wade, D. (2008). The Impact of white teachers on the academic achievement of black students: An exploratory qualitative analysis. *Educational Foundations*, 22(1/2), 47-62.
- Fern, E.F. (2001). *Advanced focus group research*. Thousand Oaks, CA: Sage Publications.
- Finney, S., & Orr, J. (1995). "I've really learned a lot, but...": Cross-cultural understanding and teacher education in a racist society. *Journal of Teacher Education*, 46(5), 327-333.
doi:10.1177/0022487195046005002
- Galman, S., Pica-Smith, C., & Rosenberger, C. (2010). Aggressive and tender navigations: Teacher educators confront whiteness in their own practice. *Journal of Teacher Education*, 61(3), 225-236. doi: 10.1177/0022487109359776
- Garmon, M.A. (2004). Changing preservice teachers' attitudes/beliefs about diversity: What are the critical factors?. *Journal of Teacher Education*, 55(3), 201-213.
doi:10.1177/0022487104263080

- Gay, G. (1995). Modeling and mentoring in urban teacher preparation. *Education and Urban Society*, 28(1), 103-118. doi:10.1177/0013124595028001008
- Gay, G., & Howard, T. C. (2000). Multicultural teacher education for the 21st century. *Teacher Educator*, 36(1), 1-16.
- Greenhaus, J. H., Parasuraman, S., & Wormley, W. M. (1990). Effects of race on organizational experiences, job performance evaluations, and career outcomes. *Academy of Management Journal*, 33, 64-86. doi: 10.2307/256352
- Guidelines for mentor teacher programs for beginning and experienced teachers. (2000, 06 22). Retrieved from http://www.doe.virginia.gov/teaching/career_resources/mentor/program_creation_guidelines.pdf
- Guyton, E., & Hidalgo, F. (1995). Characteristics, responsibilities, and qualities of urban school mentors. *Education and Urban Society*, 28(1), 40-47. doi: 10.1177/0013124595028001004
- Haberman, M. (2000). Urban schools: Day camps or custodial centers?. *Phi Delta Kappan*, 82(3), 203-208.
- Hanson, S., & Moir, E. (2008). Beyond mentoring: Influencing the professional practice and careers of experienced teachers. *Phi Delta Kappan*, 89(6), 453. Retrieved from <http://www.jstor.org/stable/20442530>.
- Haviland, V. S. (2008). Things get glossed over: Rearticulating the silencing power of whiteness in education. *Journal of Teacher Education*, 59(40), 40-54. doi: 10.1177/0022487107310751

- Henze, R., Lucas, T., & Scott, B. (1998). Dancing with the monster: Teachers discuss racism, power, and white privilege in education. *The Urban Review*, 30(3), 187-210.
- Hollins, E. R., & Guzman, M. T. (2005). Research on preparing teachers for diverse populations. In M. Cochran-Smith & K. M. Zeichner (Eds.), *Studying teacher education: The report of the AERA panel on research and teacher education*, 477-548. Mahwah, NJ: Lawrence Erlbaum Associates.
- Holstein, J. A., & Gubrium, J. F. (1995). *The active interview*. (p. 80). Thousand Oaks: Sage Publications, Inc.
- Holton, J. A. (2010). The coding process and its challenges. *Grounded Theory Review*, 9(1), 21-40.
- Howard, T.C. (2001). Powerful pedagogy for african american students: A case of four teachers. *Urban Education*, 36, 179-201.
- Hyland, N.E. (2005). Being a good teacher of black students? White teachers and unintentional racism. *Curriculum Inquiry*, 35(4), 429-459.
- Ingersoll, R.M., & Smith, T.M. (2004). Do teacher induction and mentoring matter?. *NASSP Bulletin*, 88(638), 28-40.
- Ingersoll, R.M., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Educational Research*, 81(2), 201-233. doi: 10.3102/0034654311403323
- Ingram, I.L., & Walters, T.S. (2007). A critical reflection model to teach diversity and social justice. *Journal of Praxis in Multicultural Education*, 2(1), 23-41.

- Johnson-Bailey, J., & Cervero, R.M. (2002). Cross-cultural mentoring as a context for learning. *New Directions for Adult and Continuing Education*, 96, 15-25.
- Johnson-Bailey, J., & Cervero, R.M. (2004). Mentoring in black and white: The intricacies of cross-cultural mentoring. *Mentoring and Tutoring*, 12(1), 7-21.
- Kailin, J. (1999). How white teachers perceive the problem of racism in their schools: A case study in “liberal” lakeview. *Teachers College Record*, 100(4), 724-750.
- Kaplan, E. (1994). Confronting the issue of race in developmental relationships: Does open discussion enhance or suppress the mentor-protégé bond? *Academy of Management Executive*, 8(2), 79-80.
- Kardos, S., & Johnson, S. (2007). On their own and presumed expert: New teachers’ experience with their colleagues. *Teachers College Record*, 109(9), 2083-2106.
- Kardos, S., & Johnson, S. (2010). New teachers’ experiences of mentoring: The good, the bad, and the inequity. *Journal of Educational Change*, 11(1), 23–44. doi: 10.1007/s10833-008-9096-4
- Kauffman, K.S. (1994). The insider/outsider dilemma: Field experience of a white researcher “getting in” a poor black community. *Nursing Research*, 43(3), 179-183.
- Kelly, S. (2010). A crisis of authority in predominately black schools? *Teachers College Record*, 112(5), 1247-1274.
- King, S.H., & Bey, T.M. (1995). The need for urban teacher mentors: Conceptions and realities. *Education and Urban Society*, 28(3), 3-10.
- Kivel, P. (2002). *Uprooting racism: How white people can work for racial justice*. Gabriola Island, BC: New Society Publishers.

- Kohli, R. (2009). Critical race reflections: Valuing the experiences of teachers of color in teacher education. *Race Ethnicity and Education*, 12(2), 235-251.
- Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of african american children*. San Francisco: Jossey-Bass.
- Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32(3), p. 465-491. Retrieved from <http://www.jstor.org/stable/1163320>
- Ladson-Billings, G. (2005). The evolving role of critical race theory in educational scholarship. *Race Ethnicity and Education*, 8(1), 115-119.
- Lawrence, S.M. (1997). Beyond race awareness: White racial identity and multicultural teaching. *Journal of Teacher Education*, 48(2), 108-117. doi: 10.1177/0022487197048002004
- Lewis, J.L., & Kim, E. (2008). A desire to learn: African american children's positive attitudes toward learning within school cultures of low expectations. *Teachers College Record*, 110(6), 1304-1329.
- Levine-Rasky, C. (2000). Framing whiteness: Working through the tensions in introducing whiteness to educators. *Race Ethnicity and Education*, 3(3), 271-292.
- Liamputtong, P. (Ed.). (2008). *Doing cross-cultural research: Ethical and methodological perspectives*. Dordrecht: Springer.
- Love, A., & Kruger, A.C. (2005). Teacher beliefs and student achievement in urban schools serving african american students. *The Journal of Educational Research*, 99(2), 87-98.
- Major, C.H., & Savin-Baden, M. (2010). *An introduction to qualitative research synthesis*. London: Routledge.

- Marshall, C., & Rossman, G. B. (2006). *Designing qualitative research* (4th ed.). Thousand Oaks: SAGE Publications.
- McDiarmid, G.W. (1992). What to do about differences? A study of multicultural education for teacher trainees in the los angeles unified school district. *Journal of Teacher Education*, 43(2), 83-93. doi:10.1177/0022487192043002002
- McIntosh, P. (1993). Examining unearned privilege. *Liberal Education*, 79(1), 61-64.
- McMillan, J. H., & Schumacher, S. (2006). *Research in education: Evidence-based inquiry* (6th ed.). Boston, MA: Pearson Education, Inc.
- Melnick, S.L., & Zeichner, K.M. (1998). Teacher education's responsibility to address diversity issues: Enhancing institutional capacity. *Theory into Practice*, 37(2), 88-95.
- Michie, G. (2007). Seeing, hearing, and talking race: Lessons for white teachers from four teachers of color. *Multicultural Perspectives*, 9(1), 3-9. doi: 10.1080/15210960701333633
- Middleton, V.A. (2002). Increasing preservice teachers' diversity beliefs and commitment. *The Urban Review*, 34(4), 343-361.
- Milner, H.R. (2006). Preservice teachers' learning about cultural and racial diversity: Implications for urban education. *Urban Education*, 41(4), 343- 375. doi: 10.1177/0042085906289709
- Milner, H.R. (2009). What does teacher education have to do with teaching? Implications for diversity studies. *Journal of Teacher Education*, 61(1-2), 118-131. doi: 10.1177/0022487109347670

- Minichiello, V., & Kottler, J.A. (Ed.). (2010). *Qualitative journeys: Student and mentor experiences with research*. Los Angeles: SAGE.
- Mohatt, G. & Erickson, F. (1981). Cultural differences in teaching styles in an odawa school: A sociolinguistic approach. In H.T. Trueba, G.P. Guthrie, & K.H. Au (Eds.) *Culture and the bilingual classroom* (pp. 105-138). Rowley, MA: Newbury House Publishers.
- Monroe, C.R. (2009). Teachers closing the discipline gap in an urban middle school. *Urban Education*, 44(3), 322-347.
- Moule, J., & Higgins, K.M. (2007). The role of african american mentor teachers in preparing white preservice teachers for african american student populations. *The Journal of Negro Education*, 76(4), 609-621.
- Newsom, M.C., Ridenour, C., & Kinnucan-Welsh, K. (2001, April). Is the tape off? African american respondents' spontaneous discussions of race and racism when the researcher is also African American. Presented at the Annual Meeting of the American Educational Research Association, Seattle, WA.
- Oliver, M. (2009). Listening to the learners: Mentee's perspectives of a mentoring program for first-year science teachers. *Teaching Science*, 55(4), 6-11.
- Parker, L., & Lynn, M. (2002). What's race got to do with it? Critical race theory's conflicts with and connections to qualitative research methodology and epistemology. *Qualitative Inquiry*, 8(1), 7-22.
- Parsons, E.C. (2005). From caring as a relation to culturally relevant caring: A white teacher's bridge to black students. *Equity & Excellence in Education*, 28(1), 25-34. doi 10.1080/10665680390907884

- Patton, M.Q. (1990). *Qualitative evaluation and resarch methods*. Newbury Park: Sage Publications.
- Pennington, J.L. (2007). Silence in the classroom/whispers in the halls: Autoethnography as pedagogy in white pre-service teacher education. *Race Ethnicity and Education*, 10(1), 93-113.
- Picower, B. (2009). The unexamined whiteness of teaching: How white teachers maintain and enact dominant racial ideologies. *Race Ethnicity and Education*, 12(2), 197-215.
- Pink, W.T. (2004). Going backstage: Enhancing communicative competence for pre-service teachers. *Educational Foundations*, 18(3/4), 45-58.
- Plaut, V. C., Garnett, F. G., Buffardi, L. E., & Sanchez-Burks, J. (2011). “What about me?” Perceptions of exclusion and whites’ reactions to multiculturalism. *Journal of Personality and Social Psychology*, 101(2), 337-353. doi: 10.1037/a0022832
- Quicho, A & Rios, F. (2000). The power of their presence: Minority group teachers and schooling. *Review of Educational Research*, 70(4), 485-528.
doi:10.3102/00346543070004485
- Rhodes, P. J. (1994) Race of interviewer effects: a brief comment, *Journal of Sociology*, 28(2), 547–558.
- Saffold, F., & Longwell-Grice, H. (2007). White women preparing to teach in urban schools: Looking for similarity and finding difference. *Urban Review*, 40, 186-209.
- Schniedewind, N. (2005). “There ain’t no white people here!”: The transforming impact of teachers’ racial consciousness on students and schools. *Equity & Excellence in Education*, 38(4), 280-289. doi: 10.1080/10665680500299668

- Sleeter, C.E. (2001). Epistemological diversity in research on preservice teacher preparation for historically underserved children. *Review of Research in Education*, 25, 209-250.
- Silverman, F. (2006). Please stay. *District Administrator*, Retrieved from <http://www.districtadministration.com/article/please-stay>
- Sims, A. D. (2002). *An intergroup examination of african-american executives' mentoring relationships: Traversing the invisible hurdles of corporate america* (Doctoral dissertation, Rutgers University). Retrieved from: <http://search.proquest.com.proxy.library.vcu.edu/docview/305456492?accountid=14780>
- Smith, J.W., Smith, W.J., & Markham, S.E. (2000). Diversity issues in mentoring academic faculty. *Journal of Career Development*, 26(4), 251-262.
- Solomon, R.P. (2000). Exploring cross-race dyad partnerships in learning to teach. *Teachers College Record*, 102(6), p. 953-979.
- Solomon, R.P., Portelli, J.P., Daniel, B.J., & Campbell, A. (2005). The discourse of denial: How white teacher candidates construct race, racism, and 'white privilege'. *Race Ethnicity and Education*, 8(2), 147-169.
- Souto-Manning, M., & Dice, J.L. (2007). Reflective teaching in the early years: A case for mentoring diverse educators. *Early Childhood Education Journal*, 34(6), 425-430.
- Stanley, C.A., & Lincoln, Y.S. (2005). Cross-race faculty mentoring. *Change*, 37(2), 44-50.
- Thomas, D.A. (1989). Mentoring and irrationality: The role of racial taboos. *Human Resource Management*, 28(2), 279-290.
- Thomas, D.A. (1993). Racial dynamics in cross-race developmental relationships. *Administrative Science Quarterly*, 38, 169-194.

- Thomas, D.A. (2001). The truth about mentoring minorities: Race matters. *Harvard Business Review*, 99-107.
- Thomas, P., & Ryan, J. (2009, February 18). Stinging remarks on race from attorney general. *ABC News*. Retrieved from <http://abcnews.go.com/TheLaw/story?id=6905255&page=1>
- Valli, L. (1995). The dilemma of race: Learning to be color blind and color conscious. *Journal of Teacher Education*, 46(2), 120-129. doi: 10.1177/0022487195046002006
- Vaught, S.E., & Castagno, A.E. (2008). "I don't think i'm a racist": Critical race theory, teacher attitudes, and structural racism. *Race, Ethnicity, and Education*, 11(2), 95-113.
- Vogt, L.A., Jordan, C., & Tharp, R.G. (1987). Explaining school failure, producing school success: Two cases. *Anthropology and Education Quarterly*, 18(4), 276-286.
- Walker, E.N. (2007). Preservice teachers' perceptions of mathematics education in urban schools. *The Urban Review*, 39(5), 519-540. doi: 10.1007/s11256-007-0056-8
- Williams, D.G., & Evans-Winters, V. (2005). The burden of teaching teachers: Memoirs of race discourse in teacher education. *The Urban Review*, 37(3), 201-219. doi: 10.1007/s11256-005-0009-z
- Yendol-Hoppey, D., Jacobs, J., & Fichtmandana, N. (2009). Critical concepts of mentoring in an urban context. *The New Educator*, 5, 25-44.
- Zeichner, K.M. (2003). The adequacies and inadequacies of three current strategies to recruit, prepare, and retain the best teachers for all students. *Teachers College Record*, 105(3), 490-519.

Appendix A

The Impact of Black Teacher Mentors on White Beginning Teachers White Beginning Teachers Recruitment E-mail/Letter Script

Hello, my name is Wendi Moss and I'm a doctoral student at Virginia Commonwealth University. For my dissertation, I am studying the impact Black teacher mentors have on White beginning teachers.

I got your name from your previous principal as someone who mentored a White beginning teacher during their first year of teaching. Please let me know if this is not correct.

I would love to have the opportunity to interview you about your experiences with your mentor. In total, your participation in this study would be approximately two and a half hours. I will ask you to complete a survey about the mentoring support you were provided by your mentor. You will also be interviewed twice individually (one before and after the focus group interview) and asked to attend one focus group interview with 4-5 other beginning teachers. The survey should take approximately 15 minutes to complete. Each interview will last approximately one half-hour and the focus group interview will last approximately one hour. In the first interview, you

will be asked questions about your thoughts and reflections of your first year of teaching and your experiences being mentored by a Black teacher mentor. The focus group interview will provide an opportunity for you to share your experiences and thoughts on the mentoring you received from a Black mentor. The second individual interview will give you a chance to reflect upon the focus group interview in order to clarify your opinions about various topics.

The interviews and meeting will be tape recorded, but no real names will be used. Following each interview, you will be emailed a transcription of each interview and will be given an opportunity to modify the transcription for accuracy.

There will be no costs to you for participating in this study other than your time that you will spend in interviews, completing the survey, and in a focus group meeting. You will receive a \$25 gift card to Target for your time.

Please reply back if you would be interested in participating in this study. We can make arrangements to meet to review the consent form, your participation, and to clarify any questions or concerns you may have. You can reach me at mossa@vcu.edu or at 233-6104.

*Thank you for your time,
Wendi Moss*

Appendix B

The Impact of Black Teacher Mentors on White Beginning Teachers Mentor Recruitment E-mail/Letter Script

Hello, my name is Wendi Moss and I'm a doctoral student at Virginia Commonwealth University. For my dissertation, I am studying the impact Black teacher mentors have on White beginning teachers.

I got your name from your previous principal as someone who mentored a White beginning teacher during their first year of teaching. Please let me know if this is not correct.

I would love to have the opportunity to interview you about your experiences with your mentee. In total, your participation in this study would be approximately two and a half hours. I will ask you to complete a survey about the mentoring support you provided your mentee. You will also be interviewed twice individually (one before and after the focus group interview) and asked to attend one focus group interview with 4-5 other teacher mentors. The survey should take approximately 15 minutes to complete. Each interview will last approximately one half-hour and the focus group interview will last approximately one hour. In the first interview, you will be

asked questions about your thoughts and reflections of your mentee's first year of teaching and your experiences as a Black teacher mentor. The focus group interview will provide an opportunity for you to share your experiences and thoughts on the mentoring you provided to a first year White teacher. The second individual interview will give you a chance to reflect upon the focus group interview in order to clarify your opinions about various topics.

The interviews and meeting will be tape recorded, but no real names will be used. Following each interview, you will be emailed a transcription of each interview and will be given an opportunity to modify the transcription for accuracy.

There will be no costs to you for participating in this study other than your time that you will spend in interviews, completing the survey, and in a focus group meeting. You will receive a \$25 gift card to Target for your time.

Please reply back if you would be interested in participating in this study. We can make arrangements to meet to review the consent form, your participation, and to clarify any questions or concerns you may have. You can reach me at mossa@vcu.edu or at 233-6104.

*Thank you for your time,
Wendi Moss*

Appendix C

RESEARCH SUBJECT INFORMATION AND CONSENT FORM FOR BEGINNING TEACHERS

TITLE: The Impact of Black Teacher Mentors on White Beginning Teachers

VCU IRB NO.: HM13933

This consent form may contain words that you do not understand. Please ask the study staff to explain any words that you do not clearly understand. You may take home an unsigned copy of this consent form to think about or discuss with family or friends before making your decision.

PURPOSE OF THE STUDY

The purpose of this research study is to better understand if and how mentoring practices differ for Black mentors who are supporting White teachers by identifying and detailing mentoring practices of Black teachers who mentor White beginning teachers.

You are being asked to participate in this study because you were a beginning White teacher in an urban environment during the previous school year.

DESCRIPTION OF THE STUDY AND YOUR INVOLVEMENT

If you decide to be in this research study, you will be asked to sign this consent form after you have had all your questions answered and understand what will happen to you.

In this study you will first be asked to complete a survey about the mentoring support you received from your mentor. You will also be interviewed twice individually (one before and after the focus group interview) and asked to attend one focus group interview with 4-5 other mentees. The survey should take approximately 15 minutes to complete. Each interview will last approximately one half-hour and the focus group interview will last approximately one hour. In the first interview, you will be asked questions about your thoughts and reflections on your first year of teaching and your experiences with being mentored by a Black teacher mentor. The focus group interview will provide an opportunity for you to share your experiences and thoughts on the mentoring you received during your first year of teaching. The second individual interview will give you a chance to reflect upon the focus group interview in order to clarify your opinions about various topics.

The interviews and meeting will be tape recorded so we are sure to get everyone's ideas, but no names will be recorded on the tape. Each participant will be asked to review the transcription of their individual interviews and will be given an opportunity to modify the transcription for accuracy.

Significant new findings developed during the course of the research which may relate to your willingness to continue participation will be provided to you.

RISKS AND DISCOMFORTS

Sometimes talking about these subjects causes people to become upset. Several questions will ask about things that have happened in your mentoring practice that may have been unpleasant. You do not have to talk about any subjects you do not want to talk about, and you may leave the group at any time.

BENEFITS TO YOU AND OTHERS

You may not get any direct benefit from this study, but, the information we learn from cross-race mentoring in this study may help us design better programs for mentor teachers and beginning teachers in schools.

COSTS

There are no costs for participating in this study other than the time (approximately two and a half hours) you will spend in the interviews, focus groups and filling out the survey.

PAYMENT FOR PARTICIPATION

You will receive a \$25.00 gift certificate to Target at the end of your final individual interview.

ALTERNATIVES

The alternative is to not participate in the study.

CONFIDENTIALITY

Potentially identifiable information about you will consist of completed surveys, interview notes and recordings, and audiotapes of interviews. Data is being collected only for research purposes. Your data will be identified by pseudonym, transcribed, and sent to you via personal email for your review. Any field notes or recordings will be stored in a locked area and destroyed at the end of the study. Access to all data will be limited to study personnel. A data and safety monitoring plan is established.

We will not tell anyone the answers you give us; however, information from the study and the consent form signed by you may be looked at or copied for research or legal purposes by Virginia Commonwealth University.

What we find from this study may be presented at meetings or published in papers, but your name will not ever be used in these presentations or papers.

We will not tell anyone the answers you give us. But, if you tell us that you may cause injury to yourself or others, it is required by law to report this information to the appropriate authorities.

The individual interviews and group interview will be audio taped, but no names will be recorded. At the beginning of the session, all members will be asked to use pseudonyms so that no names are recorded. The tapes and the notes will be stored in a locked cabinet. After the information from the tapes is typed up, the tapes will be destroyed.

VOLUNTARY PARTICIPATION AND WITHDRAWAL

You do not have to participate in this study. If you choose to participate, you may stop at any time without any penalty. You may also choose not to answer particular questions that are asked in the study.

Your participation in this study may be stopped at any time by the study staff or the sponsor without your consent. The reasons might include:

- the study staff thinks it necessary for your health or safety;
- you have not followed study instructions;
- the sponsor has stopped the study; or
- administrative reasons require your withdrawal.

QUESTIONS

In the future, you may have questions about your participation in this study. If you have any questions, complaints, or concerns about the research, contact:

Charol Shakeshaft, Ph.D.
Professor and Chairperson
Department of Educational Leadership
CShakeshaft@vcu.edu
804.828.9892
www.soe.vcu.edu/departments/el/index.html

If you have any questions about your rights as a participant in this study, you may contact:

Office for Research
Virginia Commonwealth University
800 East Leigh Street, Suite 113
P.O. Box 980568
Richmond, VA 23298
Telephone: 804-827-2157

You may also contact this number for general questions, concerns or complaints about the research. Please call this number if you cannot reach the research team or wish to talk to someone else. Additional information about participation in research studies can be found at <http://www.research.vcu.edu/irb/volunteers.htm>.

CONSENT

I have been given the chance to read this consent form. I understand the information about this study. Questions that I wanted to ask about the study have been answered. My signature says that I am willing to participate in this study. I will receive a copy of the consent form once I have agreed to participate.

Participant name printed

Participant signature

Date

Name of Person Conducting Informed Consent
Discussion / Witness
(Printed)

Signature of Person Conducting Informed Consent
Discussion / Witness

Date

Principal Investigator Signature (if different from above)

Date ⁴

Appendix D

RESEARCH SUBJECT INFORMATION AND CONSENT FORM FOR TEACHER MENTORS

TITLE: The Impact of Black Teacher Mentors on White Beginning Teachers

VCU IRB NO.: HM13933

This consent form may contain words that you do not understand. Please ask the study staff to explain any words that you do not clearly understand. You may take home an unsigned copy of this consent form to think about or discuss with family or friends before making your decision.

PURPOSE OF THE STUDY

The purpose of this research study is to better understand if and how mentoring practices differ for Black mentors who are supporting White teachers by identifying and detailing mentoring practices of Black teachers who mentor White beginning teachers.

You are being asked to participate in this study because you are a licensed Black teacher with at least three years of teaching experience in an urban environment. You have previously mentored at least one Black teacher and who mentored a White beginning teacher in a school district within Richmond, VA during the previous school year.

DESCRIPTION OF THE STUDY AND YOUR INVOLVEMENT

If you decide to be in this research study, you will be asked to sign this consent form after you have had all your questions answered and understand what will happen to you.

In this study you will first be asked to complete a survey about the mentoring support you provided beginning teachers. You will also be interviewed twice individually (one before and after the focus group interview) and asked to attend one focus group interview with 4-5 other teacher mentors. The survey should take approximately 15 minutes to complete. Each interview will last approximately one half-hour and the focus group interview will last approximately one hour. In the first interview, you will be asked questions about your thoughts and reflections of your mentee's first year of teaching and your experiences as a Black teacher mentor. The focus group interview will provide an opportunity for you to share your experiences and thoughts on the mentoring you provided to a first year White teacher. The second individual interview will give you a chance to reflect upon the focus group interview in order to clarify your opinions about various topics. The interviews and meeting will be tape recorded so we are sure to get everyone's ideas, but no names will be recorded on the tape. Each participant will be asked to review the transcription of their individual interviews and will be given an opportunity to modify the transcription for accuracy.

Significant new findings developed during the course of the research which may relate to your willingness to continue participation will be provided to you.

RISKS AND DISCOMFORTS

Sometimes talking about these subjects causes people to become upset. Several questions will ask about things that have happened in your mentoring practice that may have been unpleasant. You do not have to talk about any subjects you do not want to talk about, and you may leave the group at any time.

BENEFITS TO YOU AND OTHERS

You may not get any direct benefit from this study, but, the information we learn from cross-race mentoring in this study may help us design better programs for mentor teachers and beginning teachers in schools.

COSTS

There are no costs for participating in this study other than the time (approximately two and a half hours) you will spend in the interviews, focus groups and filling out the survey.

PAYMENT FOR PARTICIPATION

You will receive a \$25.00 gift certificate to Target at the end of your final individual interview.

ALTERNATIVES

The alternative is to not participate in the study.

CONFIDENTIALITY

Potentially identifiable information about you will consist of completed surveys, interview notes and recordings, and audiotapes of interviews. Data is being collected only for research purposes. Your data will be identified by pseudonym, transcribed, and sent to you via personal email for your review. Any field notes or recordings will be stored in a locked area and destroyed at the end of the study. Access to all data will be limited to study personnel. A data and safety monitoring plan is established.

We will not tell anyone the answers you give us; however, information from the study and the consent form signed by you may be looked at or copied for research or legal purposes by Virginia Commonwealth University.

What we find from this study may be presented at meetings or published in papers, but your name will not ever be used in these presentations or papers.

We will not tell anyone the answers you give us. But, if you tell us that you may cause injury to yourself or others, it is required by law to report this information to the appropriate authorities.

The individual interviews and group interview will be audio taped, but no names will be recorded. At the beginning of the session, all members will be asked to use pseudonyms so that no names are recorded. The tapes and the notes will be stored in a locked cabinet. After the information from the tapes is typed up, the tapes will be destroyed.

VOLUNTARY PARTICIPATION AND WITHDRAWAL

You do not have to participate in this study. If you choose to participate, you may stop at any time without any penalty. You may also choose not to answer particular questions that are asked in the study.

Your participation in this study may be stopped at any time by the study staff or the sponsor without your consent. The reasons might include:

- the study staff thinks it necessary for your health or safety;
- you have not followed study instructions;
- the sponsor has stopped the study; or
- administrative reasons require your withdrawal.

QUESTIONS

In the future, you may have questions about your participation in this study. If you have any questions, complaints, or concerns about the research, contact:

Charol Shakeshaft, Ph.D.
Professor and Chairperson
Department of Educational Leadership
CShakeshaft@vcu.edu
804.828.9892
www.soe.vcu.edu/departments/el/index.html

If you have any questions about your rights as a participant in this study, you may contact:

Office for Research
Virginia Commonwealth University
800 East Leigh Street, Suite 113
P.O. Box 980568
Richmond, VA 23298
Telephone: 804-827-2157

You may also contact this number for general questions, concerns or complaints about the research. Please call this number if you cannot reach the research team or wish to talk to someone else. Additional information about participation in research studies can be found at <http://www.research.vcu.edu/irb/volunteers.htm>.

CONSENT

I have been given the chance to read this consent form. I understand the information about this study. Questions that I wanted to ask about the study have been answered. My signature says that I am willing to participate in this study. I will receive a copy of the consent form once I have agreed to participate.

Participant name printed	Participant signature	Date
--------------------------	-----------------------	------

Name of Person Conducting Informed Consent
Discussion / Witness
(Printed)

Signature of Person Conducting Informed Consent
Discussion / Witness

Date

Principal Investigator Signature (if different from above)

Date ⁴

Appendix E

Interview Guide for Beginning Teachers

1. Introduction, purpose of interview, anonymity.

The beginning teachers will be informed about the purpose of the interview, the topics that will be covered, and will be assured about the confidentiality of all information discussed. I will read the following to each participant mentor before beginning to interview:

Thank you for agreeing to meet with me to discuss your feelings and thoughts about being a White beginning teacher who was mentored by a Black mentor teacher.

The purpose of the study is to better understand mentoring practices of Black mentors who supported White teachers. I will ask you questions about your first year of teaching and your experiences with your mentor. Please consider the answering of these questions to be your

prerogative. Just because you have agreed to participate does not mean you have agreed to answer every question I ask. If you are uncomfortable with a question please just say, "I prefer not to answer." If you want to think about your answer for a while just ask me to, "Skip" the question. If you decide to answer a question you skipped or did not answer you will be given the opportunity to answer these at the end of the interview.

All you share with me will be confidential. I will not share the information with your principal, any staff member, social worker or any other person that could have an impact on your career or position. I will, however, share the information with my dissertation advisor and committee. Your name or any other names you may mention in the interview will not be used; neither will any other information that could identify you.

I would like to tape record the interview so that I can remember everything you say. Is that acceptable to you? I will later transcribe the interview word by word and you will receive a copy. After you read the transcript, I will make any changes or additions that you request.

During the interview, if you feel uncomfortable with any of the questions I ask, please let me know. I expect the interview will last twenty minutes to a half an hour. But, you can stop the interview at any time you wish.

If you give me your permission to use this information, please sign this form. (Give permission form.)

Do you have any questions before we start? The interview will then proceed with soliciting information about ideas, concepts, issues in the following areas:

2. Tell me about your teaching.

- a. What words would you use to describe your experiences in teaching?
- b. What were the most challenging working conditions at your school?
- c. What kinds of support did you receive during your first year of teaching?

- d. Were you assigned a mentor teacher? How helpful was this person in providing support?
- e. Were there any instances when you were made to feel a certain way about your race by your mentor? Can you tell me when that was and what happened?
- f. Did anyone ever give you any hints or tips, even informally, at teaching Black students? What were they?

3. Experience Oriented Questions

- a. What was it like when you first began teaching?
- b. How prepared for teaching did you feel on the first day of school? How prepared do you feel now?
- c. How did you feel about having a Black mentor when you first met him/her?
 - Alternative 1: How did your perception of your mentor change?
 - Alternative 2: How did your perception of yourself change?
- d. How has your teaching changed from first meeting your mentor until now?
 - Alternative 1: Why do you think things changed?
 - Alternative 2: How were they the same?

****If the mentee does not open up themselves to the above questions, use questions like:**

- a. Was there anything particularly difficult about being mentored by a Black teacher?
- c. If you could redo anything about your teaching since being mentored, what would you do differently? Why?
- d. Anything else? What else?

Reflection Questions

- a. What was the most valuable piece of information about teaching that you gained from your mentor?

ALTERNATIVE: How do you use this information each day in your teaching?

- b. What was one piece of information that you did not learn about teaching that you feel would've helped you in your practice?
- c. Your best friend just called you and told you she/he is interested in teaching at your school next year. What recommendations or suggestions about teaching at this school would you share with your friend?
- d. What feedback would you like to give your mentor?

4. Scaling Questions

How did you know when you had a successful day of teaching?

What did it look like?

What did you do?

What did your students do?

5. Demographic Information

- a. What is your age?
- b. Where are you from?
- c. Was last year your first year of teaching?
- d. What made you decide to teach?
- e. How many students did you teach (total or average class size)?
- f. Describe the racial makeup of your students.

6. Closure

I don't have more questions. Is there anything you would like to add?

Thank you for being willing to share your feelings and thoughts with me. As I mentioned at the beginning of the interview, you will not be identified in any way with the information you have given. I will be getting you a copy of the interview for your review so you can make changes or additions. Again, thank you.

Appendix F

Interview Guide for Mentors

1. Introduction, purpose of interview, anonymity.

The mentors will be informed about the purpose of the interview, the topics that will be covered, and will be assured about the confidentiality of all information discussed. I will read the following to each participant mentor before beginning to interview:

Thank you for agreeing to meet with me to discuss your feelings and thoughts about being a Black mentor to beginning White teachers.

The purpose of the study is to better understand if and how mentoring practices differ for Black mentors who are supporting White teachers. I will ask you questions about your thoughts on mentoring. Please consider the answering of these questions to be your prerogative. Just

because you have agreed to participate does not mean you have agreed to answer every question I ask. If you are uncomfortable with a question please just say, "I prefer not to answer." If you want to think about your answer for a while just ask me to, "Skip" the question. If you decide to answer a question you skipped or did not answer you will be given the opportunity to answer these at the end of the interview.

All you share with me will be confidential. I will not share the information with your principal, any staff member, social worker or any other person that could have an impact on your career or position. I will, however, share the information with my dissertation advisor and committee. Your name or any other names you may mention in the interview will not be used; neither will any other information that could identify you.

I would like to tape record the interview so that I can remember everything you say. Is that acceptable to you? I will later transcribe the interview word by word and you will receive a copy. After you read the transcript, I will make any changes or additions that you request.

During the interview, if you feel uncomfortable with any of the questions I ask, please let me know. I expect the interview will last twenty minutes to a half an hour. But, you can stop the interview at any time you wish.

If you give me your permission to use this information, please sign this form. (Give permission form.)

Do you have any questions before we start? The interview will then proceed with soliciting information about ideas, concepts, issues in the following areas:

2. Tell me about your mentoring.

- a. *(If mentor has previously mentored Black teachers, then ask)* What words would you use to describe your experiences in mentoring?
- b. What words would you use to describe your experiences in mentoring a White teacher?
- c. Were there any instances when you were made to feel a certain way about your race by your mentees? Can you tell me when that was and what happened?

- d. *(If mentor has previously mentored Black teachers, then ask)* Have you ever noticed any differences in your mentoring when you mentor a Black beginning teacher and when you mentor a White teacher?
- e. What were those differences? Did you intend for those differences to be present in your mentoring?
- f. Did anyone ever give you any hints or tips, even informally, at mentoring White teachers? What were they?

3. Experience Oriented Questions

- a. What was it like when you first began mentoring?
- b. How did you feel about your White mentees at the beginning of your mentoring?
 - Alternative 1: How did your perception of your mentees change?
 - Alternative 2: How did your perception of yourself change?
- c. How has your mentoring changed from first meeting your White mentee until now?
 - Alternative 1: Why do you think things changed?
 - Alternative 2: How were they the same?

****If the mentor does not open up themselves to the above questions, use questions like:**

- a. Were you ready for your first experiences mentoring a White teacher?
- b. Was there anything particularly difficult about mentoring a White teacher?
- c. If you could redo anything in your mentoring, what would you do differently? Why?
- d. Anything else? What else?

4. Reflection Questions

- a. What was the most valuable piece of information that you gained from mentoring White teachers?

ALTERNATIVE: How did you use this information each day in your mentoring?

ALTERNATIVE: What were some apprehensions that you had before mentoring White teachers?

- b. What was one piece of information that you did not learn about mentoring White teachers you feel would've helped you in your practice?
- c. Do you still have any of the apprehensions you stated earlier, or do you have any new apprehensions about mentoring White mentees?
- d. What recommendations would you make to future mentors that would help support White teachers?

5. Demographic Information

- a. Age
- b. Where are you from?
- c. What made you decide to mentor?
- d. How many teachers did you mentor?
- e. Describe the racial makeup of your mentees.

6. Closure

I don't have more questions. Is there anything you would like to add?

Thank you for being willing to share your feelings and thoughts with me. As I mentioned at the beginning of the interview, you will not be identified in any way with the information you have given. I will be getting you a copy of the interview for your review so you can make changes or additions. Again, thank you.

Appendix G

BEGINNING TEACHER SURVEY

I. General Information

1. Is this your first year of teaching?
 - a. Yes
 - b. No (If no, please describe the extent of your teaching experience)

2. What is your gender?
 - a. Female

b. Male

3. What ethnic group do you most identify with?

- a. African American/Black
- b. American Indian/Alaska Native
- c. Arab American
- d. Asian American
- e. Caucasian
- f. East Indian
- g. Filipino/Pacific Islander
- h. Hispanic/Latino
- i. Multi-racial
- j. Other
- k. No response

4. What content area(s) do you teach? (Mark All That Apply)

- a. Art
- b. English
- c. Foreign Language
- d. Mathematics
- e. Physical Education
- f. Science
- g. Social Studies
- h. Special Education
- i. Other

5. Which statement best describes the way YOUR classes are organized?

- a. You instruct several classes of different students most or all of the day in one or more subjects (such as algebra, history, biology). (Departmentalized instruction)
- b. You are an elementary school teacher who teaches only one subject (such as art, music, physical education or computer skills). (Elementary Enrichment Class)
- c. You instruct the same group of students all or most of the day in multiple subjects. (Self-Contained Class)
- d. You are one of two or more teachers, in the same class, at the same time, and are jointly responsible for teaching a single group of students. (Team Teaching)

- e. You instruct selected students released from their regular classes in specific skills or to address specific needs (such as, gifted and talented, special education, reading, English as a Second Language). (Pull-Out Class)
6. Approximately how many students are enrolled in your class (if you teach more than one class, please indicate the size of your largest class).
- a. 1-10
 - b. 11-15
 - c. 16-20
 - d. 21-25
 - e. 26-30
 - f. more than 30

II. Certification and Training

7. Which of the following best describes your teaching preparation?
- a. Traditional university based program with a student teaching experience
 - b. Career switcher program with a student teaching experience
 - c. Career switcher program without a student teaching experience
 - d. I am currently completing coursework as I am teaching
8. Did you complete a student teaching experience as part of your teacher preparation program?
- a. Yes
 - b. No
9. Which of the following describes the teaching certificate you currently hold in Virginia?
- a. Regular or standard state certificate or advanced professional certificate
 - b. Probationary certificate (issued after satisfying all requirements except the completion of a probationary period).
 - c. Provisional or other type of certificate given to persons who are still participating in what the state calls an “alternative certification program”
 - d. Temporary certificate (requires some additional college coursework, student teaching, and/or passage of a test before regular certification can be obtained).
 - e. Waiver or emergency certificate (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching).

f. I do not have any of the above certifications in Virginia.

III. First Year Experience

10. In your first year of teaching, how prepared have you been to:	Not at all prepared	Somewhat prepared	Well prepared	Very well prepared
Handle a range of classroom management and discipline situations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use a variety of instructional methods?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teach your subject matter?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use computers in classroom instruction?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assess students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Select and adapt curriculum and instructional materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Have you received the following kinds of support during your first year of teaching?	YES	NO
Reduced teaching schedule	<input type="checkbox"/>	<input type="checkbox"/>
Reduced number of preparations	<input type="checkbox"/>	<input type="checkbox"/>
Common planning time with teachers in your subject or grade level	<input type="checkbox"/>	<input type="checkbox"/>

Seminars or classes for beginning teachers	<input type="checkbox"/>	<input type="checkbox"/>
Extra classroom assistance (e.g. teacher aides)	<input type="checkbox"/>	<input type="checkbox"/>
Regular supportive communication with your principal, other administrators, or department chair	<input type="checkbox"/>	<input type="checkbox"/>

12. Have the following duties been part of your first-year teaching assignment?	YES	NO
Extracurricular assignments	<input type="checkbox"/>	<input type="checkbox"/>
Travel to more than one school to teach	<input type="checkbox"/>	<input type="checkbox"/>
Administrative duties (include lunchroom, hall, bus, and recess duties)	<input type="checkbox"/>	<input type="checkbox"/>
Coaching a sport	<input type="checkbox"/>	<input type="checkbox"/>
Sponsoring student groups, clubs, or organizations	<input type="checkbox"/>	<input type="checkbox"/>
Serve on a school-wide committee or task force	<input type="checkbox"/>	<input type="checkbox"/>
Serve on a district-wide committee or task force	<input type="checkbox"/>	<input type="checkbox"/>

13. In your first year of teaching were you assigned to a subject area for which you were certified?

- a. Yes
- b. No

14. In your first year of teaching were you assigned to a grade level for which you were certified?

- a. Yes
- b. No

15. How long do you plan to remain in teaching?

- a. As long as I am able.
- b. Until I am eligible for retirement.
- c. Will probably continue until something better comes along.
- d. Definitely plan to leave teaching as soon as I can.
- e. Undecided at this time.

16. How long do you plan on staying at your SCHOOL?

- a. As long as I am able.
- b. Until I am eligible for retirement.
- c. Until I am able to transfer to another school within the district.
- d. Until I am able to transfer to another school in a different school district.
- e. Definitely plan to leave the school as soon as I can.
- f. Undecided at this time.

17. How long do you plan on staying in your school DISTRICT?

- a. As long as I am able.
- b. Until I am eligible for retirement.
- c. Until I am able to transfer to another school district.
- d. Definitely plan to leave the district as soon as I can.
- e. Undecided at this time.

V. Professional Development

18. During your first year of teaching were you assigned a mentor teacher?

- a. Yes
- b. No

19. How would you characterize your mentor? (Mark All That Apply)

- a. Colleague
- b. Collaborator
- c. Role Model
- d. Friend

- e. Evaluator
 - f. Expert Guide
 - g. Therapist
 - h. Advocate
 - i. Critic
20. What was your preferred method of communication with your mentor?
- a. In person
 - b. Telephone
 - c. Email
 - d. Written/reflection journals
21. Of the success you have had as a beginning teacher, what proportion would you attribute to help from your mentor?
- a. A great deal
 - b. Quite a bit
 - c. Some
 - d. Hardly any at all
 - e. None at all
22. Overall, to what extent did your mentor help you in your first year of teaching?
- a. Not at all
 - b. To some extent
 - c. To a moderate extent
 - d. To a great extent

23. From what source did you receive the most support during your first year?

- f. Mentor
- g. District Induction Program
- h. District Professional Development (e.g. in-services)
- i. Working with colleagues
- j. Informal communication with colleagues
- k. School administrator(s)

24. How <u>often</u> do you and your mentor:	Weekly	Every two weeks	Monthly or less often	Never	Does Not Apply
Meet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk about your work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Document your work (e.g. collaborative assessment logs, reflective journals)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discuss how best to meet the needs of all of your students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discuss professional and district goals (e.g. Individual Learning Plan, Individual Induction Plan, Professional Growth Plan)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observe veteran teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. To what extent do the following activities with your mentor <u>influence your teaching practice?</u>	A great deal	Quite a bit	Some	Very Little	Not at all	Does Not Apply
Meeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talking about your work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Documenting your work (e.g. collaborative assessment logs, reflective journals)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussing how best to meet the needs of all of your students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussing professional and district goals (e.g. Individual Learning Plan, Individual Induction Plan, Professional Growth Plan)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observing veteran teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. To what extent do you agree or disagree with each of the following statements. <i>My Mentor:</i>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Does Not Apply
Helped me differentiate instruction to meet the needs of diverse learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contributed to my ability to advocate for diverse learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helped me to deliver the curriculum in an unbiased way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helped me to create a supportive, equitable classroom where differences are valued.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observed my teaching and discussed it with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modeled lessons or strategies and/or co-taught in my classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provided me with resources and materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assisted with lesson planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helped me communicate with parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Helped me communicate with my administrator(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helped me to get additional support from my school administrator for challenging situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assisted me in working with students with special needs (e.g. Special Education).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helped me to deliver standards-based instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provided me with strategies to better manage my classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helped me to handle job-related stress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helped me to use student assessment data to guide instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provided emotional support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helped me to work collaboratively with other teachers at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helped me to think about the role of my own cultural identity (i.e. race, ethnicity, language) in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

27. To what extent did the following assistance/activities provided by your mentor <u>influence your teaching practice?</u>	A great deal	Quite a bit	Some	Very Little	Not at all	Does Not Apply
Help with differentiated instruction to meet the needs of diverse learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contributions to your ability to advocate for diverse learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help with delivering the curriculum in an unbiased way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help with creating a supportive, equitable classroom where differences are valued.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observing and discussing your teaching with you.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modeling lessons or strategies and/or co-teaching in your classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing resources and materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assistance with lesson planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help with communication with parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help with communication with your administrator(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Help with getting additional support from your school administrator for challenging situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assistance in working with students with special needs (e.g. Special Education).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help with the delivery of standards-based instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing strategies to better manage your classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help with handling job-related stress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help with using student assessment data to guide instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing emotional support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix H
MENTOR TEACHER SURVEY

General Information

1. Was this your first year of mentoring?
 - a. Yes
 - b. No (If no, please describe the extent of your mentoring experience)

2. What is your gender?
 - a. Female
 - b. Male

3. What ethnic group do you most identify with?
 - a. African American/Black
 - b. American Indian/Alaska Native
 - c. Arab American
 - d. Asian American
 - e. Caucasian
 - f. East Indian
 - g. Filipino/Pacific Islander
 - h. Hispanic/Latino
 - i. Multi-racial
 - j. Other
 - k. No response

4. What content area(s) did you teach? (Mark All That Apply)
 - a. Art
 - b. English
 - c. Foreign Language
 - d. Mathematics
 - e. Physical Education
 - f. Science
 - g. Social Studies
 - h. Special Education
 - i. Other

5. Which statement best described the way YOUR classes were organized?
- a. You instruct several classes of different students most or all of the day in one or more subjects (such as algebra, history, biology). (Departmentalized instruction)
 - b. You are an elementary school teacher who teaches only one subject (such as art, music, physical education or computer skills). (Elementary Enrichment Class)
 - c. You instruct the same group of students all or most of the day in multiple subjects. (Self-Contained Class)
 - d. You are one of two or more teachers, in the same class, at the same time, and are jointly responsible for teaching a single group of students. (Team Teaching)
 - e. You instruct selected students released from their regular classes in specific skills or to address specific needs (such as, gifted and talented, special education, reading, English as a Second Language). (Pull-Out Class)

II. Certification and Training

6. Which of the following best describes your teaching preparation?
- a. Traditional university based program with a student teaching experience
 - b. Career switcher program with a student teaching experience
 - c. Career switcher program without a student teaching experience
 - d. I am currently completing coursework as I am teaching
7. Which of the following described the teaching certificate you currently held in Virginia?
- a. Regular or standard state certificate or advanced professional certificate
 - b. Probationary certificate (issued after satisfying all requirements except the completion of a probationary period).
 - c. Provisional or other type of certificate given to persons who are still participating in what the state calls an “alternative certification program”
 - d. Temporary certificate (requires some additional college coursework, student teaching, and/or passage of a test before regular certification can be obtained).
 - e. Waiver or emergency certificate (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching).
 - f. I do not have any of the above certifications in Virginia.

III. First Year Experience

8. In mentoring a first year teacher, how prepared was he/she been to:	Not at all prepared	Somewhat prepared	Well prepared	Very well prepared
Handle a range of classroom management and discipline situations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use a variety of instructional methods?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teach your subject matter?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use computers in classroom instruction?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assess students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Select and adapt curriculum and instructional materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. What kinds of support did your mentee receive during his/her first year of teaching?	YES	NO
Reduced teaching schedule	<input type="checkbox"/>	<input type="checkbox"/>
Reduced number of preparations	<input type="checkbox"/>	<input type="checkbox"/>
Common planning time with teachers in your subject or grade level	<input type="checkbox"/>	<input type="checkbox"/>
Seminars or classes for beginning teachers	<input type="checkbox"/>	<input type="checkbox"/>
Extra classroom assistance (e.g. teacher aides)	<input type="checkbox"/>	<input type="checkbox"/>
Regular supportive communication with your principal, other administrators, or department chair	<input type="checkbox"/>	<input type="checkbox"/>

10. Were the following duties part of your mentee's first-year teaching assignment?	YES	NO
Extracurricular assignments	<input type="checkbox"/>	<input type="checkbox"/>
Travel to more than one school to teach	<input type="checkbox"/>	<input type="checkbox"/>
Administrative duties (include lunchroom, hall, bus, and recess duties)	<input type="checkbox"/>	<input type="checkbox"/>
Coaching a sport	<input type="checkbox"/>	<input type="checkbox"/>
Sponsoring student groups, clubs, or organizations	<input type="checkbox"/>	<input type="checkbox"/>
Serve on a school-wide committee or task force	<input type="checkbox"/>	<input type="checkbox"/>
Serve on a district-wide committee or task force	<input type="checkbox"/>	<input type="checkbox"/>

11. In his/her first year of teaching, was your mentee assigned to a subject area for which you he/she was certified?
- a. Yes
 - b. No
12. In his/her first year of teaching was your mentee assigned to a grade level for which he/she was certified?
- a. Yes
 - b. No
13. How long do you plan to remain in teaching?
- a. As long as I am able.
 - b. Until I am eligible for retirement.
 - c. Will probably continue until something better comes along.
 - d. Definitely plan to leave teaching as soon as I can.
 - e. Undecided at this time.
14. How long do you plan on staying at your SCHOOL?
- a. As long as I am able.
 - b. Until I am eligible for retirement.
 - c. Until I am able to transfer to another school within the district.
 - d. Until I am able to transfer to another school in a different school district.
 - e. Definitely plan to leave the school as soon as I can.
 - f. Undecided at this time.
15. How long do you plan on staying in your school DISTRICT?
- a. As long as I am able.
 - b. Until I am eligible for retirement.
 - c. Until I am able to transfer to another school district.
 - d. Definitely plan to leave the district as soon as I can.
 - e. Undecided at this time.

8. Professional Development

16. How would you characterize yourself as a mentor? (Mark All That Apply)
- a. Colleague
 - b. Collaborator
 - c. Role Model
 - d. Friend
 - e. Evaluator
 - f. Expert Guide
 - g. Therapist
 - h. Advocate
 - i. Critic
17. What was been your preferred method of communication with your mentee?
- a. In person
 - b. Telephone
 - c. Email
 - d. Written/reflection journals
18. Of the success your mentee had as a beginning teacher, what proportion would you attribute to help from you?
- a. A great deal
 - b. Quite a bit
 - c. Some
 - d. Hardly any at all
 - e. None at all
19. Overall, to what extent do you think your mentoring helped your mentee in his/her first year of teaching?
- a. Not at all
 - b. To some extent
 - c. To a moderate extent
 - d. To a great extent

20 How <u>often</u> did you and your mentor:	Weekly	Every two weeks	Monthly or less often	Never	Does Not Apply
Meet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk about your work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Document your work (e.g. collaborative assessment logs, reflective journals)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discuss how best to meet the needs of all of your students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discuss professional and district goals (e.g. Individual Learning Plan, Individual Induction Plan, Professional Growth Plan)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observe veteran teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. To what extent did the following activities with your mentee <u>influence their teaching practice</u>?	A great deal	Quite a bit	Some	Very Little	Not at all	Does Not Apply
Meeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talking about your work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Documenting your work (e.g. collaborative assessment logs, reflective journals)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussing how best to meet the needs of all of your students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussing professional and district goals (e.g. Individual Learning Plan, Individual Induction Plan, Professional Growth Plan)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observing veteran teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22 To what extent would you agree or disagree with each of the following statements. <i>As a mentor, I have:</i>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Does Not Apply
Helped my mentee differentiate instruction to meet the needs of diverse learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contributed to his/her ability to advocate for diverse learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helped deliver the curriculum in an unbiased way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helped create a supportive, equitable classroom where differences are valued.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observed my mentee's teaching and discussed it with him/her.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modeled lessons or strategies and/or co-taught in his/her classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provided my mentee with resources and materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assisted with lesson planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helped my mentee communicate with parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helped my mentee communicate with my administrator(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Helped my mentee get additional support from my school administrator for challenging situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assisted my mentee in working with students with special needs (e.g. Special Education).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helped my mentee deliver standards-based instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provided my mentee with strategies to better manage my classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helped my mentee handle job-related stress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helped my mentee use student assessment data to guide instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provided emotional support to my mentee.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helped my mentee work collaboratively with other teachers at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helped my mentee think about the role of his/her own cultural identity (i.e. race, ethnicity, language) in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. To what extent did the following assistance/activities that you provided <u>influence</u> your mentee's teaching practice?	A great deal	Quite a bit	Some	Very Little	Not at all	Does Not Apply
Help my mentee differentiate instruction to meet the needs of diverse learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contributed to mentee's ability to advocate for diverse learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helped mentee with delivering the curriculum in an unbiased way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helped mentee create a supportive, equitable classroom where differences are valued.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observed and discussed mentee's teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modeled lessons or strategies and/or co-taught in mentee's classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provided mentee with resources and materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assisted mentee with lesson planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helped mentee communicate with parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helped mentee communicate with administrator(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helped mentee get additional support from school administrator for challenging situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assisted mentee in working with students with special needs (e.g. Special Education).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helped mentee with the delivery of standards-based instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provided strategies to better manage mentee's classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Helped with handling mentee's job-related stress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helped mentee use student assessment data to guide instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provided mentee with emotional support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Vita

Wendi Ann Moss was born on September 13, 1977, in Cincinnati, Ohio, and is an American citizen. She graduated from Sycamore High School, Cincinnati, Ohio in 1995. She received her Bachelor of Arts in English from University of Richmond, Richmond, Virginia in 1999 and subsequently taught in the public schools in Richmond for nine years. She received a Master of Arts in Reading from Virginia Commonwealth University in Richmond in 2005.