MENTORING PARTNERSHIPS
IN EARLY CHILDHOOD EDUCATION:
THREE CASE STUDIES

by

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in partial fulfillment of the requirements for the degree of

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MENTORING PARTNERSHIPS
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(ABSTRACT)

This study examined the partnerships of three mentor/protege teacher dyads in early childhood education. Particular attention was paid to the impact of the relationship on the job satisfaction and teaching practices of the participants. Quantitative data were gathered through the Early Childhood Job Satisfaction Survey and through the Teaching Practices Observation Scale. Qualitative data were gathered through the use of in-depth interviews and teacher journals. Findings support the conclusion that mentoring partnerships can provide for enhanced professional development for all participants when a strong personal connection can be forged. Strategies for effective mentoring programs are suggested.
ACKNOWLEDGEMENTS

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Mentoring Partnerships in Early Childhood Education:

3 Case Studies

by Lynn T. Hill

CHAPTER I

INTRODUCTION

Staff turnover in child care centers exceeds 40% a year. This makes childcare among the top ten job categories with the highest turnover in our country (Whitebrook, Howes, & Phillips, 1990). The result of this problem is that the continuity of care for children is jeopardized, parents are bewildered, childcare programs scramble to find replacements and coworkers are left to deal with the ramifications. More specifically, children in child care centers with high staff turnover have been shown to demonstrate poorer skills in language and social development (Whitebrook et al., 1990), diminished later achievement in grade school (Elkind, 1987) less acceptance by peers and poorer conflict resolution skills (Vandell, Henderson & Wilson, 1988). When turnover is high, parents are less satisfied with the program and feel that their child is not benefiting from the experience. They tend to feel less adequate as parents and miss their children more while at work, thus diminishing their job performance (Gallinsky, 1988). In order to provide continuity and quality for children and their parents, child care centers must be able to retain qualified staff.
To foster greater retention, job satisfaction for early childhood educators must be addressed. Teachers have complained of a variety of problems leading to their exodus: poor wages (Stremmel, 1991), a lack of adult feedback and support (Jorde-Bloom, 1984), poor training and evaluation systems (Lindsay & Lindsay, 1987; Powell & Stremmel, 1989; Stremmel & Powell, 1990), a lack of intellectual challenge (Granger & Marx, 1988), and little opportunity for training, self-reflection and improvement (Bein, Anderson & Maes, 1990). While directors of childcare programs who are responsible for the supervision of early childhood educators comment that they know that strong, meaningful interactions are important to their staff, they often do not have the time to give each teacher all of the direction and evaluation that they need. Mentoring could be the solution to this dilemma as it can meet the needs of the beginning teacher while providing increased satisfaction to experienced teachers acting as mentors.

Mentoring in education is an old practice of "experienced teachers passing on their expertise and wisdom to new colleagues faced with the challenges of merging theory and practice" (Bey, 1990). This is a practice that is being used widely and successfully in the industrial sector and in the public school systems. This study was an application of these established ideologies to the early childhood field and following the relationships that were born in the process. Further, it examined whether mentoring partnerships contributed to
increased job satisfaction and increased quality of work in early childhood education.

**Operational Definitions**

For the purpose of this study "teacher" refers to an adult who has major caretaking responsibility for a group of children in a child care center setting. The female pronoun is used in referring to the teacher as 98% of preschool teachers are women (Gallinsky, 1988) as are the six teachers involved in this study. Specific duties and responsibilities, attitudes and beliefs, education and experience of each individual teacher are in the description of the sample.

The term "mentor teacher" refers to the three teachers who performed mentoring duties as a part of their job description in their child care center. The mentoring duties included technical assistance and support services for protege teachers who had requested the assistance. The mentor teacher was also responsible for some development and implementation of workshops for the proteges. More specific details about each mentor teacher are noted in the description of the sample.

The term "protege teacher" refers to the three teachers who requested mentoring assistance. Specific areas of technical assistance requested and descriptions of each protege teacher appear in the sample section.

"Dyad" is used to refer to the teams of mentor-protege that were established. The relationships formed gradually over time as the individuals
participated together in a series of training workshops. The formation, transformation and the outcomes of these dyads are the subject of this study.

"Job satisfaction" has been defined as the workers' affective reactions to different aspects of the job (Lawler, 1973). There exists a "psychological contract" between the worker and the demands of the job. This "contract" is influenced by personal needs, expectations and values (Jorde-Bloom, 1989; Jones & James, 1979; and Mumford, 1972). The "fit" between worker and job can be conceptualized by determining the congruency between ideal conditions and real conditions. Attention should be paid to the perception of real conditions and not actual conditions (Locke, 1976). Jorde Bloom (1988b) has extended this conceptual definition. She warns that such a definition encourages the researcher to take a static view of the job satisfaction phenomenon. In her view, job satisfaction is multidimensional, complex and changes over time. She suggests that more research should focus on the individual teacher's job satisfaction over the course of their job-life. This study explored the changes in job satisfaction over the course of a year's time as early childhood teachers participated in a mentoring partnership.
CHAPTER II

REVIEW OF THE LITERATURE

Theoretical Frameworks Guiding the Study.

The idea of mentoring as a means of both learning and support for learning is grounded in several major ideologies. Csikszentmihalyi's (1975) concept of flow can be applied here to the mentoring situation in which the protege teachers sought out assistance from mentor teachers in obtaining a match between and an increase in skills and challenges related to their jobs. In his model (1975-1979) Csikszentmihalyi defines flow as an enjoyable state that is experienced when intrinsically motivated people are involved in activities over which they feel they have control and for which there is immediate feedback. This state of flow is most likely to occur when the person feels challenged - not frustrated or bored. Flow can be experienced in many different situations - including restful occasions and challenging learning situations. People differ greatly in "terms of where and how often they experience flow" (Csikszentmihalyi, 1982). Application of this model in this study would mean that the mentor teacher would promote and support the state of flow in her protege. In order to accomplish such a feat, the mentor would need to have a clear understanding of the protege's current level of skill in order to design challenges that are closely matched. In addition, the protege's personal definition of flow must be conveyed to her mentor. The mentor must gain a
perspective of the protege's life experiences in order to assist in encouraging a flow experience.

Vygotsky's (1978) concepts of collaborative learning and peer support are compatible with the approach used in the mentoring partnership. This implied social and emotional connection also captures his suggestion that personally meaningful knowledge is socially constructed through shared understandings. These encouraging and supportive relationships set up the possibility of growth and change. Vygotsky defined his Zone of Proximal Development (ZPD) as the distance between actual development and potential development when in collaboration with a significant other.

In Wertsch's (1984) work, he discusses stages of the ZPD that can be seen as very compatible with the concepts of mentoring and Csikszentmihalyi's flow model:

Stage 1: where the performance is assisted by another. The mentor offers a challenge to the protege that can be modeled or directed. The protege may be stimulated to achieve the skill because of the social connection to the mentor or by an intrinsic motivation to learn. The mentor, meanwhile, must be able to appreciate where the protege is in her development and be able to offer challenges that are not too frustrating or boring which could risk the chance that the protege would drop out of the partnership.

Stage 2: where performance is assisted by the self. The protege can
carry out the task without assistance from the mentor, but the performance is not fully developed or automatized as yet. There may still be some level of anxiety or frustration as the protege struggles to make the skill more personally meaningful. The mentor is a supportive and encouraging-other in this scenario. The mentor may also be struggling with her own frustrations and impediments as she tries to understand the protege's perspective and the compatible strategies and techniques for guiding the individual. While the mentor is assisting the protege in her quest for flow, the mentor may also be contending with her own challenges. The interaction of these two individuals as they challenge one another to stretch and grow, becomes the basis for their socially constructed relationship.

Stage 3: where the performance is developed, automatized and an established part of the protege's repertoire of skills. At this point the relationship can become more collaborative and egalitarian in nature and new transformations can take place as a result of the new status. Both parties have achieved flow and are ready for new and different challenges.

Reflective Thinking Literature

Another hallmark of any mentoring experience would be the enhancement of the reflective thinking ability in the participants. John Dewey's (1933) notion of reflective thought as "active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the
grounds that support it and the further conclusions to which it tends" guides and enlightens the attitudes toward transformation and change which form the roadmap of this study. It promotes the critical self-analysis of belief systems and techniques from which teachers participate and draw power. As teachers ponder, question, wonder, search for answers, make decisions and settle problems they participate in the reflective thinking process. To collaborate with a trusted guide and friend during this process, is to provide a safe and nurturing environment in which to transform. Given the time and encouragement to reflect on their teaching, teachers get better at reflection; the result is often a change in their beliefs and/or teaching practices (Beyer, 1984; Bullough, 1989; Clift, Houston & Pugach, 1990; Feiman-Nemser & Buchanan, 1986; Ferguson, 1989; LaBoskey & Wilson, 1987; Richert, 1987; Smyth, 1989; Tabachnick & Zeichner, 1984). The process becomes one of empowerment as each participant comes to recognize the worth of their own personal knowledge (Smyth, 1992).

Van Manan (1977) suggests that reflection occurs at three stages: technical rationality; which he defines as the efficient and effective application of knowledge. This stage would seem to blend nicely with Stage Three of the ZPD. Van Manan's next level of reflection is called practical action or an ability to clarify assumptions and predispositions. This level tends to go beyond the ZPD and addresses the issues of attitudes, beliefs and value systems. Once the technical aspect of a skill has been mastered, then a teacher has the time
and energy to address the personal results of attaining the skill. And finally, the critical reflection level is reached. Moral and ethical criteria are incorporated into this level and again the teacher ponders and reflects upon the greater, global ramifications of the skill. Van Manen's stages provide for gradually increasing skills and challenges. This progressively moving concept is similar to that of "flow".

Other studies show that growth in the reflective process can be promoted through a variety of strategies. Two such strategies are action research (Elliot, 1985) and narratives (Cochran, Smith, & Lytle, 1990; Kelly, 1955). Based on these studies, this study was set up in a way that was designed to encourage the teachers to study their own teaching (action research) and to write reflectively about their own professional growth (narratives in the form of journal-keeping). Schon (1983) has called this log-keeping experience a "reflective conversation with the situation". LaBosky and Wilson (1987) have developed a strategy for defining the level of reflection being used by the teacher in her journals by coding the entries as "descriptive (taking no ownership of the problem), problem-setting (identifying and scrutinizing the problem), and problem-solving (identifying and examining the problem and then identifying possible solutions)." This reflective practice requires strong and reliable support systems to share insights, collaboratively consider plans of action, to solve problems and provide emotional as well as technical support.
(Wildman & Niles, 1987).

**The Mentoring Literature**

Mentoring has become a professional practice that is emerging as a way for experienced teachers and supervising teachers to offer assistance to new teachers (Bey, 1990). Protege teachers stand a better chance of improving their teaching effectiveness with the guidance of a mentor. Some definitions of the mentor role in the literature include:

- teacher, sponsor, host, counselor, guru, advisor (Levinson, 1978).
- coach, trainer, positive role model, developer of talent, opener of doors, protector, sponsor, successful leader (Schein, 1978).
- supportive boss, organizational sponsor, patron, invisible godparent (Phillips-Jones, 1982).
- guide, supporter, challenger (Daloz, 1983).
- teacher, counselor, guide, supporter, protector, promoter, sponsor (Zey, 1984).
- confidant (Gehrke & Kay, 1984).
- master teacher, teacher advisor, teacher specialist, teacher-researcher-linker, consultant (Bird, 1985).
- colleague teacher, helping teacher, peer teacher, support teacher (Borko, 1986).
- sponsor, encourager, counselor, befriender (Anderson & Shannon,
The mentoring relationship is viewed as forming slowly over time, being complex and emotionally intense and being of incalculable value (Gehrke, 1988).

**Teacher Supervision and Growth Literature:**

The use of the mentoring experience can be strongly justified by looking at the literature on teacher development. Katz (1972) has identified four stages of professional development of teachers. These stages are not unlike the stages of the Zone of Proximal Development:

**Stage 1: Survival.** Teachers in their first year of teaching need to establish feelings of trust and acceptance before moving on to autonomy and initiative. New teachers need support, encouragement, reassurance and understanding. This initial stage is vital in helping teachers develop specific competencies in the classroom as well as realistic expectation for measuring success and progress.

**Stage 2: Consolidation.** Teachers who have survived their first year of teaching are usually ready to move on to a new phase of their professional development. They are ready to stretch a bit. They are ready to apply what they have learned about children to new situations on their own. These teachers need plenty of opportunity to discuss their problems and to be supported in building independence and competency.
Stage 3: Time for Renewal. During the third and fourth year of working in an early childhood environment, teachers begin to tire of the same old routines and responsibilities. Teachers in this stage need to be recharged. Interaction with challenging peers or directors can help them to explore their many interests and find ways to generate more challenging responsibilities.

Stage 4: Maturity. These teachers have a mastery of classroom methods and have achieved competence in teaching techniques. They are interested in philosophical and theoretical issues in education. These teachers may be ready to take on the role of the mentor teacher and begin to apply what they know about children as learners to adult development.

Jorde-Bloom (1989) has noted that teacher growth and development are enhanced when teachers are enabled to evaluate their own development. Empowering techniques include opportunities to set personal goals and to collaborate on an action plan.

**Critical Analysis of Research Related to Measurement**

A combination of qualitative and quantitative research techniques will be used to interpret the impact of mentoring partnerships on job satisfaction and quality of work in early childhood education. This multiple operationalization will strengthen the study and allow for numbers and voices to merge.

**Significance of this Study in Relation to Existing Literature**

As noted earlier, the mentoring experience is found in the industrial
sector and in the public school system. The Early Childhood Education field has only begun to show an interest in the concept. This study sought to explore the outcomes of such a relationship for early childhood educators. Further, the research has focused on the benefits for the protege member of the dyad. This study extended the research to explore the reciprocal nature of the relationship as it forms and transforms over time and thus the possible benefits for the mentor teacher.

Specifically, this study sought to explore the impact that the mentoring relationship had on the job satisfaction and the teaching practices of early childhood educators in an attempt to explain and possibly remedy the staff turnover crisis in the field.
CHAPTER III
METHODOLOGY

Overview of the Research Design

All licensed child care centers in the state of Virginia were sent a letter from the Virginia Council on Child Day Care and Early Childhood Programs (Council) inviting them to submit a proposal to serve as a model training center. The Council was seeking to fund five programs in the state for the purpose of providing mentored, technical-assistance training in an effort to enhance the quality of early childhood programs for children. Through a formal selection process managed by the Council, five programs were selected. This study focused on the efforts of one of those model training centers.

The model training center that served as the focus of this study is owned and operated by the researcher. I also served as project manager of the training program which included a variety of duties: fiscal management, development of training program, implementation of workshops and leadership of the weekly mentor seminars.

Recruitment for participation in the training programs (which were managed by the model training center) took place at the state and local levels. Newspaper coverage was carried in every major paper across the state. Letters of announcement and requests for referral were sent to all potentially interested parties. The Council promoted the project by printing 1000
brochures for statewide distribution. Upon receipt of a request for technical assistance from a child care center, the model training center conducted an intake visit to the requesting center. During the initial visit, the project manager described the goals, benefits and requirements of the program. The importance of the collaborative nature of the project was emphasized and a tentative training plan was developed. Contracts were then signed, human subject consent forms were completed and demographic information was gathered.

Each protege center sent three to four staff members to the model training center for training each month. Eight mentor teachers from the model training center and twenty-eight protege teachers from the protege centers participated in the year-long program.

The purpose of this study was to examine the impact of a mentoring relationship in Early Childhood Education. Specifically, job satisfaction and quality of work were analyzed through a combination of qualitative and quantitative procedures. This study followed three mentor teachers and their three proteges through their first year of a mentoring experience.

The mentor teachers met together in a Mentor Seminar on a weekly basis to plan technical assistance training, to share insights on their developing relationships with their proteges and to gain additional knowledge of human development issues. Some of the topics discussed at these meetings included personality scales (Myers-Briggs, 1980), stages of staff development (Katz,
1972), strategies for effective mentoring (Bey, 1990), how adults learn (Jones, 1986), and styles of parenting (Baumrind, 1971). These meetings were led by this researcher. From this pool of eight mentor teachers, three were chosen to participated in this study. They were chosen based on their diversity of education, experiences and styles with their proteges. Written consent to participate was requested and included a description of the level of involvement anticipated (Appendix C).

Three proteges were chosen based on their teamship with the selected mentor teachers. Written consent to participate was requested and a description of the involvement required was included.

All participants were asked to complete the Early Childhood Job Satisfaction Survey (Appendix A) at the onset of the year-long project and then again at its completion. Two of the three protege teachers were observed in her classroom by this researcher using the Teaching Practices observation tool (Appendix B) both initially and finally. (One protege was a director, therefore she did not have a classroom). The mentors and proteges met monthly for day-long technical assistance trainings on a variety of topics. Some of the issues covered during these meetings included: developmentally appropriate practice, stages of development in children, good practices for infants and toddlers, the creative curriculum, process-oriented art, activity centers, transitioning and scheduling, biting, managing behavior, dramatic play, school-aged care and
environment, leadership styles, health, safety, nutrition, fostering independence, developmental assessment techniques, staff morale, code of ethical conduct, working with diverse families, recognizing and resisting bias, parents as partners, and several more. In addition, each mentor teacher kept an in-depth journal of her experiences and submitted it to the researcher on a quarterly basis. Individual in-depth interviews were conducted with the six teachers at the conclusion of the year's project.

**Scales:**

Jorde Bloom's (1985) Early Childhood Job Satisfaction Survey (ECJSS) was utilized to gather data regarding job satisfaction. This tool was chosen as it has obtained respect among job satisfaction researchers and because of its ease in administration and scoring. The survey addresses five facets of job satisfaction. "Coworker Relations" are scored based on the respondent's notions on relationship, trust and respect. "Supervisor Relations" are explored by allowing the respondent to identify the quantity and quality of feedback provided, the amount of encouragement offered and the respondent's assessment of supervisor competence. "The Work Itself" included questions regarding level of control, autonomy and challenge. The actual quantity of work required and the time frame imposed were noted as well as the workers' intrinsic enjoyment level. "Working Conditions" were determined with questions on hours, ratios, substitute availability and materials-provided as well as
environmental issues such as heat, ventilation, lighting and aesthetically pleasing space. And finally the category of "Pay and Promotion" was assessed with questions regarding pay and equity of policy, benefits and job security. There are ten questions in each of the five category facets. A Likert-like scale of 1 to 5 is used to evaluate level of satisfaction. Scores would range from 10 to 50 in each facet with overall scores of 50 to 250 possible. Jorde Bloom (1989) has tested internal consistency (Cronbach's Alpha) on two samples and found high alpha scores each time. In the first sample, scores ranged from .65 (the work itself) to .86 (coworker relations). The overall internal consistency was .89 for this sample. In the second sample, scores ranged from .63 (the work itself) to .85 (supervisor relations) with an overall internal consistency for the five subscales of .90. In addition to this measure and in order to study the stability of the scale over time, Jorde Bloom conducted a test/retest reliability study with a subsample of each sample being given the survey again after two months. She found that reliability compared favorably to other attitudinal measures but she cautioned that assumptions should not be made that job satisfaction remains constant over time. Test-retest reliability score ranges were: "coworker relations", .77-.69; "supervisor relations", .81-.91; "the work itself", .67-.66; "working conditions", .58-.61; "pay/promotion opportunities", .71-.64. These moderate to high coefficients suggest that the constructs measured have a high degree of short-term stability.
Quality of Work was measured by using an observational scale designed by Jorde Bloom and modeled from NAEYC's accreditation standards for Early Childhood Programs. This instrument was chosen as it addresses the issues of quality teaching practices that have been noted as significant in the literature. The Teaching Practices observational scale focuses on four major areas of quality: "Interactions Among Staff and Children" are observed and scored by watching for responsiveness, affection and respect. Children should be assisted in dealing with their feelings and prosocial behaviors should be encouraged. The range of scores on this area will vary from a low of 15 to a high of 75. "Curriculum" is observed and scored based on the appropriateness of the activities and the schedule of the day. Scores will range from 20 to 100. "Physical Environment" can be scored by determining the quality of the physical space and the materials available. Scores will range from 15 to 75. And "Health, Nutrition and Safety" are observed for environments that prevent illness and accident and are prepared to deal with emergencies, and also educate children concerning safe and healthy practices. These scores will range from 20 to a high of 100. Bredekamp (1986) examined reliability and construct validity of the classroom observation rating scale. Data consisted of ratings obtained from teachers, directors and outside validators. Item analysis and factor analysis results provided evidence for both the scale's reliability and validity. To assess the reliability of the scale, an item analysis and a factor analysis were
performed. To test the internal consistency of the instrument, an item analysis of the data correlated individual item scores with total scores. The items that had the lowest correlations with the total score were those items concerning "Health and Safety". The highest correlations related to "Curriculum". The item analysis also computed a standard coefficient of reliability. The coefficient alpha for the scale was .70. Standardized item alpha for the same data was .86. A more complete analysis of findings can be found in her report (1986).

The research questions in this study are best addressed through a qualitative methodology which allows for more researcher/respondent interaction. Interviews were conducted with a sampling of the respondents in order to elicit more data regarding the impact of the partnership. The participants were asked to assist in the interpretation of the results of the initial and final scores on both the Job Satisfaction and Teaching Practices scales. This methodology allowed the participants and the researcher to share in the telling of the story.

The role of the researcher:

Even as the mentor and the protege interrelated and influenced one another, so did the researcher play a part in the formation of their relationship. This "insider knowledge" (Taylor & Bogdan, 1984) bears some discussion at this point. In this case, my stance as an Early Childhood Administrator and lead trainer for the mentor-protege group allowed me a position from which to
study that was one of immersion and understanding. My background as both protege and mentor also allowed me a deeper appreciation for the experience of the participants. My own understanding of the topic allowed me the perception of more intimate details and gave me more credibility with the informants. Because I was joining and supporting them in the process of transformation, our relationship was one of social interaction which strengthened the notion of intersubjectivity (Wertsch, 1984). In his definition of this experience, Wertsch explains that when stimulating collaboration occurs between two people that a high degree of understanding and connectedness also occurs.

Even as my position has been made explicit, so now must I admit my biases: I am committed to promoting the professional status of the early childhood teacher. Therefore, my hope is that a mentoring experience will contribute to the personal and professional enhancement of the teachers involved. As evidenced in Daly (1992), when studying a topic that is close to your heart other techniques for monitoring should be built into the research design. These checks and balances were maintained through weekly meetings with the mentor teachers during which I discussed my impressions and elicited their feedback.

Data Collection Procedures

The Early Childhood Job Satisfaction Survey. (Appendix A) Each
participant was asked to complete the survey at the onset of the mentoring year and again at the end of the project. While anonymity was assured, there was some concern that participants felt that they were unable to answer truthfully for fear of jeopardizing their jobs. This concern was addressed during the interview portion of the data collection and was reported in the results.

The Teaching Practices Classroom Observation. (Appendix B) This observation was conducted twice in each of the protege teacher's classrooms; initially at the onset of the training year and then again as final closure to the program. Each observation was completed by the researcher who had been trained as a validator for NAEYC.

The Interviews. When teachers feel safe, insulated, nurtured and challenged; they will be more willing to take creative and intellectual risks which promote personal and cognitive growth. Therefore, the interviews were set up to reflect and facilitate this “education of care” (Daloz, 1990). Two indepth interviews were conducted for each dyad. There was one individual interview with the mentor teacher and one with the protege teacher. All interviews were taped and transcribed for future analysis. The interviews took place in the participants' homes and at a time that was convenient and comfortable for them. We had already established a rapport after a year of meeting together for the purpose of the technical assistance training. However, the first portion of the interview was spent sharing casual information. The interviews were
guided by the issues of the study, but remained informal. As in Jarrett's (1992) study, I encouraged the participants to speak about the issues that they perceived to be of importance and to do so in the "language and categories that they deemed meaningful". An anecdotal style was encouraged, thus bringing the power of narratives to the study (Witherell & Noddings, 1991). The interview with each participant emphasized three major areas of mentoring. First, each participant was asked to describe personal background information. Specifically, details about their childhood and the parenting style utilized in their childhood home were elicited. "Teachers have tended to make changes in their teaching and in their personal lives when they were able to get in touch with their own childhood experiences and relate those experiences to their present lives" (Jones, 1984, 1986 pp. 32). Second, the mentor and protege were asked to reflect about the relationship that was formed and transformed during the course of the mentoring year. I probed for details regarding qualities, strategies and techniques of mentoring that seemed most helpful to the participant. And third, the participants were asked to assist the researcher in interpretation of the scores on their job satisfaction and teaching practices scales. Thus the questions sought exploration, description and explanation of the processes involved in the course of the relationship formation and transformation.

**Data Analysis Process.**

Once the data collection was completed, I began the process of
interpretation. The six interviews were read many times in order to search for themes, general statements and categories within the data. Particular attention was paid to comments from the participants that seemed to correspond with the results of the quantitative data. In this way the participants assisted in the analysis of the study. Attention was paid to the signs of growth, change and development in the attitudes and behaviors of the participants. In addition, evidence or situations that prevented change and growth were noted. It is the hope of this researcher that this study may assist with the development of a more formal and well-managed mentoring program that supports teachers at all stages of their development.

The stages of teacher development (Katz, 1972), the Zone of Proximal Development (Vygotsky, 1978), Csikszentmihalyi's optimal experience research (1975, 1979) and the research on mentoring were then used to tell the stories of the six early childhood educators. In this way, the analysis was guided by theory, the literature, the data itself and by my reflective ability (Allen, 1989).
CHAPTER IV

RESULTS

Change is a highly personal experience (Hall & Loucks, 1978). "The personal dimension may be more critical to the success or failure of the change effort than the actual innovation or change being implemented" (Jorde-Bloom, Sheerer & Britz, 1991 pp.39). In depth interviews were conducted with 3 protege teachers and 3 mentor teachers in an attempt to define and clarify the individual's personal satisfactions, frustrations, concerns, motivations and perceptions. Because individuals have differing abilities, flexibility, and confidence levels it is imperative that the attempt to affect change begin with the individual. In the interviews conducted with the teachers, three major aspects were addressed: first, childhood memories were elicited in an attempt to obtain a perspective on parenting style and childhood mentors; second the participants were asked to recall specific mentoring strategies that were used in their mentoring partnership in an effort to begin to form a framework of positive mentoring techniques; and finally, the participants were asked to assist the researcher in interpretation of the job satisfaction scales and teaching practices observations. A complete listing of the results of the scales are included in Appendix D.

NANCY (the protege) AND CLAIRE (the mentor):

Nancy and Claire first met when Claire arrived with the project manager
at Nancy’s center to conduct an initial tour and interview. Nancy was a teacher in a preschool classroom. She remembers being extremely nervous on that first day, but very excited about having been chosen to participate in the project. Claire was also a preschool teacher and this was her first duty as a mentor teacher. She was apprehensive. The two teachers connected almost immediately. They are both outgoing and confident young women who love working with children. They recognized this trait in one another instantly and bonded. Each teacher sought approval from the other. Nancy wanted to attain a teaching level comparable to Claire’s and constantly asked for advice. Claire wanted to succeed at her new job as mentor teacher, so she constantly tried to anticipate Nancy’s needs. Both women were highly motivated individuals. The story of their partnership follows:

Nancy:

Nancy had participated in the year long mentor training project as a protege teacher from St. Thomas Nursery School. She made tremendous strides in terms of her teaching practices during the mentoring year. Her “interactions with the children” improved from 37 to 65; with marked progress in the areas of affection and respect for children, positive tone of voice, use of positive approaches to help children behave constructively and in assisting children to deal with anger, sadness and frustration. Her “curriculum” score went from 43 to 85; areas to note included her improvement in providing
developmentally appropriate opportunities for creative expression and appreciation for the arts, her smooth unregimented transitions between activities and her flexible routine. In terms of "health, safety and nutrition", she improved from 60 to 83 especially in terms of her adult supervision and handwashing. And in the "physical environment" category she increased from 45 to 61 making notable strides in providing individual space for the children in her classroom.

Her job satisfaction scores made improvements as well in the facets of "supervisor" where she noted that her supervisor respected her work, gave valuable feedback, and asked her opinion. In the "my work" category she was more satisfied with the variety, creativity and sense of accomplishment on the job. However in the facets of "working conditions" and "my coworkers" her scores remained fairly stable.

Toward the end of the mentoring year, the church in which the child care center was housed decided to implement a religious curriculum. In a solidarity move, Nancy and her coworkers left their jobs at St. Thomas. Eighty percent of the families from the center also withdrew their children at that time.

Nancy then opened her own family day care program; caring for four children from the center along with her own two daughters. Nancy was interviewed on two occasions in her trailer during an afternoon when the children in her family day care program were napping. During my first visit to her home she had the kitchen set up as an art center. There was a bulletin
board hanging over the kitchen table which displayed the art work that had been produced by the children. There was a menu posted on the refrigerator. In the living room she had a desk which held her "teacher books" and lesson plans. She was proud of the little "school" that she had created and eager to be the subject of an interview for my research. She had asked me for a copy of the questions that I would be asking her ahead of time so that she might think about them and prepare more elaborate responses.

Nancy's Story:

I come from a large, caring family. My childhood was a very close family relationship. There were eight kids in the family and I was the baby. When I was a child I had my daily responsibilities to do such as feeding the farm animals. I never went out much with my friends. We were a real close family. We would go camping, go here and go there. On weekends when I wasn't camping I used to babysit for my sisters. My mom and dad were real close to me. As for the parent style, I had a really strict father. But no spanking. He had a really stern voice, you knew when you did something wrong. They never really explained like they do now. They just gave you those looks and you quit whatever you were doing.

We were taught right from wrong. When we asked a certain question, they always told us a straight answer. They never beat around
the bush...about anything. My mother, she was more or less, she left it up to Dad for punishment or discipline. Occasionally she would even cover up for us, if we would come in 15 minutes late and dad was asleep, she would never say anything.

My parents both had their own upholstery business. They worked together. That's why we are all a real close family. The shop was right beside the house. They worked together everyday and after hours. I used to help dad with the staples on the side. Occasionally mom would let me sew on the sewing machine. My dad is retired now and my mom babysits for my sister and a girl that she works with.

**The emerging interest in children.**

When I was 11 I used to babysit. I would take 6 or 7 kids and we would all play school. I had the neighborhood kids, all the time after school and on weekends. My dad in his upholstery shop upstairs set me up a little school house. I had my own desk, a chalk board, a bulletin board. I used to play school a lot. I used to make up my own workbooks.

When I was in Middle School I worked for Mrs. Duncan for the disabled...the mentally handicapped children. I used to help her out during my study hall time. When I was in high school I continued to do that in my study hall....working with the handicapped. Then I got my first
job at ABC Child Care Center. I started doing that vocational thing they had...during school. It was part time and then it moved into a full time job. I stayed there for two and a half years. I went to the Community College for two years and finished up my two years there. I was going to go to Radford but I had a lot of deaths in the family and I wasn't trying to do my best. I was in my last semester for an associates degree and that's when I started going down because my brother dying of cancer. I would like to go back eventually. After school I got the job at St. Thomas and I've been there for seven years.

Commentary.

Nancy appears to have a very strong sense of family and of belonging. Her family worked and played together. They instilled a firm work ethic. Her parents were interested in what she liked to do....setting up a little school house for her in their shop, they promoted her emerging interest in teaching. When her brother was dying, she found herself unable to concentrate or to complete her school work. Her personal world was falling apart and she was unable to find the energy to continue with her career goals. The parenting style utilized in the family seems to have been authoritative. They had rules and set limits, but they answered questions honestly. According to Baumrind (1971) this style of parenting would promote children who are competent, socially responsible and have a high self esteem.
Nancy's Work

When I got to St. Thomas, Gloria was the secretary....after about 6 months Gloria took over as director. I don't know if she had a background in childcare or a child development degree. When I was first there it was just an open room with two tables. There were toys but not a lot. At first I was an aide and I worked until closing. When I first went there, I was learning from the other people. I was learning the room. I didn't do any lesson plans and activities. I was like a helper. The head teacher did lesson plans. I felt like I could have done it myself. I had a lot of ideas. I would have like to have used my own. Whenever I would give an idea to her she would take over and do the idea. She wouldn't let me do the idea. I would write it on an index card and she would do it. I guess about a year and a half later I was the second teacher. Then I was the head teacher.

About Gloria (her director).

I was very close to Gloria. If she ever needed help with answering the phone, anything, I was always glad to stay on my break and help her out. Gloria was my second mother. I could talk to her about anything.

About Claire (her mentor).

I was nervous and excited about it [the training]. Getting to go and learn new things and new ideas. Gloria put everybody's name into a hat and
picked out a name and I got to be one of them! Everybody wanted to do it. I wanted new ideas, it was exciting. Everytime I would come back from one of the meetings I would get excited. When Claire first came into the classroom I thought she had a great personality and a great approach towards her career. I thought Claire was a very caring and loving person and she seems to enjoy working around the children... and the children when she walked into the center, she had that gleam. The kids didn't know her but they were asking her who she was. You could tell she knew a lot about child care. I thought we got along real good at the sessions because she was easy to talk to about anything. I talked to her several times about stuff, that I thought was a problem in the classroom and she gave me ways to stop them.

We're alike in a lot of ways. The way she looked at things and the way I looked at things were similar. I was a little nervous at first but after the sessions [training] I felt even more self esteem....because I learned so much, I got so many ideas, I got to use them. One was to let my kids do their own art work. I learned that in my classroom, Claire showed me how to do that. It worked. She was someone I could learn [sic] on.

Another thing that I learned was about dittos. I remember I did a humpty dumpty one time and I let them do the eyes and the mouth. It
was hard for them to do the cutting so we would cut out the pieces and let them place them where they wanted. I never did like dittos that some of the other people did. But when I would say something she [her co-teacher] would snap back. Finally after the training sessions, Gloria finally just said no more dittos. We could get a copy made for a pattern so that you could cut them out, but as for dittos, no.

Claire was very comforting and encouraging. She always gave me a positive report. She always told me, she never downed me. Anything I would say she would have a positive... something positive to say about it. She always gave you a compliment. Me and Claire would get together and we were partners I guess...at the beginning...that's when she asked me about anything in the classroom and I told her, and she still gave me positive encouragement.

After every meeting I would come back and tell Gloria all about it. A lot of the ideas were new for her. Like during the multicultural, when we came back and told her about the paints and the dolls. She ordered us the paints and the crayons. Gloria and I had been close for a long time. I think seeing Gloria in the condition that she was, I think that brought us closer together too. That's why my scores on the job satisfaction thing changed so much I think. I really started hating the church for what they were doing to Gloria.
My scores on the observation went up too... from a lot of learning... the feedback I got from all of the sessions. A lot of it might be towards what was going on with Gloria... most of it would come towards the training. And the sessions, the feedback I got from them because I used a lot of it in my classroom.... And I got to share it with the staff. I would bring in my folder and each one of them would take turns taking it home. If they had any questions, they'd come back and ask, if it was a certain topic they would ask me about that topic, or activities, how we did it and stuff like that.

About her Family Day Care Program.

I take and do the same curriculum here as at the day care. I have the art activities, I use the same time out, I do the same, all activities. I don't have as many materials as a day care center. I call Gloria every night, though, and I miss interacting with the help in the classroom. I know how Gloria feels about parents who forget their checkbooks on Friday. But most of my parents do pay me on time. Occasionally I have one that forgets their checkbook and pays me on Monday.

Commentary.

Nancy takes great pride in her accomplishments. She was thrilled to have moved up from aide in the classroom to head teacher. She obviously feels a great deal of pride in having set up her own little school in her trailer.
(just like her father and mother did for her when she was a little girl). While working alone, without adult interaction, is difficult for her; she still manages to stick with her scheduled lesson plan and menu and to keep the space looking like a child-centered environment. The nightly phone calls to Gloria must be her connection to the profession and a motivator. Nancy appears to have been ready for a challenge at about the time the mentoring program came along. She was eager to take part and thoroughly enjoyed the training sessions and the opportunity to "bring back" information to her director and coworkers. It is important to note here that Nancy attended the trainings willingly. This sense of choice and control of one's destiny are significant traits. Csikszentmihalyi (1979) finds that experiences that include self-chosen challenges are more likely to promote personal growth and learning. She also was ready to accept ideas and suggestions for change in her classroom. Her skill level was higher than her challenge level during this time and she was ready to try something new in order to move out of the boredom phase and into "flow" (Csikszentmihalyi, 1975). With the support of a peer, she was able to make the social connection that inspires dialogue and collaboration. She even referred to her mentor as her "partner" which implies an egalitarian relationship inspired by a compatible challenge. This is truly the ZPD at it's best.

Because Nancy has always belonged to a tight-knit family group, and because she considered her director to be "my second mother", it is natural to
assume that her loyalty to the childcare center was similar to that of a child to her family. When the center began experiencing pressure from an outside force, Nancy's strong sense of loyalty and dedication kicked in and she began to evaluate and defend her center on every front. Suddenly, her respect for her director soared and her opinions about the work being accomplished in the center elevated. Her responses about higher level administrative issues (pay, promotion, benefits, working conditions) all began to take a turn for the worse. While this was a very stressful time for Nancy and her colleagues at St. Thomas, some good did come out of the event. A cohesive and binding relationship was formed among the staff as they stood together in solidarity. This sense of affiliation is central to promoting motivation to change (Maslow, 1954).

### Claire:

Claire is a mentor teacher and a preschool teacher at the mentoring center. She has a degree in Teaching Preschool and Kindergarten from Iowa State University. Claire's already very high scores on ECJSS improved even more during the course of the mentoring experience. She made noted strides in the "working conditions" stating that she was more satisfied with the flexibility in her schedule and in the materials and equipment provided in her classroom and the "pay and promotion" category also improved. These improvements in satisfaction may be attributed to the opportunity to see and experience other
child care settings and to make comparisons.

Claire's Story:

I had very, very open parents. I had older parents. My parents were about 10 years older than any of my friend's parents. So, I always felt so grateful to have such open-minded parents. Lenient. They were very lenient and open. There were rules but they let us try things out and we would learn from our mistakes. They always gave us the opportunity to try. But then if that didn't work, that was a lesson to learn that way. We understood. They never judged you when you made a wrong choice. No yelling. It was talking. We talked. A lot of my friends would say they could just sit down with my parents and talk. We can say anything. And they are not going to judge them. When I was really little, I was always given the freedom about the clothes I wanted to wear. Looking through the pictures, I look at these things I tried and they let me do it. They never judged me on it. To this day they still don't.

When I was little I did go to preschool. It was right in the neighborhood. It wasn't a church, it wasn't church affiliated, but it was in the basement of a church. It was on Monday, Wednesday, and Friday. There was a water table and an indoor climber. I remember my mom was in the parent co-op and she would bring in different cooking activities and different art. I remember my mom always loved art. So
we would always be doing things at home with popsicle sticks. My mom always loved preschool. That's where going on to be a preschool teacher really influenced me because she always thought it was wonderful. And my dad too. He's an art freak. He collects everything. We used to make all these group projects and stuff. I remember when I went to kindergarten it was in the public school but it was a really, really free environment. I still love to go back to that school because it's just really open. Open classrooms. It's real open. I remember that in all my different grades. It was an extremely open educational experience.

I remember when I went to college that early education was something that I wanted to do. But I always had this idea in my head what elementary school was. Even though the school that I went to wasn't like that, but it was like a fear of mine. Like the teacher standing at the front of the room. It was just what I imagined my life would be. I got that fear from the media, people...just seeing and learning about education was always this teacher and all the kids....It was like how can this be. In college I lived with sixty some girls in my sorority. There were a few ed majors and just the talk that we would get into...we used to have big debates about which was the way children learned. A lot of times it would end up that they would enroll in child development classes. I thought it was really neat. I guess I've always been spreading
the word.

Her thoughts about the mentoring program.

I love collaborating with other people. When we get together it's incredible because ideas are flowing. I feel it with Amy [her co-teacher] and I feel it when we get together with other teachers. Just that high feeling. When we first started the mentoring program I was really excited. I couldn't believe that we were actually going to other centers. Actually get to tell what we believe in. One thing is that I didn't expect the centers to be as bad as they were. That's where I had a hard time, because I had these expectations, they'd be ready for accreditation. And these people just needed the basics. I think that was my biggest WOW. This wasn't quite what I thought it was going to be. Every month I felt my expectations getting lower and lower and lower."

From Claire's Journal:

I think now that it's more important to work on changing a few things and keep them that way instead of getting a "quick fix" and then have them end up going back to the same old ways.

About Nancy:

When I first went in her room, she seemed so happy... and cheerful and glad to be with the children. I remember walking in and I could tell she was nervous because I was in there, and I was nervous being in there.
After our first training session, I kind of connected with her. She just started...we need help with this, this and this. She'd say this is something that I really believe strongly, but coworkers don't help. How can you help me do these things. Then I knew that she had these genuine feelings for children. All of these things that she wanted to do for kids. It was incredible. It made me feel wonderful...great...to be asked for advice. It was great to actually share that knowledge with adults....and with adults who are receptive. Also, she was actually taking information and getting it back to the center. That was something I didn't see from the others [proteges]. Also just her enthusiasm. It was like a little light bulb in her head and you just see it in her eyes. It was almost like she was thinking about how can I get this applied in my room. Before the training I think she had a sense that something wasn't right but she wasn't sure what it was and how to change it herself. But with a little bit of guidance she could do it.

The main changes that I saw her make were outward changes....physical environment. The curriculum changed too, the activities became more appropriate. And Nancy's attitude toward professionalism. That's something that she really felt strongly about. I can remember her saying, I don't know why people think we are babysitters. You knew deep down that she really believes in what she
does. She was very tired of being called a babysitter. I can still see her walking into that training every day with that big smile on her face... what are we going to talk about today? Then she would want to know how can I take it back.

I think that Nancy made so many changes because... the only thing that I can really pinpoint, is the support. The person, or the people around you...just that support and to try and if it doesn't work it's OK.

This ties in to the way I was parented, we were given support to make change...to grow and learn in our own way. I feel like I'm the way my parents were...never saying do this, do this, do this. It's like here it is and you deal with it. Do what you want with it. I admire people who keep trying. Some people think if you're learning that it means you don't know something. If we are in education then we need to be lifelong learners, educate ourselves. Sometimes it's hard for me to understand teachers who don't feel that in themselves. I can't imagine being a teacher that goes into the classroom to teach these children but they in turn learn nothing.

From Claire's journal:

I really felt confident in myself and my teaching as other teachers would ask questions and advice and I could almost always give an answer or suggestion. It makes me feel good to be able to use my
education on different level (talking to adults)! If I had to change anything about the mentoring this year I think that working alongside of a protege teacher would have been a good way to really give guidance and support. I don't know how many times I heard this year with these protege teachers 'you just don't know what it's like in my room'. Which is honestly true. We can suggest ideas until we are blue in the face but until we can get in there and actually implement things we really don't understand.

**Commentary**

Claire and her protege, Nancy, connected on several levels. They both noted repeatedly that they enjoyed the opportunity to collaborate with one another and each felt inspired by the other. Each teacher mentioned in her story that as children they were supported and encouraged by the capable others in their lives. They grew up with an appreciation and respect for the teaching profession and they were inspired as children to consider this a life-long pursuit. Each teacher described in their own ways a structured yet warm and nurturing childhood where they were encouraged to try new ideas and to talk about their problems. This childhood background may set up an adulthood where risk-taking and change are considered inspirational.

To compare and contrast the mentor and her protege in terms of staff development, we can apply Katz' (1979) model of staff development. Nancy
would fall into the "Consolidation" level where an individual usually needs help in applying what they have learned about children to new situations. During this stage a teacher is often ready to be assisted in analyzing their own belief system and the effectiveness of different instructional strategies. Meanwhile, Claire might be classified into the "Renewal" level of development where a teacher needs to generate more challenging responsibilities. The teacher at this level often enjoys sharing ideas with other staff, visiting other centers, and an expanded role in local professional organizations.

Levels of reflective thinking also can be assessed with the assistance of the in depth interview experience. Claire stated about Nancy "she was actually taking the information and getting it back to the center" and "it was like a little light bulb in her head and you just see it in her eyes...almost like she was thinking about how can I get this applied in my room". Here Nancy seems to be making the leap from the problem-setting to the problem-solving (LaBoskey & Wilson, 1987) stage of reflective thinking. The mentoring partnership assisted with this leap as Claire noted, "before the training I think she had a sense that something wasn't right but she wasn't sure what it was and how to change it herself. But with a little guidance she could do it." And as Nancy concurred, "my scores went up...because of the feedback I got [from Claire] and because I used a lot of it in my classroom." Both Claire and Nancy are articulate in describing their feelings about the ZPD experience. Claire was tactful
(VanManen, 1991) in interpreting Nancy's inner needs and skills. She was then successful in developing a roadmap to "flow" for her protege.

It should also be noted here that Nancy had the benefit of the knowledge of the interview questions ahead of time. This could have contributed to the depth with which she was able to answer each question. It also points out once again her high level of motivation in that she was very anxious to do a good job with the interview.

This mentoring relationship was highly successful. In order to "try to bottle the magic recipe" I will attempt to break apart some of the more profitable techniques, strategies and qualities mentioned by the two teachers:

**Strategies, Techniques and Qualities of this Mentor/Protege Dyad:**

**From Nancy's Perspective:**

* she’s always loved working with children, she knew that this would be her career

* she grew up in a household which parented with an authoritative style.

* she loved her boss

* she values affiliation

* she almost completed her associates degree in child care

* she wanted to attend the training

* she likes to try new ideas
* she enjoyed leaving the center to attend training sessions
* she admired her mentor as someone with greater skill; she appreciated her personality and her caring and loving approach. "She was someone I could learn on"
* she gained in self esteem "because I learned so much"
* she appreciated positive feedback, compliments and support for change
* she felt that she and Claire were "partners"
* she enjoyed bringing the information back to her center (becoming a mentor to the others in her classroom)
* she is energized by social interaction.
* she was in the "Consolidation" stage of development

From Claire's Perspective:
* she has a degree in Teaching Preschool and Kindergarten
* she grew up in an very open and stimulating environment with parents who used an authoritative style of parenting.
* she attended school in very non-traditional classrooms
* her parents supported her career goals
* she was never judged as a child, just given opportunities to learn from her experiences...she sees herself as having taken on these qualities as an adult
* she's always enjoyed talking about her profession to others-"spreading the word"
*she loves collaborating with others - "that high feeling"

*she enjoyed the opportunity to visit other centers

*she found that she had to be ready to readjust her expectations for progress

*she enjoyed Nancy - liked her happy, cheerful attitude and her genuine feelings about children's programming.

*she appreciated being asked for advice - it was empowering

*she was impressed by Nancy's enhanced professional attitude

*she believes strongly that people in education should consider themselves lifelong learners.

SARA (the protege) and AMY (the mentor):

Sara and Amy first met when Amy accompanied the researcher to Sara's center for the initial observations and discussions. Amy was nervous and quiet on the way to the center and expressed some concern at not being sure of her new role. Upon our arrival, Sara was nowhere to be found. She had forgotten our appointment and was busy with a project in another part of the center. She suggested that we go ahead and observe in the classrooms and skip the introductory meeting with her. She remained unavailable throughout the entire visit. Amy was disappointed that she had been unable to forge any sort of connection on that first day. The rest of the story of their partnership follows:

Sara:

Sara is a director in a small church-sponsored childcare center. The
center is located in the basement of the main church building and therefore space is shared with the Sunday school classes. The center has been in operation for just two years and Sara is its fourth director. A group of board members from the church set policy and mandates, with little input from the director. Sara completed the ECJSS initially and then again at the end of the project. Because she did not have a classroom of her own, she was not involved in the Teaching Practices observations. During the course of the mentoring year Sara's scores on the ECJSS decreased. Her overall score went from a 142 to a 131. In particular, Sara's attitudes regarding "coworkers", "my work" and "pay and promotion" took a marked plunge. She felt that her coworkers didn't care about her, that they were critical of her, that they were competitive and that they were not enjoyable to work with. She also felt frustrated about the amount of paperwork required, the lack of variety and creativity in the job, the fact that she had too little time to accomplish all that needs to be done and that she felt no sense of accomplishment.

I interviewed Sara in her office one afternoon during naptime when the center was quiet. She set the phone to be answered by an answering machine and gave me her complete attention. She expressed surprise that I would be interested in her story; the telling of which was often an emotional process.

**Sara's Story:**

My parents were very lenient, they didn't offer a whole lot of
structure...we could do what we wanted to do...we were just allowed to do whatever. I'm the youngest. I've got one sister. My mom would usually say, you don't do that. We never had discussions, because I never talked to her really. My dad was always too drunk to talk to us. We never got yelled at or got spankings...none of that. They yelled at each other. I remember seeing my father chase my mother with an axe once. They never did get married. They've lived together for 26 years though. I can be really mean to people around me...I've pulled knives on people...I tried to kill my sister once. I tried to strangle her. My mother stopped me. I just hide the mean part when I'm at work. Nobody knows what I'm really like. My mom never cared, she told me once that she'd never loved me. I'm much closer to my dad. And I worry that he is going to be gone...he's really sick....."

**Why she works with children:**

I decided early, early in life that I wanted to work with children. This is not what I want to do. A day care setting is not for me. I want to be a public school teacher eventually, I think. When I went to the community college and got to work with those kids [it was great], this is not for me. It's too stressful. In the public school you've got the principal to send them too. I'm the type of person I want the children to like me and these kids are probably scared to death of me. They act like they like me, they
hug me and all that kind of stuff...I've got a kid right now who stays in my office every day for the whole time he's at after school. He punched someone last week, we had blood on the sidewalk...the board said he's got to go...they gave a two week notice. But until he leaves, he's in here with me every afternoon. I come in at 7:00am and I don't get out of here until 6:10. By the time I get home its 7:30 and time for bed and all this for $5.25 an hour. The teachers refuse to handle him...so they bring him in here to me. I don't like being mean...then they all hate me. If I'm not they don't listen to what I say. My problem, I think, I can be a real pain if I want to. Nice doesn't get me anywhere. Nowhere at all. When I see the staff doing something that they shouldn't be doing I say 'let me help you, let me give you some pointers'. And the way I do it, I do it nicely. But then they never change it. Now I feel like I've got to go in there and say, no. You should do it this way and if you don't do it this way you will have to sign a report for the board.

I'm just a mean person and I don't want to be mean. I hide it so well, though. At home and with my friends I usually say something smart to somebody. I have a violent temper especially with people that I don't like. There is nobody in my life that I can talk to. Two days ago I had a boyfriend kind of. We went out on Friday night and I said you are not for me. Get out of my life. I think the only reason I did that is because he
actually cared. He wanted to spend time with me. He was just not my type.

Commentary:

Sara was raised in what has been described as a highly dysfunctional family. She was the victim of permissive, indifferent and uninvolved parents. This level of uninvolved is often associated with a parents desire to keep the child at a distance. Sara has described feeling explosive, angry and lonely as a result. As an adult in a leadership role, she must now take on the "parenting" of her childcare center. She seems confused and disoriented about her role. She spoke repeatedly about having to be the "mean" person in the center. While she noted several times that she did not want this label or this responsibility; she also conceded that it came easily. Sara has no role model for this job. She has never experienced an authority figure who utilized an authoritative style. She is not well versed in how to apply healthy limits. To Sara, to set limits and guidelines is to be "mean".

Other problems with the job:

The bookkeeper comes up to me and says, do you realize so and so owes this much money. You need to tell them in 2 days, they can't come back without that money. I cannot put these children out, I cannot. Because I love them too much. No I can't do that. I will tell them they owe this money but I'm not going to tell them they can't come back.
Because if I do, that child is going to be home alone. I think that the board cares, but they just don't have the time to get involved. Every time I offer a suggestion for something we could do, it's we have no money. Do they expect us to walk to the farm for a field trip? It's hard. We showed the Board that video you gave us about the High Scope curriculum....they just said 'it looks like you'd need a lot of teachers to do that'. I can't get anywhere. If the Board wants us to do field trips, then they plan them. I put the calendar out and it's empty. Nobody took the time to do it, when they do it they waited until Friday to start. They're really dragging their feet. And I say what is the problem that you can't get something done within the time limits? I'm thinking I wish I could get them motivated a little bit. If I just had someone to answer the phone, I could do more to motivate them. They don't want to spend any money. I know they have money. I do know they have more than they're telling everybody.

**Commentary:**

Sara was highly resistant to suggestions for change throughout the training year. Each time she was offered a possible solution to a problem that she had described, she countered with "that would never work...the board would never go for that". She seemed to use the board as a barrier to change. Sara's personal situation was so stressful and destitute that she seemed to lack
the additional energy needed to take on any further burden. She did however
seem to find comfort in the telling of her story and in the attention and care with
which it was heard.

Meanwhile, Sara was unable to motivate her staff. She has few
interpersonal or leadership skills and seems to vacillate between a permissive
style of leading (what she would call "nice") and an authoritarian style ("mean").

About the mentoring:

I loved the mentoring. We had a blast! The only thing I hated was I
always had to come back here. My work was always waiting for me...not
like the teachers...they really got a day away without anything piling up.
But I had a good time. I especially liked being able to talk about the
problems. I think being able to share the time with Sandy [a teacher in
her center] when Tammy [another teacher, who Sara has labeled the
antagonist] wasn't there, helped a lot. I don't think teachers realized
before what all I do, the training helped point out a lot of administrative
work that I've been doing. They just thought I was sitting in here doing
nothing, I suppose. The teachers used the ideas for curriculum more
than I did. I saw them use them. They don't use them anywhere near
as much as they could. It's the same old, same old. I really liked
Amy[her mentor]. She told you when you were doing something wrong,
but she never said it in a mean way. She was constructive about it.
She helped Sandy a whole lot because they were teachers. She had real neat ideas. Sandy changed her room all around. It's really cool how it's set up now. And she got some pets in there, too. It's helped behavior a lot. I may not be using everything I learned right now, but everything I have ever learned I think is in the back of my mind. I pull from it all the time. I may not be doing it the best way now, but I'll do it better eventually.

About her scores on the ECJSS:

My feelings about my coworkers probably went down, because of all the stuff with Tammy. I just can't trust anybody around here and I know they don't like me. This job is not my idea of any ideal job at all (total congruence with ideal score 6 out of possible 25). I'm frustrated with the staff and the board and I don't feel like my job is secure. I'm tired of all of it. Maybe if I felt better about myself I could probably do a better job.

Commentary:

Sara is struggling in her position as Director of this childcare center. As she stated "maybe if I felt better about myself I could do a better job". Obviously, her lack of any kind of support system in her personal life puts her at an enormous disadvantage in terms of making strides professionally. Sara appears to be in the Survival Stage (Katz, 1972) of her staff development. Each day is a challenge that she simply wants to live through. A person in this
stage should normally benefit from a mentoring experience. According to Gehreke (1988), a mentor can serve as coach, positive role model, developer of talent, opener of doors, protector. However, in this case Sara seems to have been unable to accept the assistance that was offered.

**AMY:**

Amy is a mentor teacher with a degree in Elementary Education (PK-8) from West Virginia University. She had been assigned mentoring responsibility of Sara and the teachers from Sara’s center one year before this interview took place. Amy's job satisfaction scores improved during the mentoring period. Her overall score improved from 223 to 241. Most noteworthy gains were shown in the "working conditions" and "pay and promotion" categories. As in Claire’s case, this mentor seems to have improved in work attitudes due to the opportunity to view the job from another's perspective.

**Amy’s Story:**

I was primarily raised with a single parent. Mom parented us with a really free approach. She let us try anything we wanted to try. My brother, John, and my mom and I were really close. My dad, he didn’t parent. When he did he would be really harsh and then he wouldn't come around you for a long time. We could go for weeks without talking. Mom would usually try to smooth things over with Dad. Dad wasn't able to cope and deal with people. He didn't have very good social skills.
Mom encouraged us to talk about what was on our mind. How I feel...she allowed us to be angry. She allowed us to be sad. She never said those feelings were good or bad...just let us go off. We could say anything we wanted to say...in any way we wanted to say it.

"Dad left originally when I was four. John, Mom and I became real strong. We learned that we could talk to each other.

I grew up very shy. I don't usually approach someone, I let them approach me. If I feel uncomfortable with the situation...if I feel intimidated, I will hang back. Usually those situations are when I'm worried about how I fit...skill wise...how smart you are...things you know.

After I went away to college, that's when I came to acknowledge what I believed in. Leaving home was the turning point for me...it was very empowering. I think I am a totally different person. I speak out more for myself now than I ever did at home. I would always just sit and listen. I will challenge other people now which is something I didn't always do.

I had a counselor when I was nine. She was the person that made me want to be a counselor. She was good to me and I loved her. I wanted to be like her. When I went to college I started in psychology so I could be a child counselor. I switched my second semester, I wanted to be a teacher. I knew I always wanted to work with kids. I always knew that. I just didn't know how I wanted to do it. First I
thought I wanted to be a counselor, but then I thought I would burn out a lot faster being a counselor then being a teacher. I thought I could be more positive as a teacher. I think I've learned so much more about kids being out of school then I ever learned in school. The things I learned in school do not even compare to what we do day to day. The things that I have learned about developmentally appropriate practice is wonderful....in terms of how the day is structured, the classroom is structured and how it is not structured. It's more of an open environment. A lot of it has to do with having a partner that I can really work with...that feels the same way I do about what we do. With Claire [her co-teacher] one person gets part of an idea, then it takes off and becomes a whole idea...the meeting of the minds...sometimes you just split a brain with people...you make that connection, it's incredible!

Commentary:

Amy grew up in a family where conditional love was the norm from one parent (an authoritarian style) but it was aptly and wisely countered by a strong mother who valued dialogue. Amy shows signs of having been impacted by both styles of parenting. She admits to low social assertiveness until she knows where "I fit skill-wise and smart-wise". But she also highly values the intellectual connection she feels with her colleague...."sometimes you just split a brain with people". In that statement, Amy describes her impression of working
with a colleague within the ZPD. Amy obviously enjoys being a part of a social constructivist partnership but has difficulty initiating such a connection.

**About the mentoring:**

I was scared that I wouldn't be able to fulfill my responsibility at first....that I wouldn't be able to give what they needed. I can believe in something 100% but sometimes I'm still scared to say what I believe. I'm scared of being shot down I guess...a rejection kind of thing. But the more that I got into it and the more I read and the more I learned and the more we got to know the people involved, I felt more comfortable with the situation. The first year was a real learning year for me. I feel that I can do a much better job this year because I know more of what I need to do. I feel like I need to be the approacher...put myself out there. I feel like I have the confidence now to do that. Sara and Tammy and Sandi were really hard last year. I couldn't connect with them. They would just get on a roll about a problem, but they didn't seem to really want a solution...or any help with a solution, they just wanted to complain. I think that if I had been able to actually get into their classrooms...share their classrooms and my classroom...that we would have made a major connection. Also Sara was really being beat down by her board. The things they did end up changing were not even noticed...it was such a struggle for them and I couldn't figure out how to
make it any easier for them. And change seemed to just be too hard for them. Some people just resent change and others are really challenged by it. It depends on how ingrained they are in their philosophies. I think a lot of times for people to change they have to be willing to look at themselves. They have to be willing to see there are other opportunities, other approaches. You have to actually look at yourself to actually accept a new idea. It's scary for a lot of people to say they were not doing something right...or I wasn't doing it as good as I could have been doing it. Sara resisted our help. Maybe she was afraid of lack of approval if she really was forced to analyze herself and why she was doing things in a certain way. But I would never want to make her feel bad, I just want to understand her point of view....because that makes me want to find out more about the situation. I wasn't accepted when I was a kid...now I want to be totally open with people....I don't ever want to make a person feel like I felt.

From Amy's Journal:

Today I visited in Sara's center. I had a flood of emotions: panicked that I wouldn't observe the right things or enough of everything; disappointed that there wasn't much opportunity to see each teacher in action; sad due to the overall lack of organization; fortunate for having such a great environment to work in; lonely for my own class;
thankful for the fact that I have such an awesome partner [co-worker].

Commentary:

Amy brings enormous sensitivity to her mentoring partnerships. As a child of nine, she connected with a counselor who gave her a positive feeling about "helping relationships". It has always been appropriate to ask for help and to accept help. This quality adds strength to her role as mentor. She doesn't judge someone who has a problem or a weakness, instead she's inspired to know where the weakness comes from and wants to formulate solutions. Amy has no problem working within the highest level of reflection, that of problem-solving (LaBoskey & Wilson, 1987). On the other hand, Sara is new to helping relationships. She said "there is nobody in my life that I can talk to" and "I can't trust anybody around here" and "they act like they like me, but they really hate me". As Amy has phrased it Sara is "scared of being shot down...a rejection kind of thing". Sara seems to have found several coping techniques that keep her from forming positive social constructivist relationships. She rarely seems to operate within her personal flow margin, rather she seems unhappy and challenged way beyond her skill level. One way that she copes is that she spends a lot of time complaining about the horrible conditions at her center, but refuses to join Amy in a move toward a collaborate problem solving stage. In order to have moved beyond the problem-setting stage of reflection (LaBoskey & Wilson, 1987), Sara would have had to take a
great personal risk and would have had to be willing to trust Amy. Collaboration takes a great deal of energy and for someone with low social assertiveness, it may have been more than she had to give. Sara’s energy seems to be spent in simply meeting her basic needs. Lower level needs must be largely satisfied before higher-level needs can be felt and pursued (Maslow, 1954). Until Sara’s needs for safety and belonging were met, she would probably be unable to place the needs for mastery and competence into a priority position. The other strategy that is repeated over and over in Sara’s story, is that she is purposefully “mean” to her family, friends and employees. This strategy seems to keep people at arm’s length - much as her parents did when she was growing up.

Amy had the benefit of growing up in a home where one parent was extremely negative, but where the other parent assisted the children in processing and learning from the experience. While Amy still struggles with some of the after effects of this homelife (fear of rejection, sitting quietly and listening, holding back until she knows where she stands in a group), it gives her a strong perspective from which to assist the protege who feels insecure or weak. Amy has been empowered by the changes in her life. She draws strength and self-respect from her commitment to her profession and she enjoys the opportunity to share her knowledge with others. She felt that last year she was uncertain of her role as mentor and of her relationship with Sara,
but that now that she has observed, analyzed and reflected, she knows that she is ready to take on more challenges as a mentor. The level of tension that she felt in not being able to adequately reach Sara has been inspirational to Amy in helping her to assess and reassess her mentoring techniques. This reflection has assisted her in moving into "flow", where her skill level now matches the level of challenge offered in a mentoring partnership (Csikszentmihalyi, 1988).

As stated earlier, these in-depth interviews took place after the mentoring partnerships had been in place for a year and as a part of a closure exercise. It was during these interviews that Sara first revealed how difficult a personal life she was living. Amy had felt all year that she had been unable to reach Sara on any level and perhaps therefore was unable to apply appropriate challenges within Sara's personal ZPD. From Amy's journal:

they ask for suggestions but nothing we suggest will ever work for them for one reason or another. It also seems like there is a big communication gap between the teachers and Sara. Maybe they resent that Sara was once a teacher and now she is their boss. I think something deep is going on with Sara and I don't know how to get it out.

It becomes clear after the interviews that Sara's daily challenges were overwhelming, but she was unable to really reach out for help during the entire
year that she took part in the partnership. Perhaps a case can be made here for starting with the participant's personal stories in an effort to encourage a bond on a personal level. If the mentor and the protege can understand one another's personal perspective, than perhaps greater professional strides might be attained.

Strategies, Techniques and Qualities of this Mentor/Protege Dyad:

From Sara's Perspective:

* she has an associates degree in education
* she is a director in a church-based center
* a board of directors oversees the program
* she grew up in a violent, dysfunctional family with very permissive parents
* she has never felt loved
* she would prefer to work in a public school setting
* she is uncomfortable with setting limits for the children and staff in her center
* she vacillates between being "nice" and being "mean"
* there is nobody in her life that she can talk to
* she is dictated to by the board
* she seems resistant to change
* she liked the opportunity to talk about her problems in the mentoring meetings
* she enjoyed the connection with Sandi during the meetings
* the staff learned about the administrative-end of running a center - they had a
better understanding of her perspective

*she believes that her staff could be doing more

*she respected Amy for her style of presenting ideas - very constructive

*she believed that Amy was better able to mentor the other teachers

*she is extremely frustrated with her job. (Very low job satisfaction scores)

*Sara is in the "Survival Stage" of staff development.

*she believes that if her felt better about herself that she could do a better job

*Annie functions in the early phases of reflection - descriptive and problem-setting

From Amy's perspective:

*she was raised in a dual-parenting style household

*she was shy as a child

*going away to college was a "turning point" in terms of her confidence levels

*she was involved in a very positive counselor-patient relationship as a child

*she has a B.S. in Elementary Education (PK-8).

*she values the sharing of ideas

*she feels that it took her a year to understand the whole mentoring project.

She moved into the "Renewal Stage" of staff development during this year as she gained confidence in her skill level.

*she believes that in order for people to make changes that they must be willing to take long, hard looks at themselves - and not be afraid to do that.
she is non-judgmental about people with needs

* Amy functions easily within the problem-solving stage of reflection.

**LOIS (the protege) and BETH (the mentor):**

Lois and Beth first met when Beth visited Lois' center for the purpose of observation and introductory meetings. Because she was to be observed on this day, Lois had meticulously planned a very full day complete with elaborate activities. She appeared nervous but stuck with her strict schedule. She spoke to the group as a whole and rarely to any individual children. Her main style of teaching was lecture. The children in her group were four years old. Beth sensed Lois' nervousness and tried to lighten the moment by smiling at her reassuringly. When Lois' discomfort continued, Beth also became uncomfortable and expressed a desire to discontinue the observation. The rest of the story of their partnership follows:

**Lois:**

Lois is a "fifty-something" grandmother who has been working in her present classroom for six years. She has a high school degree and life experience that includes raising three children. Her children are all married and have left the home. She and her husband live together in a rural town in southwest Virginia. She teaches four year olds each day. Lois made major improvements on her Teaching Practices observation scale. Her overall score improved from 192 to 273. Particular growth was observed in her "interactions..."
with children" (29-64) (especially in interactions with children, responsiveness to children and tone of voice) and in her "curriculum" (45-59) with smoother transitions between activities and a better balance of activities to her day. While these outward signs of improvement were encouraging, Lois' attitude toward her work did not improve. Overall scores on the ECJJS decreased from 162 to 151. Lois' story can assist in interpretation of these varied results:

Lois' story:

  I was an only child. I had a great imagination. I talked to myself when I had no one else to talk to. My parents were strict. Daddy was extremely strict....he punished and he hit. Mom was more understanding. You could sit and talk to her. Daddy worked and we had to be quiet, he was a taxi cab driver and he had to get up real early in the morning....we always had to whisper. My childhood was semi-happy. We moved around a lot. I resented it. It showed in my school work. It always took me a while to adjust and get back to the routine after we would move. Now I can understand when children come here [how hard it is to make that change]. When I was young I wasn't allowed to do anything...ride a bike because you would fall; if you came over to my house and you sneezed, you'd have to go home because you might give me germs. I used to try to get my friends to stifle their coughs and sneezes. So when my children came I started to do that and my
husband said you can't do that. That's not fair to them. I gave them more range but it was hard - very hard for me. In my house as a child and now as an adult, things have to be a certain way. That was the hardest thing that I learned when we came to your class... to let the child do it itself. I wanted it to be this one way... it was hard. Now I say, OK just do your thing. I'll put the glue on, but it get hard because it is all over everything... it can be very frustrating.

When I was growing up I went to a catholic school. I liked Sister Agnes and Sister Monica. They were very soft spoken - which I'm not. They were the types of teachers, they made you feel... there were 54 in our class... but they made you feel like you were special. Catholic schools had the tendency not to give you any esteem. I don't think they meant to. I guess they thought they were helping you. They sat you in rows on how smart you were. It was constant comparison and competition. That's the way you would get introduced to a parent of a little friend. They would say, 'Mom, this is Lois, she sits in the 6th row-2nd chair'. I could study for four hours at night and soon as she would give me that test, I would just freeze up. Things would come out backwards. I was left handed and they made me hold my paper like I was right handed. If you did math, you folded the paper in thirds. You had a ruler and had to draw three [vertical] lines. In one row you wrote
the problem, in the next row you wrote the solution and in the last row you showed your work. You had lots of rules. The only thing I really can't do is spell. That's dyslexia. I can read, I can comprehend. It showed up when I was having my daughter tested - we both have it.

When I was a little girl, I was sexually abused. I didn't know about it for the longest time. It was a game we played. It was a secret. I thought I was the one who was bad. I kept that secret for so long, no one knew. Now I'm afraid to touch the children in my class. I worry that someone will think I'm abusing them. I make sure that I never have to supervise them in the bathroom. I never want to be alone with them, someone might think something. I can't talk about this very much."

Commentary:

Lois grew up in a strict authoritarian-styled home which included both physical and sexual abuse. She has not dealt fully with the effects of her childhood and so the impact becomes apparent in her everyday life. Lois has always had a hard time with changes and transitions. "It took me a while to adjust", "it showed in my school work", "I gave them more range, but it was very hard for me", "that was the hardest thing I learned…to let the child do it itself". Children from authoritarian homes and classrooms tend to lack spontaneity and originality. They tend to be dependent on traditional ways. (Baumrind, 1971). In the first observation in Lois' classroom, she exhibited a
firm and inflexible attitude toward schedule and order. She sat in a 'teacher-chair' which was poised above the children. She spoke to them in firm tones and told them what they would be doing next and how it would be done. There was no sign of originality or creativity in her classroom. Children who tried to break out of the classroom order were banished. Most of the morning activities were devoted to "table work" where the children were given worksheets that were to be accomplished in a prescribed order. Lois then assessed each child by offering praise or criticism in the forms of "smileys" or "frowneys". Her interactions with the children were stiff, cold and regimented. In her story, Lois briefly describes the sexual abuse that she suffered as a child. During the course of the technical assistance training meetings she elaborated on this event in her life and attributed her limited interactions with the children to the abuse. "I worry that someone will think I'm abusing them". This paranoia and self-blaming attitude have greatly influenced her teaching style.

Lois' work with children:

There little minds are like sponges. You've got to watch what you say and watch what you do. Because they pick up on it. I do this job because I like the kids. The pay is not great. The aggravation comes out when I go home. I get in that car some days and I just scream. I gave up smoking. When we are doing the letter 'T', I trace like the turtle or the tiger. But they cut. I have to trace it for them. I have to make
17 patterns - you never know when 17 are coming - and I've got them all by myself - so you've got to be prepared. They cut but I don't care how they cut. Girls are more meticulous than boys. I have one little boy who has no idea what a crayon is. I say do it the way you want. If he puts two dots on - fine. I wonder are they going to be like this in high school? How are they going to be. Years ago you worried about the boy, because he had to earn the living- providing for his family. Now women - some of these ladies are going to be single parents."

Commentary:

In this portion of Lois' narrative, the directive teaching style is once again evident. She is alone in a classroom with 17 children and her strategy of interaction with them is in crowd-control tactics. This style keeps her from getting too close to the individual children. Lois appears to be firmly entrenched in "Time for Renewal Stage" (Katz, 1972) of her career development. During this stage, teachers seem to tire of doing the same things. She appears bored and unchallenged. She has not been able to experience the optimal experience of "flow" in her work in quite some time. This would have been important information for Lois' mentor. Had she known about Lois' personal challenges she might have been able to battle Lois' professional fatigue and scaffold (Wood, 1988) her into "flow".

In terms of Lois' stage of reflection, she seems to wonder aloud about
the future of the children in her care ("I wonder are they going to be like this in high school?), but she makes no effort to formulate a response to her own questions. This attitude seems to imply that Lois is operating in the problem-setting stage of reflection, but has no energy or desire to move beyond this stage.

About the mentoring:

It was easy meeting Beth [her mentor] at the meetings. She was very nice. We would say after a meeting 'they don't seem real over there, they sure must get mad at each other.' They have to. It was just a different atmosphere there. I felt like you were all very happy...it seemed like every time we went you were having a good day. I didn't feel like you were trying to compare yourselves to us though, but I felt as though what you had you were trying to share. In the beginning I didn't want to come to the meetings, but Janet made me. I said, 'I don't know if I'm going to like this'. I would say 'I'm not getting an answer'. You would have an itinerary - we're going to learn to communicate with kids - I thought I was going to get some magic answers. Until that professor came, he says there isn't one answer. I said OK, it's just like raising children. If this works with this kid, fine. This doesn't work for this kid, that's fine too. Like he was saying, there's not a right way and there's not a wrong way. First I thought I wasn't getting anything out of it, then I
realized that the whole thing was to make me think. You made the day go by so fast...you let us play games and talk...you loosened everybody up. You made it very, very warm. You all were easy to talk to...I couldn't believe the things that I felt comfortable enough saying in that group. Beth reminded me of my daughter...the way she talked and acted. It was easy to get to know her. And I always felt that we had the best mentor!

The only thing I didn't like was that because of all the different types of people you have [at your center], you can't have Christmas and you can't have Easter. You can't do like we do. I told my director, we are really lucky because we don't have Jewish children here. We do have black and white, but they're still Christians. We don't have any restrictions. This is something that I can not change. I went to Catholic school, we grew up with St.Valentines and Easter...you hold on to those things from your childhood...they're important to me. I think if those people come here from another country to get stuff from us....why can't they bend a little bit in return? Now if I had a child in my class from, say, Holland...I would ask the mother how is your holidays. I would get wooden shoes so she wouldn't feel funny.

But I really liked going to the sessions because you learned. When we would get back we would come in to Janet [the director] and
tell her all about it. Some of the stuff she already knew. If she didn't know it, she didn't let on that she didn't know. She saw how excited we were...she was happy that we went and did it. I don't think the other staff were so thrilled. They just bitch, bitch, bitch.

About her scores:

How did you pick up on my attitude? I don't know how you found out. I am having a hard time dealing with...I can usually hide my emotions. I can't seem to do it anymore. It just blows my mind that you are a stranger and you picked up on it. When you told me you knew how I felt, I thought...am I that bad at hiding it. I have to hide my emotions. People can get me so annoyed. I have to constantly stop myself from saying something....I used to be able to walk in a room and say to myself.OK you have to be with her for 4 hours, I can be nice for that long. Now sometimes I can and sometimes I can't. And it bothers me that I cannot do that. I got sent home from work one day for loosing it. I was so upset, I cried and cried. It just got all over me. I learned just come in here and do your thing and just don't let anything bother you. I came back and I told Janet when I was calm and rational that she was right, the children did not need to be around a person with a split personality. I was so mad. That's why my score went down on the "my work" part...you're doing all these things for the kids...you do it because
you want to… and she's [coworker] over there sitting on her duff and she's making the same amount I do. There really should be a pay scale. It’s not Janet's fault, it's the people who own the daycare. If you are concerned about what your employees are doing, you really want them in a happy atmosphere, then make the pay scale. They say they have no money, but we got a new computer, got a new desk, a cellular phone. I’m not reflecting on my supervisor now, just on the pay. I told Janet, from now on I will be a model employee. I don't care if they kill each other in there. You will never hear me with another complaint. I'll just scream when I get in my car to go home.

I know that my scores on interaction went up. I didn't know you would notice those things. I've been afraid of what you'd think… does she think I shouldn't be touching those children? I know I'm more comfortable with the children, since I talked about my childhood in the meetings. I knew I needed to keep talking. It's just so hard though.

If I had to make a suggestion, I'd say, do a follow-up. Just a summary of all the key points for us. Stuff like that. Since you used the word mentor, I've been hearing it everywhere. Now I know what that means. They got that from Beth, I say to my husband.

Commentary:

Lois makes some strong observations about the worth of the technical
assistance training. First she said that "I'm not getting an answer" and "I thought I was going to get some magic answers", but then she comes to realize that maybe there isn't one answer to teaching, just like there isn't one answer to parenting. This revelation seems to have boosted her self-efficacy (Bandura, 1982). She has felt successful in parenting, so now she can use her past accomplishments to advance her self-confidence. Teachers who have a strong sense of efficacy will usually work harder to accomplish new challenges (Bandura, 1982; Csikszentmihalyi, 1975).

In Lois' discussion about her scores, she seems extremely worried that her true attitudes came through on the scales. She seems to want to keep her "secrets" to herself. The self-blame and doubt of her childhood continue to plague her as a woman in her fifties.

An understanding of Erikson's (1968) life stages can help the mentor better deal with the specific needs of the individual protege. In middle adulthood, Lois would now be becoming more aware of her limitations. Her children have left home and the time and thought that she used to devote to them is now turned inward. Perhaps this transition phase brings a greater emphasis on the importance of safety and security. Erikson's theory of development states that for growth and development to occur, an individual must have a balance of safety and security. In this case, a mentor would need to understand their proteges most basic needs.
BETH:

Beth is a 24 year old, third year teacher. She has a BS degree in Early Childhood Education and has been working at her current child care center since graduation from college. As in the case of the other two mentors, Beth also made strides in terms of her attitude toward her job. Her overall score on the ECJSS improved from 209 to 226. Particular growth can be seen in the category of "coworkers" where she noted that her coworkers cared and supported her and that they shared resources and ideas with her. She was equally satisfied with "my work" and expressed that she felt that she made a difference in her students' lives and that she had control over most things that affect her satisfaction. And "pay and promotion" also improved in the areas of "my pay is fair considering what my co-workers make".

Beth's Story:

I was adopted when I was 18 months old. I was an only child and an only grandchild. That has a lot to do with some of the ways I am. My relationship with Mommy and Daddy was great...we were always able to talk about things. A lot of times I would take on their views. Even if I felt differently about something, I would still go in their direction...because I felt that was the thing that I should do. I've made a lot of changes since I moved away from home. Now I feel like I can do what I want to do and what I feel is right for me...and that's OK. When I was growing
up I always felt secure. I was able to do a lot of things, but there were a lot of limits set up. I did feel frustrated by the limits when I was a teenager. I always felt my curfew time was earlier than everyone else's. They never treated me any differently because I was adopted. Which I thought was really neat. I don't remember mom sitting down and saying - you're adopted. It was just a part of our lives...a thing that I knew...I grew up talking about it. I respect my parents most all for their trustworthiness. They always trusted me...I guess that's why I always did what I thought they would do instead of what I'd do. Because I appreciated that trust. I wanted to be the perfect daughter. Mama always built me up to be something so wonderful so I always wanted to do what I could to live up to it. She always said I wore a halo over my head. I would just feel so guilty because sometimes I'd do things that she would disapprove of. I still put a lot of guilt on myself over things I have no control over. I don't know why I do that. I wonder if that has anything to do with the fact I always want to be perfect? I want to please everybody else regardless of what I have to do to do that.

The person who most influenced me when I was growing up...I guess I would have to say is my mama. I admire the trust and faith she has in people, but I also admire the way she is always giving to other people. She always gives to others before she gives to herself. She's
kind and generous. I just wish she'd be a little more assertive, she never had the confidence to try some things.

On the personality scales (Myers-Briggs, 1980) I turned out to be an Extrovert. I don't mind talking to new people. I feel like I'm outgoing. At times I'm shy, too. When I'm not sure of the situation I'm going into then I do tend to be an introvert in those areas. I tend to react to things by my heart and not my head. I care about people more than anything! I worry about things that are going on in people's lives that I can't have anything to do with but I want to. In Career Development (Katz, 1972) I think I fall between the second and third stage. I feel like I've grown so much in the last year. I've learned a whole lot and I think I've become a better teacher from having the challenges of being a mentor.

Commentary:

Beth grew up in a secure but somewhat protected environment. Her parents used an authoritative style of parenting where mature behavior was expected and limits were set. Beth mentions that she has always wanted to be the "perfect daughter" and that the approval of her parents was very important to her. She notes that even if she felt differently about an issue than her parents did that she would keep quiet and obey them. This somewhat
dependent behavior has subsided as she has moved into the young adulthood stage of her development - moved away from home and is happily married. It is at this transition in her life that she feels she has achieved autonomy..."now I feel like I can do what I want to do and what I feel is right for me...and that's OK". This realization has been empowering for Beth and this sense of "becoming" has inspired her to share her accomplishments with others. Beth is also inspired by new ideas ("I feel like I've grown...learned so much in the last year") and by the needs of others ("I care about people more than anything"). These are two traits that make her an ideal mentor.

From Beth's Journal:

Today I visited in Lois' center for the first time. I saw several things that really bothered me - like the art that was being done, the ratios, the stereotyping, the lack of resources - it all just broke my heart. There was no paint, playdough, scissors, glitter...the only art supplies I saw were Big Crayons and white paper. The children were all required to participate in whatever activity was going on and there was only one activity happening at a time. I'm so glad that they'll be getting a stipend for participating in this project...I think it will be put to good use. I think we've all got a lot to learn and I'm anxious to get started!

About Lois:

I remember our first technical assistance meeting. Lois was very
outgoing and very friendly. I could tell she had a northern accent, so I wasn't sure where she was from. I remember after the meeting was over and I was walking back to their car with them and she told me that I reminded her of her daughter. It made me feel good because I felt like we made a connection. She said I looked like her daughter. In the training meetings I always wanted to see everybody write stuff down so they could hold on to the ideas and stuff. I remember her saying that she remembered by listening and really concentrating on it rather than writing something down. She learned more from concentration and listening. She seemed to be a very authoritarian teacher. She's direct. She likes to be in control of situations. Later I learned that she went to school in a catholic school and that was where a lot of her style of teaching came from - a very strict, controlled environment. Then later on, we found out that she had been abused when she was a child. She really opened up to us about that. She even cried in our meeting. It seemed to show a whole other side of her because she always seemed to be in control. But that day she really let her guard down and she was very sensitive.

In terms of making changes in her classroom, I think she resisted that a whole lot...especially when it came to the holidays. During the training meetings, I thought she was real receptive of other things like
developmentally appropriate practice, activities, centers and things like that but when we went back and observed in her center, I didn't see any of those things happening in her room. Then I felt like it didn't sink in and she did get it or she didn't want to get it. I guess it's easier said than done.

From Beth's Journal:

We just visited Lois' center yesterday. It was so hard to stand there and see the things that were going on. I just wanted to look at them and ask them where they had been for the past nine months. They didn't make the changes that I thought they would have. I'm disappointed. Maybe if I'd been able to work along side them in the classroom, I could have had a stronger impact on their program.

Commentary:

Beth commented that Lois had been unable to apply some of the information that had been presented. She noted that "she didn't get it or she didn't want to get it". This is an insightful comment as Lois may have fallen victim to the same "need for approval" that Beth grew up with. Perhaps Lois' technique for gaining approval during a technical assistance meeting was to nod and smile and make positive comments so that the mentor teachers would assume she agreed with the information. But upon returning to her center, she did not have the energy or the support to actually implement the ideas. This
would be typical of someone who is in stage 1 of the ZPD where performance is assisted by another. More direct facilitation could have been a benefit to this protege. On the other hand, Lois did appear to make some major strides in terms of her interactions with the children. In addition, Beth's admission that she feels a need to be "perfect" could have influenced her assessment of Lois' classroom. Beth's standards for judgement may have been higher than that of other mentors or of the observation scale.

Benefits of the mentoring for Beth:

I felt empowered. I really felt like I was learning and like I knew so much more. And I liked taking these ideas back and sharing them with the people in my classroom and other people in my center. It made me feel more professional...my whole work experience feels more professional. I liked being able to come out of the classroom during the week for a professional meeting. It made me feel like I wasn't sacrificing a Saturday - that's part of the professionalism, too. I loved the weekly Mentor Seminar meetings. I thought those were wonderful. That's where I really bonded with everybody. I really felt I grew there....to bounce ideas off of each other and that kind of thing...I loved those meetings. And I liked learning to make presentations. It was all so empowering. The parents from my classroom were excited and interested about the idea of mentoring. Some wanted to sit down and talk about it. But there were
times when I really felt uncomfortable leaving the classroom because I felt a sense of frustration from my co-workers. They felt that it wasn't exactly fair that I got to be out of the room for the day. Maybe they felt that I thought I was a little better than they were because I was in this position to mentor these other people. So I would try to get help from my co-workers. If they would have a new art idea or bring in a new book or something like that, I would ask them to share that in the mentor program. They would be really excited about it. Another benefit of the program was the money. It really made me feel professional.

Commentary:

This dyad was much different from the other two in terms of the age and life experience of the partners. Lois is a 56 year old grandmother who was abused as a child; who has been married for 30 years and is working in child care because it came along. Beth, on the other hand is a 24 year old college graduate who grew up in a loving home; who recently left home to marry and is working in her first job in a field that she feels totally committed to. Can people with such differing backgrounds connect in ways that would cause personal and professional growth? Beth's energy level (both physical and psychological) was much higher than Lois'. Lois stated that she didn't know if she was going to like the training or not. She had been instructed by her director to attend and was hesitant to get involved at first. Csikszentmihalyi (1988) has determined
that when people have control over the level of difficulty of challenge that it will lead to increased persistence to achieve. Lois was not given a choice in this case and may not have ever been completely committed to making the changes that were expected. This was frustrating for the mentor who put many hours of thought and effort into assisting the protege. Because Lois' complete story was never told, Beth was unable to get close enough to really help her to deal with some of the personal issues. It can only be assumed that had Beth been more successful in getting through to Lois on a personal level that more professional growth would have been evidenced.

The real success story in this dyad was in the growth of the mentor teacher. Beth was "empowered" and felt a great deal of "professionalism" during this experience. She became more thoughtful about her own work, "bonded" with the other mentor teachers, and learned even more about early childhood education. Beth's sense of self-efficacy grew based on her own accomplishments. She was able to design a classroom in which children and parents were comfortable and that could be used as a model site for others in the field. She also received valuable feedback and verbal reinforcement for her efforts. And she grew into a new level of commitment to her profession. Hall (1988) defines commitment as the "soul of work". "It is the sense of purpose that guides one's activities; it is the meaning that justifies one's investment of self; it is the feeling of responsibility that defines one's role and reason for
being; and when shared, it is the common bond which holds people together in ways that transcend differences and personal gratification" (p.100). While Beth was able to achieve on most levels of Hall's definition of commitment, she does not feel that she was successful with meeting the definition in terms of the common bond with her protege. In order to begin to scaffold (Wood, 1988) a person within their personal ZPD, the mentor must be able to make the first step and form a common bond. This sense of "intersubjectivity" (Wertsch, 1984) can support the partners in their efforts. But when the protege is preoccupied by personal tragedy and threat to basic security, then the first steps will be slow and painstakingly made.

**Strategies, Techniques and Qualities of this Mentor/Protege Dyad:**

**From Lois' Perspective:**

*she is a grandmother

*she has a high school degree

*she had a rigid educational experience

*she was abused as a child

*she respects her director but not the owners of the child care center

*she was an only child

*she has a hard time with change, transitions and disorder

*she is fearful of sharing her "secrets"

*she is in the problem-setting stage of reflection
*she does not experience flow while at work

*she has a hard time with the multicultural issues

*she was forced to attend the training

*she was deeply entrenched in the "renewal stage" of career development

From Beth's Perspective:

*she was adopted

*she grew up in a secure but protected environment

*she strives to be perfect - which tends to impact her mentoring performance

*she grew in many ways during the year-empowered, professional

*she doesn't feel as though she got through to her protege

*she was moving into the Young Adult stage of her life development

*she was moving into the "renewal stage" of her career development

*she was thoughtful and reflective about her work with her protege

*she experiences "flow" in her mentoring work

*she cares about people more than anything
CHAPTER V
CONCLUSIONS

This study examined the partnerships of three mentor teachers and their proteges as they grew and learned together. In-depth interviews provided the basis for the interpretation of their relationships while the Early Childhood Job Satisfaction Survey, the Teaching Practices Observation Scale and mentor journal entries added some additional details. This chapter attempts to answer the original research question: can mentoring partnerships contribute to the job satisfaction and teaching practices of the teachers in the relationship? It further attempts to make application of the results from Chapter IV.

While listening to the stories from the participating teachers, it became apparent that the mentor teachers all had extremely empowering experiences. They felt that they had been validated and affirmed as professionals, that they had become more skillful in articulating their philosophies, that their own classrooms had improved in quality and that their overall satisfaction had increased. What had started out as a project designed to enhance the satisfaction and practices of the protege had become quite reciprocal in nature. Goodman and Goodman (1990) describe this collaborative experience as one in which "teachers learn and learners teach, and as they transact each is changed" (p.235). On the other hand, the proteges showed varying degrees of success within the project. Nancy was eager to learn, ready to make changes
and thoroughly enjoyed making the personal and professional connection with her mentor. Sara resisted the efforts of her mentor, was overwhelmed by her personal life and struggled within the workplace. She commented "maybe if I felt better about myself I could have learned more". And Lois was afraid of sharing too much with her mentor. She didn't like the idea of anyone getting too close. She made the changes in her classroom that were asked of her, but philosophically she made few strides. These varying results led the researcher to examine the reasons for such discrepancies. The key to positive results in a mentored partnership appears to be the protege's personal sense of security. When a protege feels threatened or at risk (personally or professionally) they seem to be less able to make the strides for growth and development. Along these same lines, when a protege is given little control over the level of challenge assigned to them, there is, in turn, a lower level of persistence to achieve. It would be imperative that the protege choose their own challenges and that the mentor and her protege connect on many levels. In order to have a deep understanding of one another's perspective intersubjectivity must be achieved (Wertsch, 1984). The mentor must become intimately aware of the protege's intentions, attempts, and interests. She must watch and listen carefully to nuances in her protege's voice and actions. She must gain this valuable information without threatening, posing a risk or dominating the relationship. The mentor must be sensitive to the proteges style of learning and
be willing to adapt to her needs. The mentor must practice "otherness" (Van Manen, 1991). This intersubjectivity, shared understandings, and intuitive knowledge of one another can lead to growth and learning.

Another way to assess personal needs has been developed by Jorde-Bloom, Sheerer and Britz (1991) who have suggested that teacher development be designed from an individualized perspective. In assessing the developing adult, some important components would include: personal background, personality traits, learning style, psychological style, self-efficacy, life and career stages, and beliefs and attitudes.

**Strategies for future programs:**

Based on the stories of both mentors and proteges some strategies for future mentoring programs can be developed:

*Based on the experience of the Claire/Nancy dyad, the protege should be allowed to choose to participate in the program. Nancy's enthusiasm for the project and dedication to the ideology may have been due in part to the fact that she was able to make a choice to participate. Also, once the participants have been determined, a democratic approach to goal setting should be utilized. This would also allow the participants to choose their own challenges, thereby displaying more commitment to the work before them.

*All of the mentors and proteges mentioned how worthwhile they found the training sessions. Not only were they avenues for information, but allowed for
social connections to form as well. Regularly scheduled training sessions should be included in a mentoring program.

*All three mentors noted that they felt that they could have been more successful in establishing bonds with their proteges if they had had more first hand knowledge of the protege's experience. Sharing classroom experiences through story-telling and actually working along side one another would contribute to the perspective-taking of all participants. This would also be a strategy for scaffolding (Wood, 1988) within the ZPD.

*In the cases of both Sara and Lois, deep personal information that repeatedly got in the way of professional growth was not shared until the end of the project. Finding ways to elicit this important information early in the relationship could expedite the work. Beginning the relationships with a pact to be honest, direct and caring with one another may be a strategy that is both sensitive and practical.

*Beth referred to the weekly mentor seminars as a place where she could connect with peers and receive much needed feedback for her work. Who mentors the mentor? Mentoring seminars can become an important opportunity for the mentor teachers to vent frustrations, brainstorm solutions to problem areas, assist one another with conflicts and learn new strategies of interaction.

*The use of journals by the mentors allowed them to "have a reflective conversation with the situation" (Schon, 1983). It also provided a vehicle for
observation of the process of growth in both the mentor and the protege. This technique of thought-keeping encourages sensitive consideration of the issues and is a recommended outcome of this study.

*Neither Nancy's nor Lois' directors were involved in the training project. No information was ever obtained as to their attitude toward the project. Involving the directors of the proteges in the plans for development would be recommended here as support for implementation of new ideas is crucial to growth.

*In the case of Lois, we found a teacher who used a strict directive style in her classroom. It would be useful to facilitate a new approach by modeling such an approach. Based on this experience, I recommend using the principle of congruity (Katz, 1977) which states that teachers should be taught in the manner that you hope that they will then teach the children in their classrooms.

*All three mentors noted the enhancement of professionalism that came with the participation in this project. In keeping with the promotion of personal and professional worth, this study would suggest that mentors receive salary enhancements for their work.

*Based on the results of the Teaching Practices observation scale, it would be recommended that a mentoring relationship begin with attention to the classroom environment. This seems to be a safe place to start and one in which quick and rewarding results will ensue. The protege will thus be "bought
into" the idea of the relationship as a helpful one and may continue to place trust in her mentor.

*The information regarding parenting styles of each participant proved to be an important predictor for teaching style. With this in mind, the participants should be given additional information about the impact of their childhood experiences on their classroom style. When teachers get in touch with their childhood, they are better able to make changes in their adulthoods (Jones, 1984, 1986).

Additionally, an understanding of the protege's point of reference regarding styles of authority will assist the mentor in designing appropriate challenges.

Choosing Mentors:

The mentor/protege connection is contingent on the degree to which the two teachers feel comfortable and secure in one another's presence. When a safe relationship is achieved, the members can take the risk that leads to growth and development. According to the results of this study, a list of mentor-traits can now be generated:

Mentors should exhibit a communicative, supportive personality. They should exhibit the tact of teaching (Van Manen, 1991) that allows a person to interpret the psychological and social significance of the features of the protege's inner life. It is important that the mentor have the time and interest that it takes to establish a strong rapport with another teacher. The mentor should understand scaffolding (Wood, 1988) as the teacher's work of assisting
the performance of another through questioning, feedback and further cognitive structuring. Problem-solving and moving easily into the third stage of reflective thinking (La Boskey & Wilson, 1987) is an important trait of a beneficial mentor. They should also view themselves as life-long learners. Flow-like experiences should be a part of their life on a regular basis as these will be the people who are more involved and more satisfied with their lives (Csikszentmihalyi, 1982). They should view themselves as a non-evaluative model and supportive facilitator as opposed to a directive "fixer-upper" (Jones, 1993). And they should be willing to take personal risks. If the protege can observe her mentor being willing to jeopardize her own security for the sake of learning, this can be a very powerful lesson.

Concerns:

According to the data collected in this study, there were several problem areas that deserve some attention at this point. In the case study of Amy and Sara; Amy, a preschool teacher, was given the responsibility of mentoring Sara who was a child care center director. Amy and Sara never made great strides in terms of change within the center. The dissimilarity in job responsibility may have contributed to the lack of attachment and connection that Amy was able to make with Sara. Perspective-taking is easier when a person has a personal basis for understanding. Therefore, a recommendation of this study would be that mentor/protege matches should be made based on similar job descriptions.
In two of the three case study dyads, the proteges came from centers which were governed by a board of directors. If the mentor's center does not have this type of hierarchy, it can once again be difficult to achieve perspective. Another recommendation of this study would be that mentor/protege matches come from centers with similar overall structure.

In the case of Beth and Lois, Beth was a 24 year old college graduate and Lois was a 56 year old high school graduate. The two women were at very different stages of life and career development. While they respected one another and enjoyed one another's company, their dissimilarities could have contributed to the lack of comfort and trust. Conversely, Claire and Nancy achieved high levels of collaboration and were similar in age and career status. Therefore, this study would advocate for more compatible matches when possible. If this is not possible, then a mentor should be chosen who exhibits a non-judgemental, open and tolerant attitude toward differences.

And finally, Beth noted that she often felt uneasy about leaving her classroom to take part in the mentoring responsibilities. She noted that her non-mentor co-workers frequently expressed feelings of alienation. This is an important concern and one that should be addressed by the mentoring center. While a mentor program allows for professional development for those participating in the program, for those on the periphery of the program, the impact could be the opposite. A recommendation of this study would be that the
mentoring center develop a system by which a teacher may achieve mentorship and also develop additional support systems for those who are not involved.

Conclusion:

This study was designed to examine the partnerships of three mentor/protege dyads in early childhood education and to determine the impact, if any, on job satisfaction and teaching practices. Job satisfaction was enhanced in all three mentor teachers and in one protege teacher according to their interviews with the researcher. In addition, each of these four teachers displayed positive gains on the ECJSS. In terms of teaching practices, all five participants made positive strides. All three mentor teachers made long lists of classroom accomplishments due to the participation in the mentoring project. Two of the three proteges who were observed using the Teaching Practices Observation Scale also made strong improvements in their classrooms.

According to the results of this study, mentoring partnerships can provide for enhanced professional development for all participants when a strong personal connection can be forged. The protege teacher can form a social connection with a mentor teacher that can lead to a satisfying, high-quality work experience. And the mentor teacher is offered a new rung on the career ladder in Early Childhood Education which provides new challenges and renewed interest. This strategy of staff development could be one of the answers to the turnover dilemma in early childhood education. A suggestion for future
research consideration would be to examine turnover rates after participation in a mentoring partnership. A longitudinal study of protege's job satisfaction and teaching practice would also deserve attention to determine long-term effects of the relationship.

The findings of this study provide direction for establishing effective mentoring programs where mentor, protege, and their centers benefit. Case studies can be a particularly poignant technique for grappling with the issues beneath the surface of a study. The intensely personal data that came to light through the stories of the participating teachers must be dealt with delicately. Above all, this study has emphasized the importance of dealing with the personal issues first; because afterall, "change is a highly personal experience" (Hall & Loucks, 1978).
REFERENCES


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Greenman & R. Fuqua (Eds.), *Making day care better: Training evaluation, and the process of change* (pp. 185-201). New York: Teachers College Press.


and experience to the professional development of child care workers.


APPENDIX
APPENDIX A:

EARLY CHILDHOOD JOB SATISFACTION SURVEY


My Coworkers....
1. care about me
2. encourage and support me
3. share their personal concerns with me
4. are hard to get to know
5. are critical of my performance
6. are competitive
7. are not very helpful
8. share ideas and resources
9. can't be trusted
10. are enjoyable to work with

<table>
<thead>
<tr>
<th>strongly disagree</th>
<th>strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
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<td>3</td>
<td>4</td>
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<tr>
<td>5</td>
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</tbody>
</table>

My Supervisor....
11. respects my work
12. is too busy to know how I'm doing
13. supervises me too closely
14. gives me helpful feedback
15. asks for my opinion
16. is tactful
17. is not very dependable
18. encourages me to try new ideas
19. is unpredictable

My Work....
22. is respected by the parents
23. involves too much paperwork
24. does not have enough variety
25. is not very creative
26. makes an important difference
27. does not match my training and skills
28. gives me a sense of accomplishment
29. there is too little time to do all there is to do
30. I have control over most things that affect my satisfaction.
<table>
<thead>
<tr>
<th>Working Conditions....</th>
<th>strongly disagree</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>31. my work schedule is flexible</td>
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<td>32. the teacher/child ratio is adequate</td>
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<td>33. I always know where to find the things I need</td>
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<td>34. I feel too cramped</td>
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<tr>
<td>35. I need some new equipment/materials to do my job well</td>
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<td>36. the decor of my center is drab</td>
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<td>37. this center meets my standards of cleanliness</td>
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<td>38. I can't find a place to carry on a private conversation</td>
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<td>39. this place is too noisy</td>
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<td>40. the center's policies and procedures are clear</td>
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<tr>
<td>My Pay and Promotion Opportunities....</td>
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<td>41. my pay is adequate</td>
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<td>42. my pay is fair considering my background and skills</td>
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<td>43. my pay is fair considering what my co-workers make</td>
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<td>44. I'm in a dead end job</td>
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<td>45. my fringe benefits are inadequate</td>
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<td>46. I feel I could be replaced tomorrow</td>
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<td>47. I have enough time off for holidays and vacations</td>
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<td>48. I'm being paid less than I deserve</td>
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<td>49. opportunities for me to advance are limited</td>
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<td>50. I expect to receive a raise during the next year.</td>
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</table>
### APPENDIX B:

#### TEACHING PRACTICES - CLASSROOM OBSERVATIONS


<table>
<thead>
<tr>
<th>Interactions Among Staff and Children</th>
<th>little evidence</th>
<th>some evidence</th>
<th>a great deal of evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Staff interact frequently with children showing affection and respect.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. Staff are available and responsive to children</td>
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<tr>
<td>3. Staff speak with children in a friendly, courteous manner.</td>
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<tr>
<td>4. Staff talk with individual children and encourage children of all ages to use language.</td>
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<tr>
<td>5. Staff treat children of all races, religions and cultures equally with respect and consideration</td>
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<tr>
<td>6. Staff provide children of both sexes with equal opportunity to take part in all activities</td>
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<tr>
<td>7. Staff encourage independence in children as they are ready.</td>
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<tr>
<td>8. Staff use positive approaches to help children behave constructively.</td>
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<tr>
<td>9. Staff do not use physical punishment or negative forms of discipline.</td>
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<tr>
<td>10. Overall sound of the group is pleasant most of the time.</td>
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<tr>
<td>11. Children are generally comfortable, relaxed, and happy.</td>
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<tr>
<td>12. Staff help children deal with anger, sadness and frustration.</td>
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<tr>
<td>13. Staff encourage prosocial behaviors in children such as cooperating, helping and taking turns.</td>
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</tbody>
</table>
14. Staff expectations of children's social behavior are developmentally appropriate.

15. Children are encouraged to talk about feelings instead of solving problems with force.

The Curriculum....
1. There is a balance of activities indoors and outdoors.

2. There is a balance of quiet and active activities

3. There is a balance of individual/small group/large group activities.

4. There is a balance of large muscle and small muscle activities.

5. There is a balance of child-initiated and staff-initiated activities.

6. Multiracial, nonsexist, nonstereotypic pictures, dolls, books, and materials are available.

7. Developmentally appropriate materials and equipment are available for this age group of children.

8. Staff provide developmentally appropriate hands-on activities that foster a positive self-concept in children.

9. Staff provide hands-on activities that develop social skills.

10. Staff provide developmentally appropriate hands-on activities that encourage children to think, reason, question and experiment.

11. Staff provide activities that encourage language development.

12. Staff provide activities that enhance physical development.

13. Staff provide developmentally appropriate hands-on activities that demonstrate sound health, safety, and nutritional practices.
14. Staff provide developmentally appropriate hands-on activities that encourage creative expression and appreciation of the arts.

15. Staff provide hands-on activities that respect cultural diversity.

16. Staff provide materials and time for children to select their own activities during the day.

17. Staff conduct smooth, unregimented transitions between activities.

18. Staff are flexible enough to change planned or routine activities.

19. Routine tasks such as diapering, toileting, eating, dressing, and sleeping are handled in a relaxed and individual manner.

20. The staff's curriculum plan details goals for children that are based on assessment of individual needs and interests.

**Health, Safety and Nutrition....**

1. Children are under adult supervision at all times.

2. Children are dressed appropriately for indoor and outdoor play.

3. Staff and children keep areas reasonably clean.

4. Toileting and diapering areas are sanitary.

5. Staff wash their hands with soap and water before feeding preparing or serving food, and after assisting children with toileting.

6. A sink with running hot and cold water is very close to the diapering and toileting areas.

7. The building, play yard, and all equipment are maintained in safe, clean condition and in good repair.

8. Equipment/materials are safe for the age of children.
9. Toilets, handwashing facilities are safe and easily accessible to children.

10. Soap and disposable towels are provided.

11. Children wash hands after toileting and before meals.

12. Areas used by children are well-lit, ventilated, and kept at a comfortable temperature.

13. Electrical outlets are covered with protective caps.

14. Adequate first-aid supplies are readily available.

15. Floor coverings are attached to the floor or backed with non-slip materials.

16. Cushioning materials such as mats, wood chips, or sand are used under climbing equipment, slides and swings.

17. Climbing equipment, swings and large pieces of furniture are secure.

18. All chemicals and potentially dangerous products such as medicines or cleaning supplies are stored out of the reach of children.

19. Mealtime is a pleasant social and learning experience for children.


**Physical Environment**

1. There is enough usable space indoors so children are not crowded.

2. There is enough usable space for outdoor play for each age group.

3. Space is arranged to accommodate individual children, small groups and large groups.

4. A variety of age-appropriate materials and equipment are available for children indoors and outdoors.
5. Individual space is provided for each child's belongings.

6. Private areas where children can play or work alone or with a friend are available indoors and outdoors.

7. The environment includes soft elements.

8. Sound-absorbing materials such as ceiling tile and rugs are used to cut down noise.

9. A variety of activities can go on outdoors throughout the year.

10. The outdoor play area is protected from access to streets and other dangers.

11. There is a sense of order and organization to the environment.

12. Overall, the classroom is aesthetically pleasing.

13. There is a place where staff can get away from the children.

14. There is an adult-sized bathroom conveniently located for staff.

15. There is a workspace for staff to store their belongings and prepare materials and teaching aids.
Appendix C:

Consent Form

I, ________________, give my permission for information gained during the Model Comprehensive Center-Based Early Childhood Programs Technical Assistance Training Project to be used as a research study designed to evaluate the training project. I understand that by agreeing to participate in this study, I will be asked questions regarding job satisfaction and quality childcare. I understand that I may withdraw from the study at any point without penalty. I understand that all information will be kept confidential and anonymous.

Name ____________________________________________
Address ____________________________
City/State ____________________________ Zip__________

_____ Yes, I would like to know the results of the study.
APPENDIX D

Pre-Test and Post-Test Scores for the ECJSS and the Teaching Practices Scales

<table>
<thead>
<tr>
<th>Ranges</th>
<th>cowork</th>
<th>super</th>
<th>mywork</th>
<th>condtns</th>
<th>pay/pro</th>
<th>inter</th>
<th>curr</th>
<th>han</th>
<th>pe</th>
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<tbody>
<tr>
<td></td>
<td>10-50</td>
<td>10-50</td>
<td>9-45</td>
<td>10-50</td>
<td>10-50</td>
<td>15-75</td>
<td>20-100</td>
<td>20-100</td>
<td>15-75</td>
</tr>
</tbody>
</table>

MENTORS

CLAIRE  | 49-48  | 50-50 | 45-42  | 47-50   | 42-44   |
AMY     | 47-50  | 50-50 | 40-44  | 43-46   | 43-48   |
BETH    | 41-49  | 50-50 | 39-42  | 45-47   | 34-38   |

PROTEGES

NANCY  | 38-36  | 33-41 | 32-41  | 34-36   | 31-28   | 37-65 | 43-85 | 60-83 | 45-61 |
SARA   | 38-25  | 22-24 | 25-20  | 26-34   | 31-28   |
Lynn T. Hill
136 Riverview Lane
Eggleston, VA 24086
(703) 921-1784

EDUCATION
Virginia Polytechnic Institute & State University
Department of Family and Child Development
Concentration: M.S. Child Development
Expected completion, May, 1994

Virginia Polytechnic Institute & State University
College of Human Resources
Concentration: B.S. Family and Child Services
Completed: June, 1975

PROFESSIONAL EXPERIENCE
1/86 - Present  Administrator
Rainbow Riders Childcare Center
Blacksburg, VA

10/92 - Present  Project Manager
Model Comprehensive Early Childhood Technical Assistance Grant
Blacksburg, VA

9/84 - 9/85  Director
Voluntary Action Center
Blacksburg, VA

6/76 - 12/83  Senior Social Worker
Montgomery County Department of Social Services
Christiansburg, VA

PUBLICATIONS
NATIONAL PRESENTATIONS


PROFESSIONAL MEMBERSHIPS

National Association for the Education of Young Children
Southern Early Childhood Association
Virginia Association for Early Childhood Education

Lynn T. Hill