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Developing a Mentoring Framework through the Examination of Mentoring Paradigms in a Teacher Residency Program

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Abstract: In this paper, we extend on our exploratory study that examined mentors' conceptualizations and practices of mentoring preservice teachers in a residency program to develop a mentoring framework to guide mentors' approaches to mentoring preservice teachers in a year-long clinical experience. Our mentoring framework has the potential to make mentors consciously aware of their roles and purposes of mentoring throughout the year and within respective contexts. This metacognitive approach may help them to improve their practice and grow alongside their mentee. The Mentoring Framework for Mentoring is a tool that may be instrumental in developing mentors' deeper understanding of the roles and purposes of mentoring to promote quality guidance and support for mentees. Our instrument has the potential to inform teacher preparation programs regarding goals and expectations for mentors to develop more formal mentoring guidelines and expectations, to better support the professional development of both preservice teachers and mentors.

Introduction

Mentoring has been used for many years as a support mechanism to help ameliorate the challenges encountered by beginning teachers during their induction into the teaching profession, especially for individuals who struggle with the demands of the job. More recently, Ambrosetti and Dekkers (2010) noted that “mentoring has become more prominent in pre-service teacher education” (p. 42). One example, the Teaching Residency Program for Critical Shortage Areas (TRP-CSA), placed graduate preservice teachers with mentors in a high-need school during an academic year of clinical practice. Each resident was matched with a mentor and placed in the mentor’s classroom for the duration of the year-long residency. Preservice teachers enrolled in a teacher residency program are referred to as residents, unlike in student teaching where preservice teachers are often referred to as interns or student teachers. These residents received daily support while teaching and learning alongside a mentor who had a non-evaluative role, a distinctive characteristic of the program. The year-long daily interaction between mentor and resident in the same room provided a new context for mentors who had never experienced this type of extended clinical placement (Irby, 2013).

Despite a proliferation of residency programs nationwide in the last ten years (Gatlin, 2009), a clear description of the mentoring process that occurs in this type of context is lacking. According to Garza, Duchaine, & Reynosa (2014), this lack of research describing the mentoring process in an extended practicum necessitates a focus on building understanding of how mentoring is portrayed (Walkington, 2005) in this context. Examining the interplay of purposes and approaches to mentoring may be critical for understanding how mentors view their role in facilitating aspiring teachers' professional growth and development and how their beliefs about mentoring are enacted. Extending our exploratory study (Garza & Reynosa, 2016) that examined mentors' conceptualizations and practices (Brondyk & Searby, 2013) of mentoring preservice teachers in a residency program, the present study draws more specifically on research examining mentor roles and responsibilities (Ambrosetti & Dekkers, 2010; Hall, Draper, Smith, & Bullough, 2008; van Ginkel, Oolbekkink, Meijer, & Verloop, 2016) in order to develop a framework to guide mentors' approaches to mentoring preservice teachers in a year-long clinical experience. Our aim in developing a framework is to provide mentors with a tool that challenges them to examine their roles in light of the context, audience, and purposes of mentoring so as to improve their practice.

Theoretical Framework

Research continues to document how mentoring in fields such as economics, management, academia, healthcare professions, and education (Chen, 2016; Humberd & Rouse, 2016; Kutchner & Kleschick, 2016; Vinales, 2015; Whitehurst & Rowlands, 2016; Reese, 2016) has made an impact on career development through quality support for an inexperienced colleague. However, as Valenčič and Vogrinc (2007) stressed, "for quality mentoring, it is necessary to among others, be familiar with the goals of mentoring and the tasks of mentoring" (p. 374). This study is guided by mentoring, an approach where one or more persons are charged with providing guidance and various types of support to a beginning teacher, thereby helping the novice educator to transition into the school culture and the teaching profession (Garza, 2009; Fletcher & Mullen, 2012; Hobson, 2012). Fostering an inexperienced educator's growth and professional development can occur through an individual approach (Byington, 2010), by committee (Whitehurst & Rowlands, 2016), or as Klinge (2015) suggested, through a "reciprocal and collaborative partnership" (p. 160). A mentoring partnership may also involve "collaborative learning through reflection and rational discourse" (Klinge, p. 165), but this requires the mentor and mentee to personally invest in working and learning from each other (Ambrosetti, 2014).

While there are various approaches to mentoring, the common primary purpose of mentoring in an educational setting is to advance an individual's professional growth and development (Zachary, 2002) and to help him/her to navigate the systemic and instructional aspects of teaching (Garza, 2009). This type of support can "help mentees look into the future" and "put things into perspective and evaluate alternatives" (Cramer, 2016, p. 38) when faced with challenges and disappointments. As Bey and Holmes (1992) articulated: "(a) mentoring is a complex process and function; (b) mentoring involves support, assistance, and guidance, but not evaluation of the protégé; and (c) mentoring requires time and communication" (p. 4). Adding to the complexity of mentoring are the varied definitions of mentoring, terms used to describe the mentor (Brondyk & Searby, 2013), and some conflicting definitions or roles. For example, although mentoring should not include a formal assessment, in teacher preparation, mentors usually have an evaluative role in assessing progress during the clinical experience (Ambrosetti,

2014). In these cases, the experienced teacher may be acting as more of a supervisor than a mentor, adding to the unclear dimensions of a mentor's role.

Mentor Roles

Mentoring is a complex and dynamic relational and developmental undertaking that may be assumed voluntarily or assigned. Whether mentoring occurs formally or informally, the literature identifies an array of roles and responsibilities that describe a mentor's behaviors such as "leader, good listener, role model, enabler, collegial collaborator, and organizer of experiences" (Hughey, 1997, p. 103). More recently, Ambrosetti and Dekker's (2010) analysis of research on mentoring identified additional terms used to describe the mentor's role including "critical evaluator, critical friend, coach, equal partner, instructor, and observer" (p. 46). Because so many different terms are used to define a mentor's role, clarification of the mentor's role and identification of the type of mentoring conducive to the context is important (Byington, 2010).

It is often assumed that teachers' classroom experience alone is sufficient preparation for effective mentoring. As a result, pre-service teachers often have mentors with little or no specific professional preparation for their mentoring role (Roegman, Reagan, Goodwin, & Yu, 2016). Yet, mentoring involves interaction between the expert and learner with the intention of supporting and facilitating the professional growth of the protégé (Odell & Huling, 2000). This interaction, whether verbal or nonverbal, can also be beneficial for the mentor. According to Valenčič and Vogrinc (2007), this can occur when mentors better understand the roles in a mentoring relationship and how the responsibilities can be applied appropriately in various contexts. Similarly, Ambrosetti (2014) acknowledged the importance of clarifying mentor roles and how they are enacted in practice to provide an effective mentoring experience for the mentee.

While research indicates the importance of understanding the expectations of the mentoring role, it is also important for mentors to continue to grow professionally. For example, Leshem (2014) surveyed female elementary teachers to examine their views on the mentor role. While their perceptions of this function were connected to "professional experience, interpersonal relationships, personality qualities, and role modelling," (p. 266), findings suggested that mentors wanted to grow professionally by understanding better their roles as a mentor. "How mentors perceive their roles is of great importance for their own professional development and consequently for promoting their identities as professional mentors within their educational institutions" (p. 270). In a different study that surveyed teachers that had worked with preservice teachers in a semester or year-long experience, Hall et al. (2008) found that mentors perceived the most important responsibilities of their role as a mentor to be socializing aspiring teachers into the profession and providing them with opportunities to implement instruction. Research clearly indicates that mentors want to and need to have a better understanding of their role as a mentor for quality learning for both mentor and mentee to occur (van Ginkel et al., 2016).

Mentoring Paradigms

Mentoring has been used in multiple ways for multiple purposes, and models have been developed for many of these, such as models that focus on graduate students, (Martin, Gourwitz,

& Hall, 2016), university and community partnerships to help disadvantaged youth (Grineski, 2003), or the roles in peer mentoring (Revelo & Loui, 2016). Our study is guided also by a conceptual framework that synthesizes mentoring terms and paradigms and provides an overview of the various roles and purposes related to mentoring. Table 1 (Brondyk & Searby, 2013, p. 194) highlights three distinct mentoring paradigms: Traditional, Transitional, and Transformational. The purposes and roles for these paradigms are informed by empirical research and range from maintaining the status quo in the educational organization (traditional) to moving toward or achieving change and innovation (transformative) (Kochan & Pascarelli, 2012, p. 193).

Each of the three mentoring paradigms reflects a specific type of mentor – mentee interaction that affects the extent to which the mentoring relationship is a collegial and reciprocal partnership. The “Traditional, Transitional and Transformative” mentoring paradigms encompass a broad spectrum of mentoring approaches, from the traditional authoritative/supervisory approach where mentors establish a hierarchical relationship, attempt to transmit existing value sets (Brondyk & Searby (2013), and maintain oversight of the mentee, to the much more complex and contemporary transformative paradigm where mentor and protégé are equally engaged in discovery, innovation and organizational transformation. The transitional mentoring paradigm includes a much more collaborative relationship where the mentor fosters the mentee’s growth through a culturally responsive lens. The transformative mentoring paradigm includes a relationship where both parties are co-learners and the exchange of ideas and suggestions is reciprocal in nature. It is this paradigm’s “cultural frame” that “looks beyond what is, to what might be—a more intensified questioning of beliefs, patterns, and habits” (Kochan & Pascarelli, 2012, p.193), and potentially transform not only the individuals in the mentoring relationship but the organization as well.

<i>Traditional mentoring paradigms</i>	<i>Transitional mentoring paradigms</i>	<i>Transformative mentoring paradigms</i>
<p>Involves the transfer of skills within authoritative and apprenticeship contexts; traditionally male-based in its origins; status quo culture, values transmitted</p> <p><i>Support</i> (Ballantyne et al., 1995) The purpose is to emotionally and logistically support novices to help them survive the first years on the job. Retention is a goal of this type of mentoring Terms: Buddy Friend Advisor Counselor</p> <p><i>Supervise</i> (Borko and Mayfield, 1995) The purpose of this type of mentoring is oversight and</p>	<p>Mentor and protégé are partners, co-learners; mentor is guide, supporter. Cultural gaps are bridged, and cultural differences honored</p> <p><i>Instruct</i> (Denyer, 1997) The purpose is to help novices learn about their practice. The mentor uses various stances and strategies, depending on the situation, like teaching directly and asking probing questions. Together they plan, teach, and analyze practice Terms: Instructor Teacher Field instructor</p> <p><i>Reflect</i> (Schón, 1987)</p>	<p>Mentor and protégé are engaged in creativity, discover, innovation; mentor and protégé roles are fluid and changing; new realities are created as they engage in collective action to transform the organization</p> <p><i>Inquire</i> (Feiman-Nemser, 2001b) The purpose of this type of mentoring is joint inquiry into real issues of practice. The mentor and novice analyze artifacts of practice as a way to think about the work, learn from one another, and plan next steps Terms: Co-learner Field instructor</p>

therefore, there is a hierarchical nature to the relationship. The goal is to make sure that the novice does what is required

Terms: Supervisor
Field supervisor
Sponsor

The purpose is to help novices adopt reflective habits by giving them opportunities for reflection. The goal of reflection is to help them analyze their practice – both successes and challenges – as a means to improve
Terms: Facilitator

Guide

(Blackwell, 1989)

The purpose is to help novices improve by identifying weaknesses and offering suggestions. This often involves “putting out fires” and fixing immediate problems

Terms: Coach
More knowledgeable
other
Tutor

Source: Adapted from Kochan and Pascarelli (2012); Mullen (2012); Zachary (2012)

Table 1: Mentoring Paradigms

Research undoubtedly indicates that effective mentoring involves a clear understanding of a mentor’s responsibilities to enhance learning and professional growth (Valenčič & Vogrinc, 2007). However, what makes this a complex undertaking is that mentors may base their own practice on their own experiences as mentees, and/or their prior experience as teachers or mentors and may lack understanding of different mentoring roles and purposes. As a result, their mentoring effectiveness and potential for personal growth may be limited.

Much of the discourse on mentoring addresses teacher attrition (Bang, Kern, Luft, & Roehrig, 2007; Smith & Ingersoll, 2004), programs for induction and mentoring (Ingersoll & Strong, 2011), mentor roles and characteristics (Friedrichsen, Chval, & Teuscher, 2007), mentor experiences (Trubowitz, 2004), mentoring leaders (Thornton, 2012), mentor traits (Fluckiger, McGlamery, & Edick, 2006), benefits of mentoring (Murphy & Ensher, 2006), psychosocial aspects of mentoring (Bullough & Draper, 2004), and mentoring in urban settings (Yendol-Hoppey, Jacobs, & Dana, 2009). However, the lack of research on mentoring preservice teachers in a residency program merit an exploration of the understandings that mentors utilize in guiding an aspiring teacher in the context of an extended clinical experience. Examining the interplay of mentoring paradigms for mentors who teach with a resident during an academic year may be a way of illuminating how mentors actualize their roles in that context.

Methodological Considerations

In this qualitative study we used constant comparative analysis (Strauss & Corbin, 1998) to allow the data to drive recurring patterns and ideas linked to real-life situations and values coding (Saldaña, 2016) to situate mentors’ responses within three different mentoring paradigms. “Values coding is the application of codes to qualitative data that reflect a participant’s values, attitudes, and beliefs, representing his or her perspective or worldview” (Saldaña, 2016, p. 131). This study was framed using the mentoring paradigms as reported by Brondyk and Searby (2013). The following questions guided this study: (a) What do mentors’ responses reveal about

their conceptualization of the mentoring process? (b) What do mentors' responses reveal about the type of mentoring afforded to preservice teachers in a residency program?

Participants and Context

The Teaching Residency Program for Critical Shortage Areas (TRP-CSA) was a federally funded graduate residency program designed to recruit, prepare and retain science, mathematics and special education teachers in high-need secondary urban schools. For the purposes of the grant program, "high-need" referred to schools that had comparatively high teacher turnover rates and high proportions of students who were identified as economically disadvantaged. The overarching goal of this highly selective program was to prepare culturally responsive teachers who are equipped with effective strategies for teaching students who are culturally, academically, linguistically, and socially diverse. The preservice teachers selected for the program, called residents, engaged in a 14-month schedule that included a clinical practice placement in an experienced teacher's (mentor) classroom for a full school year of approximately nine months. Residents also completed graduate-level coursework that resulted in attainment of a Master of Education (M.Ed.) degree and a Texas teacher certification.

This study, one of many conducted during and after the program, focused on mentor conceptualizations of mentoring. Participants included 45 mentor teachers (31 high school and 14 middle school) in local area high-need schools. There were 30 female and 15 male mentors (1 Asian, 3 African American, 7 Hispanic and 34 White). Of these, 16 mentors taught mathematics and 29 taught science; 6 also taught special education in addition to either mathematics or science. We used purposeful sampling because the mentors would be able to "inform an understanding of the research problem and central phenomenon" in our study (Creswell, 2003, p. 125). TRP-CSA mentors had a wide range of teaching experience that spanned from 2 to 35 years. Similarly, experience with mentoring ranged from 0 to 10 years, and most of this experience involved student teachers and/or novice teachers; a few had been previous mentors with the residency program. Though 45 mentor teachers participated in the residency program, only 39 surveys were submitted. Survey responses were provided by the external evaluator to the researchers in an anonymous format. As a result of this anonymity, more specific information could not be obtained.

Mentors volunteered or were recommended by site administrators and department heads, selected after a thorough screening and interview process conducted by TRP-CSA staff, and received a stipend for their participation in the extended clinical experience. Mentor participation included two days of summer mentor training that focused on the roles and purposes of mentoring. Since special education was a component of the residents' preparation program, these sessions also included instruction in inclusion and collaborative teaching. Collaborative teaching over the course of a full-year requires the experienced in-service teacher and a pre-service teacher to learn from one another as they blend lesson planning and instructional strategies. This differs from the traditional student teaching approach because the resident and mentor teach and work alongside each other as co-partners, as opposed to a student teacher who gradually assumes instructional responsibilities over the course of a prescribed time-period while being evaluated by the mentor.

Residents were placed in middle and high schools within two high needs districts. The nearly 86,000 students enrolled in one partnership school district embodied a diverse student population: African American (10%), Asian Pacific Islander (4%), Latino (60%), Native

American (< 1%), and White (24%) students. Of these students, nearly 64% were identified as economically disadvantaged, 29% were proficient in a language other than English, and 10% had been diagnosed with a disability. The second partnership school district enrolled nearly 11,000 diverse students: African American (11%), Asian Pacific Islander (< 1%), Latino (82%), Native American (< 1%), and White (6%) students. Of these students, nearly 87% were identified as economically disadvantaged, 32% were proficient in a language other than English, and 10% had been diagnosed with a disability.

Data Sources and Analysis

Data sources included survey responses from mentors who participated in the TRP-CSA residency program over the four years of the project as a way to triangulate the responses to the open-ended questions at different points in time. The external evaluator contacted the mentors at the end of the school year, inviting them to complete the program survey. Both new and returning mentors were invited to complete a survey at the conclusion of the residency experience, each year they mentored residents. The open-ended survey questions, informed by the literature on mentoring, included the following: (a) Why did you decide to become a mentor? (b) What were your expectations from being a mentor? (c) How has the mentoring experience influenced your teaching? (d) Please list attributes or characteristics you possess that make you an effective mentor. (e) What has been the most valuable aspect of participating as a mentor teacher of TRP-CSA? While the selection process of mentors was not used to inform the findings, the open-ended nature of the survey questions allowed for potential insight into the participants' mindset and, hence encouraged in-depth answers to inform the research questions posed in the study. These questions fall into three categories: mentors' perceptions of the personal characteristics they possess that make them effective mentors, their motivation and expectations for mentoring, and their reflections on the value of the mentoring experience.

At the end of the four years, all mentor survey responses were analyzed independently using constant comparative analysis (Strauss & Corbin, 1998) to position mentors' responses within three mentoring paradigms. A response in this study consisted of a statement or statements that answered a question or prompt. A thorough analysis of the four years of survey data yielded only 114 responses from the 39 mentors because some questions were not answered in each of the four years of survey data. Independently, we each sorted survey data from year one to identify mentors' conceptualizations of mentoring by using purposes of mentoring as a guiding lens to code each response. Then using Brondyk and Searby's (2013) mentoring paradigms (Table 1), we situated mentors' conceptualizations of mentoring into the "Traditional, Transitional or Transformative" mentoring paradigms in the specific context of a year-long residency. Identifying mentoring paradigms through mentors' perceptions captured ways mentoring is "conceptualized and enacted in very different ways for different purposes" (p. 193). Then through debriefing (McMillan, 2012), we discussed our initial categorizations as a way to establish credibility. We repeated this process for each of the remaining three years of survey data. Mentor responses that did not directly address the purposes or roles of mentoring were not ascribed to one of the mentoring paradigms. These responses were designated as N/A, not applicable. Of the 114 mentor responses, only 93 responses were categorized because 21 responses could not be ascribed to one of the three mentoring paradigms.

The next phase of analysis consisted of comparing and discussing our categorizations from each of the four years of survey data to determine a final sorting of responses within the

three different mentoring paradigms. Researcher bias may have occurred in the coding of the data; however, requiring mentors to respond to the same questions over four distinct years helped to identify patterns in the meaning of their responses. Finally, an independent researcher was asked to provide feedback on our categorizations to further enhance the credibility of our findings through peer debriefing (McMillan, 2012).

Findings and Discussion

The full year of clinical practice is the central characteristic of a residency program, distinguishing it from traditional student teaching that occurs in one semester (or less than half a school year). Unlike traditional teacher preparation clinical placements, the extended clinical practice of a residency allows the mentor-resident relationship to evolve and progress more fully throughout an entire academic year. Examining mentors’ conceptualizations of their mentoring practices provided insight to the mentoring paradigms utilized in their collaboration with residents in this context. Findings described below illuminate the variation in perceptions among mentors, a range of approaches to mentoring, and the complexity of the mentoring process specific to the residency context.

Also, a discussion of how the categorization informed the development of our framework for mentoring preservice teachers in a residency program is included below. Table 2 shows a distribution of mentors’ responses categorized by mentoring paradigm.

Mentoring Context	Survey Questions	Traditional Paradigm	Transitional Paradigm	Transformative Paradigm
Personal Attributes	Please list attributes or characteristics you possess that make you an effective mentor?	6	5	3
Motivation and Expectations	Why did you decide to be a mentor?	12	9	1
	What were your expectations from being a mentor?	10	6	2
Reflections on Experiences	How has the mentoring experience influenced your teaching?	2	15	3
	What has been the most valuable aspect of participating as a mentor teacher of TRP-CSA?	5	9	5
Total		35	44	14

Table 2: Distribution of Mentor Responses (N = 93)

For the Motivation and Expectations questions, more responses related to the Traditional and Transitional paradigms. These questions, although included in a survey conducted at the end of the school year, asked mentors to recall their motivation and expectations before the residency year began. It should be noted that responses to these questions about mentors’ perceptions of their motivation and expectations could have been influenced by their experience over the course of the year. For the Reflections on Experiences questions, mentors discussed how their teaching practice benefitted from the experience of mentoring and what they valued in the experience.

More of these responses fell into the Transitional and Transformative paradigms, and this perhaps suggests that mentors' perceptions evolved over time and possibly moved closer to the Transformative paradigm as they reflected after the mentoring experience. Any movement towards the Transformative paradigm might not have been influenced by an extended clinical experience alone. Perhaps it was a combination of several factors, including targeted instruction, ongoing reflective discussions among mentees and program staff, or other reflective practices utilized throughout the academic year.

Personal Attributes

Responses from mentors in this category were difficult to categorize due to the truncated nature of the replies. For example, some mentors simply listed (by bullets) several characteristics without the benefit of an explanation. As a result, the overall number of responses for Personal Attributes was fewer than those in the Motivation and Expectations and Reflections on Experiences. For the Personal Attributes question, most mentor responses aligned somewhat evenly between the Traditional and Transitional paradigms, while only three mentors identified attributes related to the Transformational paradigm. This indicated that responses were evenly divided between more traditional terms such as supervisor and model and more transitional terms such as co-teacher. The complexities of the educational environment and the multitudinous roles of the classroom teacher can contribute to a lack of a shared understanding of the meaning of the terms mentor and mentoring (Hall et al., 2008). Similar to the findings of Brondyk & Searby (2013), this confusion was reflected in the varying ways mentors described their personal attributes. One mentor stated,

I am a good listener, and I can offer constructive feedback without being too personally involved. I praise when it is merited and I can offer encouragement and emotional support when it is needed. I also possess a lot of resources so I can draw from those when my beginning teacher is in need of theory or instructional material to modify or use.

Indicative of mentoring in the Traditional paradigm, this mentor highlighted a personally detached interaction style and seemed to perceive mentoring as a transfer of skills with support. In contrast, another mentor whose response was categorized in the Transitional paradigm described the mentor-mentee relationship in more mutually beneficial terms and the mentoring role as acting more as a guide and facilitator, offering help to the mentee while remaining open to learning new ideas for self-improvement.

I am flexible, willing to let the new teacher teach, willing to learn new things and improve my abilities, I am not overly controlling or set in my ways. I lead by example and am a good communicator. I enjoy helping the mentee reflect on their lessons and lesson delivery.

These differing views of mentoring characteristics convey the diversity of how mentors view themselves and the responsibilities connected to their practice and suggest the possible need for a guiding mentoring framework. As Leshem (2014) acknowledged, "how mentors perceive their roles is of great importance for their own professional development and consequently for promoting their identities as professional mentors within their educational institutions" (p. 270). While these comments convey support of the mentee, the varying perceptions reflect critical aspects of an individual's work as a mentor framed within a mentoring paradigm.

Motivation and Expectations

When asked about their motivations and expectations for becoming mentors, most participants provided responses that reflected purposes and approaches found in Traditional mentoring paradigms. This suggests that a majority of the responses described a mentoring practice through a supervisory lens where the primary focus of the mentoring role was in the transfer of skills and practices. Mentors offered explanations suggesting general support by creating a “positive environment in which to be introduced to teaching” and generating opportunities to model teaching practices and supervise the mentee in the classroom to “help train teachers to understand and be prepared for the challenges they will face.” In addition, these responses denoted mentoring approaches that have their basis in the perpetuation of the school culture through the replication of teaching practices, and where knowledge and values transmit from mentor to mentee. Although this mentoring approach may serve as an effective and expedient practice to indoctrinate new teachers into the school community, there are limitations. As Roegman et al., (2016) acknowledged, “when residents learn to teach through mimicking their mentors, the teaching profession risks replicating itself, with limited room for growth or revision” (p.48). It is the mentor’s ability to engage in genuine reflection and to redefine his/her role in the classroom (Clarke et al., 2012; Ehrich, Hansford & Tennent, 2004) from sole figure of authority to one of partner and co-teacher, that allows for the progression of mentoring approaches from those defined as Traditional to those more closely related to Transitional.

Reflections on Experiences

As the emphasis of the survey questions shifted in focus from identifying expectations, to addressing mentors’ experiences, mentor responses reflected a shift from the Traditional to a more Transitional mentoring paradigm. As mentors reflected on what they learned and the value of the experience, they described practices that focused not only on resident growth but also on their own growth, especially in their ability to articulate aspects of their practice they had considered “innate.” Data also suggest that mentors conceptualized their roles in a manner that necessitated greater levels of self-awareness and allowed for the process of co-learning to occur. As some mentors stated, the process of mentoring influenced them to be “meaningful and purposeful” in their practice and, as one mentor stated, “forced me to articulate and explain my methods.” This contrasts with some mentors’ descriptions of their attributes as teachers and mentors as being instinctive and something that came “naturally” to them as educators. One mentor expressed how the mentoring experience “forced me not to ‘just do’ but to thoroughly explaining [sic] the why, when, how and where” of their teaching practice.

Although the overall majority of mentors’ responses were situated within the Transitional mentoring paradigm, there was a slight shift of responses from the Traditional to the Transitional paradigm when questions asked mentors to reflect on the residency mentoring experience. This indicated that in this extended clinical experience, where mentors and residents were spending a great deal of time together, some mentors expressed a more thoughtful collaborative relationship where they acknowledged the resident as a partner and co-learner. There was less of an emphasis on the Traditional mentoring paradigm notions of supervision and the perpetuation of the status quo in the responses to reflection questions, and more indications of relationships where mentors were actively engaging in a dialogue about teaching practice, instructional design and implementation.

The mentor teachers who participated in our study teach in high-need campuses where students are racially and culturally diverse. Interestingly, some mentors' responses that were categorized in the Transitional paradigm, also mentioned that bridging existing cultural gaps was important for achieving success in the classroom. Similarly, Yendol-Hoppy et al. (2009) examined mentoring in an urban context, where mentors believed that one of their "greatest challenges as a mentor was helping new teachers embrace, understand, and attend to issues of race and class as they taught" (p.35). One mentor commented,

My expectations were to assist my mentee in not only the content knowledge, but also in the day-to-day practices of an educator. I also wanted to assist my mentee in the cultural sensitivity and relationships – with students, parents, colleagues, and the community – that are necessary to be most successful for your students.

Overall, the fewest responses were categorized in the Transformative paradigm in which mentoring practices are a more fluid dynamic between mentor and mentee, and where the mentor and resident view each other as colleagues and co-learners engaging in joint discovery and improvement. These mentors' willingness to learn from the residents suggested a more evolved sense of mentoring, in which interplay, collaboration and reciprocity (Klinge, 2015) replaced direct instruction and supervision. Additionally, these comments indicate a willingness to employ a new mindset and to "see how it works from a whole new lens." As one mentor commented about the experience, "It has helped me reflect on my teaching practices in a whole new way." Developing this reciprocal and collaborative partnership required a new perspective and understanding of mentor roles in this specific mentoring context (Valenčič & Vogrinc, 2007). "My beginning teacher did introduce me to new best practices and strategies or suggestions to improve learning for our students and improve our teaching," noted a mentor. Notably, the mentor's use of the collective "our" in describing students and teaching, highlighted a key feature of the Transformational paradigm -- a true partnership where both mentor and mentee function as equal co-learners and reflective practitioners.

Mentoring Framework for Mentors

Findings from our study revealed mentors' conceptualizations of mentoring. Their perceptions of mentoring were critical to our understanding how they envisioned the enactment of their roles (Hall et al., 2008) in relationship to the three mentoring paradigms. Consequently, we were motivated to develop the Mentoring Framework for Mentors (see Appendix) as a tool to help mentors to develop their practice to operate effectively in the Transformative paradigm that includes fluid rather than fixed roles for mentor and mentee, and mutual engagement in creative innovation focused on discovery and transformation. Our Mentoring Framework is informed by mentors' perceptions of their practice delineated in this study and previous research on the TRP-CSA residency program (Garza & Werner, 2014; Garza, Duchaine, & Reynosa, 2014; Garza & Reynosa, 2016). The Mentoring Framework includes side-by-side mentee and mentor expectations that are aligned with the Traditional, Transitional, and Transformative mentoring paradigms (Brondyk & Searby, 2013).

The Mentoring Framework (see Appendix) shows the residency mentoring experience separated into four stages: Orientation, Integration, Application and Innovation. Though not exhaustive, the framework provides explicit examples of the expectations for mentor roles and

actions that are appropriate at different stages of the mentoring process, culminating with the mentor operating in the Transformative paradigm.

In each stage, the Framework provides examples of mentoring practices that will establish a foundation for the mutual benefit of the mentor – mentee in that stage, and designates a pathway for progression into subsequent stages. “Mentor Actions” describe what the mentor should be doing within that mentoring stage along with a description of the expectations. Our instrument also identifies the mentoring paradigm that applies to that specific stage. In addition, each of the four stages allows for a respective program to recommend a timeline for implementation. Our instrument, while prescriptive in nature, provides a formal level of guidance to mentors; however, the instrument also allows for flexibility influenced by the mentee’s level of performance, readiness at each stage, and the context of the placement. This framework is designed as a guide that can be utilized by mentors to both identify their roles in the mentor-mentee dynamic and to assist their progression towards a Transformative mentoring approach.

We posit that our framework can be used in two important ways. First, mentors can use the framework as a guide to provide a deeper understanding about mentoring roles to promote professional growth. “This process in clarifying issues regarding the mentor’s precise role, and the form of their help, is crucial to the quality of mentoring and, consequently, for trainees’ professional development” (Valenčič, & Vogrinc, 2007, p. 383). Developing a tool that provides mentors with the information they need to improve their practice and to understand better their role and expectations of a program may be critical to their professional development and that of their mentee. Also, informing mentors’ thinking may help them to understand how to operate in the Transformative mentoring paradigm.

Second, providing this instrument to mentors associated with a teacher residency program, or other type of clinical experience, can be used as a tool for self-assessment of mentoring practice. This may help mentors become more contemplative and intentional about their roles and purposes as they work to improve their mentoring practice. In the interest of impacting professional growth, “both mentors and mentees need to know what their associated roles are and how they interact” (Ambrosetti & Dekkers, 2010, p. 52). A mentor’s ability to recognize what is being done and how their practice can be enhanced is critical to progressing from the “Traditional” to the “Transformational” mentoring paradigm. Engaging in this kind of reflective practice may help mentors to question long-held behaviors and beliefs and ultimately move them toward the innovation and creativity described in the Transformative mentoring paradigm.

Our findings suggest that most mentors in the TRP-CSA program conceptualized mentoring through a transitional mentoring paradigm and few mentors fostered a transformative mentoring paradigm as reflected in the categorization of responses. The importance of quality mentoring through an extended clinical experience cannot be underestimated. “Aspiring teachers need sustained clinical experiences, working alongside expert practitioners, to build links between educational theory and hands-on classroom practice so that they are ready for the rigors of the job on the first day of school” (The Sustainable Funding Project, 2016, p.3). Studies focusing on residency programs like TRP-CSA, have the potential to identify mentors’ perceptions and approaches to mentoring preservice teachers and to illuminate the “lack of a shared understanding of university teacher educators and public school teachers about the roles and responsibilities of mentoring” (Hall et al., 2008, p.343).

Conclusions and Implications

The purpose of our study was to develop a mentoring framework to guide mentors' approaches to mentoring preservice teachers in a year-long clinical experience. Our findings add to the extant research on mentoring by suggesting that our Mentoring Framework for Mentors is a tool that may be instrumental in developing mentors' deeper understanding of the roles and purposes of mentoring to promote the guidance and support for mentees in different types of clinical experiences. We suggest that our framework has the potential to make mentors consciously aware of their roles and purposes of mentoring throughout the year and within respective contexts. This metacognitive approach may help them to improve their practice and grow alongside their mentee. In addition, our findings illustrate mentors' conceptualizations of the type of mentoring afforded to preservice teachers in a residency program. Mentors participating in a residency program and afforded an extended time-frame with their protégé, may be culturally responsive (Irvine, 2003) to the preservice teacher's needs by utilizing different mentoring paradigms. We suggest that the context, duration, and point in time during the academic school year may influence the type of mentoring a preservice teacher may need to develop socially, pedagogically, psychosocially, and professionally (Mullen, 2012). Furthermore, our findings also indicate an interplay of the different mentoring paradigms conceptualized by the mentors. While the data suggest that at some point in time the mentor was the instructor (traditional mentoring) and at other times a partner in the classroom (transitional mentoring), the constant interaction may have been instrumental in contributing to the mutual growth and development for both the resident and mentor (transformational) (Brondyk & Searby, 2013). Finally, our findings have the potential to inform other residency programs and teacher preparation programs regarding goals and expectations for mentors and help programs to develop more formal mentoring guidelines and expectations (Garza & Werner, 2014; Roegman et al., 2016), that better support the professional development of both preservice teachers and mentors. For example, understanding a mentor's conceptualization of the mentoring process can inform the development of an appropriate training model to prepare mentors who teach and learn alongside a preservice teacher resident during an academic school year. "Understanding the nature of mentoring, the process of mentoring and the distinct components that are encompassed in mentoring, will provide an informed approach that can enable all participants to meet their goals" (Ambrosetti, 2014, p. 40). This study is limited by the small number of mentors involved in one university residency program. Also, mentors' participation in the residency program ranged from one to three years, and the varying length of involvement may have influenced responses to the open-ended survey questions in a given year. Additionally, conducting mentor surveys at the conclusion of the residency experience may have influenced the manner in which mentors responded to survey questions, especially those that asked them recall perceptions at the start of the year. Caution should be taken when generalizing our findings to other mentors in diverse teaching contexts. The Mentoring Framework for Mentors may serve as a useful tool for training and self-assessment, but further study is needed as it is implemented for this purpose to determine its efficacy. Specific questions to explore further include the following: What factors do mentors consider when using the different paradigms?; What mentoring paradigms are used across different types of clinical teaching experiences and how does their use influence the mentee's development?; What paradigms are more effective at different stages of the mentee's development?; What is the impact of the Mentoring Framework on mentors' and mentees' development?

growth and development? Finally, how does the Mentoring Framework impact overall mentoring practices?

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Appendix

Mentoring Framework for Mentors

Orientation Stage	
Resident Practice	Mentor Action
During the <i>Orientation</i> stage, Resident will:	During the <i>Orientation</i> stage, Mentor will:
<ul style="list-style-type: none"> ● Establish self as observer ● Acknowledge the self as co-teacher (not as a student teacher) <ul style="list-style-type: none"> ○ Model professional dispositions ● Establish rapport with students ● Become knowledgeable of school culture and organizational structure <ul style="list-style-type: none"> ○ Campus demographics ○ Classroom and campus layout 	<ul style="list-style-type: none"> ● Establish self as role model ● Welcome resident as co-teacher (not as a student teacher) <ul style="list-style-type: none"> ○ Introduce resident as co-teacher ○ Provide physical resources similar to mentor (i.e., desk, storage space, name plates, etc.) ● Schedule time to get to know the resident ● Provide access to district and school personnel, physical layout and demographic data <ul style="list-style-type: none"> ○ School administration ○ School personnel ○ Campus map of school ● Discuss school operating policies and protocols

- Become knowledgeable of campus procedures and protocols
 - Communication processes with students, school personnel, and parents/guardians
 - Emergency protocol procedures
 - Attendance and Discipline
- Become knowledgeable of classroom culture, procedures and protocols
- Begin to initiate tasks to complete and assumes responsibility for basic class tasks, (i.e., attendance, grading, classroom set up, etc.)
- Begin to assume responsibility for implementing instruction
- Establish collegial relationships with departmental/school personnel
- Coordinate formal teaching observation schedule with mentor
- Observe additional teachers in
 - Same subject area
 - Other subject areas
- Begin to reflect on observations and instructional opportunities, e.g. mentor's classroom, other classrooms and other school campuses
- Coordinate feedback schedule with mentor (i.e. weekly, daily, etc.)
 - Accept mentor feedback with dignity
- Begin to attend meetings and professional development sessions at the student, teacher, and campus levels
 - Communication processes with students, school personnel, and parents/guardians
 - Emergency protocol procedures
 - Attendance and Discipline
- Provide access to student names, appropriate demographic information and classroom norms of conduct
- Acknowledges resident initiative (or reminds as needed)
 - Provides opportunities to complete assigned class related tasks
- Provide instructional resources (i.e., course expectations, course guides, curriculum, books, and other materials related to instruction and assessment)
- Introduce resident to departmental and school personnel
- Establish formal teaching observation schedule with resident
- Facilitate additional observation opportunities for the Resident with teachers in
 - Same subject area
 - Other subject areas
- Facilitate discussion/reflection sessions regarding observations and instructional opportunities e.g. mentor's classroom, other classrooms and other school campuses
- Assess need for resident feedback and honor the coordinated schedule for resident (i.e. weekly, daily, etc.)
 - Also provide feedback as needed
 - When necessary, conduct critical conversations / difficult discussions with Resident and develop improvement plans with clearly identified benchmarks.
- Identify appropriate meetings and professional development sessions for resident to attend at the student, teacher and campus levels

Mentoring Paradigms

Mentor: Traditional Mentoring Paradigm

Traditional mentoring paradigms involve the transfer of skills within authoritative and apprenticeship contexts; traditionally male-based in its origins; status quo culture, values transmitted

Support

(Ballantyne et al., 1995)

The purpose is to emotionally and logistically support novices to help them survive the first years on the job.

Retention is a goal of this type of mentoring.

Terms: Buddy, Friend, Advisor, Counselor

Supervise

(Borko and Mayfield, 1995)

The purpose of this type of mentoring is oversight and therefore there is a hierarchical nature to the relationship.

The goal is to make sure that the novice does what is required

Terms: Supervisor, Field supervisor, Sponsor

Guide

(Blackwell, 1989)

The purpose is to help novices improve by identifying weaknesses and offering suggestions. This often involves “putting out fires” and fixing immediate problems.

Terms: Coach, More knowledgeable other, Tutor

Integration Stage

Resident Practice	Mentor Action
<p>During the <i>Integration</i> stage, the Resident will:</p> <ul style="list-style-type: none"> ● Apply strategies for getting to know the students, i.e., grading, nameplates, interest inventory, attending school functions, etc. ● Initiate opportunities to participate as a co-teacher in the classroom <ul style="list-style-type: none"> ○ Assumes greater responsibility for daily tasks in the classroom ○ Participates with the mentor in fulfilling school responsibilities, i.e., lunch duty, after-school tutoring, detentions, etc. ○ Adheres to classroom and school protocols (e.g. norms of conduct, reporting attendance, use of mobile devices) ● Actively engage in lesson planning with the Mentor and/or Area Team, <ul style="list-style-type: none"> ○ Ask mentor to identify lessons for resident to plan ○ Initiate help with developing lessons/materials 	<p>During the <i>Integration</i> stage, the Mentor will:</p> <ul style="list-style-type: none"> ● Facilitate opportunities for resident to get-to-know students ● Demonstrate commitment to involve the resident as a co-teacher in the classroom <ul style="list-style-type: none"> ○ Release tasks to the resident ○ Fulfill school responsibilities alongside the resident as equal partner, i.e. lunch duty, after-school tutoring, detentions, etc. ○ Model the use of classroom and school protocols ● Involve the Resident in lesson planning for classroom and/or Area Team, <ul style="list-style-type: none"> ○ Identify lessons for resident ○ Release some of the responsibility to create lessons/materials ○ Be open to new learning

- Shares ideas/suggestions when appropriate
- Asks questions, enhancing pedagogical knowledge and skills
- Begin to develop teacher identity, reflected through expected dispositions
 - Demonstrates professionalism through appropriate dispositions
 - Listens to the mentor and enacts advice and suggestions
- Assume responsibilities for developing and implementing class lessons
- Initiate feedback and reflection sessions with mentor regarding pedagogical practice
 - Actively reflect on what is observed in the classroom and school setting
 - Actively reflect on self-performance
- Attend school/district general and/or content-specific professional development sessions.
- Attend meetings and conferences regarding student academic status (e.g. ARD, LPAC, ISS, etc.).
- Help to foster teacher identity and expected university/institutional dispositions
 - Model professionalism
 - Offer advice and suggestions
 - Value the resident
 - Respect the residents' values and beliefs as an aspect of their teacher identity
- Identify target class(es) for resident to teach as determined by readiness (minimum target of 2 lessons per week)
- Schedule time to conference with resident regarding pedagogical practice
 - Pose questions that encourage dialogue through formal and informal sessions
 - Provide written feedback during formal sessions
 -
- Identify appropriate school/district general and/or content-specific professional development sessions and encourage resident to attend.
- Identify meetings and conferences regarding student academic status (e.g. ARD, LPAC, ISS, etc.) and encourage resident to attend.

Mentoring Paradigms

Mentor: Emerging Transitional Mentoring Paradigm.

The emerging transitional mentoring paradigm includes relationships where mentor and mentee are sporadic partners and co-learners with the mentor acting more as a supervisor (Author, 2016).

Application Stage

Resident Practice	Mentor Action
<p>During the Application stage, the Resident will:</p> <ul style="list-style-type: none"> ● Demonstrates an understanding of the lesson plan cycle with an acceptable level of proficiency. ● Demonstrates an understanding of the components of a lesson plan with an acceptable level of proficiency (such as, objectives, assessment, instructional strategies and differentiation). 	<p>During the Application stage, the Mentor will:</p> <ul style="list-style-type: none"> ● Mentor identifies topic for Resident to take the lead role in planning. ● Mentor reviews Resident developed lesson plan components and solicits explanations through critical questioning.

- Demonstrates an understanding of establishing a culture for learning with an acceptable level of proficiency (such as, high expectations for all students, positive interaction with all students, students actively engaged in learning).
- Demonstrates an understanding of effective classroom management with an acceptable level of proficiency (such as norms of behavior, routines, procedures and rewards).
- Demonstrates collaborative relationships with mentor and content and/or grade level teachers.
- Demonstrates positive relationships with administrators, school personnel and parents/guardians.
- Assesses delivery and implementation of a lesson and communicates reflections to mentor
- Uses mentor feedback to demonstrate pedagogical improvement
- Demonstrates an in-depth knowledge of protocol, procedures, and his/her role as a student advocate for meetings and conferences regarding student learning (e.g. ARD, LPAC, IMPACT, etc.).
- Mentor identifies inconsistent aspects of the culture for learning and solicits explanations through critical questioning.
- Mentor identifies inconsistent aspects of classroom management and solicits explanations through critical questioning.
- Mentor monitors and discusses the progress of the collaborative relationships established by the Resident.
- Mentor identifies any problematic issues that may emerge to engage in joint problem solving.
- Mentor observes delivery and implementation of a lesson and provides feedback on Resident reflections through critical questioning.
- Mentor monitors Resident's adjustments and discusses level of progress.
- Mentor engages Resident in discussions to gauge level of understanding.

Mentoring Paradigms

Mentor: Transitional Mentoring Paradigm.

Transitional mentoring paradigms include relationships where “mentor and protégé are partners and co-learners,” with the mentor often acting as a “guide” and “supporter,” and where “cultural gaps are bridged and cultural differences honored” (Brondyk and Searby, 2013, p.194); often where there exists a “dynamic tension that brings forward past values, beliefs,” and integrates “them with ones emerging to meet current conditions” (Kochan and Pascarelli, 2012, p. 193).

Instruct

(Denyer, 1997)

The purpose is to help novices learn about their practice. The mentor uses various stances and strategies, depending on the situation, like teaching directly and asking probing questions.

Together they plan, teach, and analyze practice

Terms: Instructor, Teacher, Field instructor

Reflect

(Schón, 1987)

The purpose is to help novices adopt reflective habits by giving them opportunities for reflection. The goal of reflection is to help them analyze their practice – both successes and challenges – as a means to improve

Terms: Facilitator

Innovation Stage	
Resident Practice	Mentor Action
<p>During the <i>Innovation</i> stage, the Resident:</p> <ul style="list-style-type: none"> • Demonstrates an understanding of lesson planning with a higher level of proficiency • Introduces new ideas to promote an effective learning environment. • Engages in a meaningful creative/innovative relationship with the Mentor where roles are interchangeable. • Strengthens collaborative relationships with content and/or grade level teachers. • Strengthens relationships with administrators, school personnel and parents/guardians. • Capitalizes on reflective practice to advance professional growth and development. 	<p>During the <i>Innovation</i> stage, the Mentor:</p> <ul style="list-style-type: none"> • Through mutual discussion, new instructional approaches are explored and implemented. • Through mutual exploration, Mentor entertains and implements new ideas to improve the learning environment. • Mentor willingly engages in the relationship where roles interchangeable. • Mentor engages in self-assessment of relationships with colleagues, administrators, school personnel and parents/guardians. • Capitalizes on reflective practice to advance professional growth and development.

Mentoring Paradigms

Mentor: Transformative Mentoring Paradigm.

Transformative mentoring paradigms include relationships where “mentor and protégé roles are fluid and changing” and where “mentor and protégé are engaged in creativity and innovation” via “collective action” (Brondyk and Searby, 2013, p.194). This paradigm includes a “cultural frame” that “looks beyond what is to what might be –a more intensified questioning of beliefs, patterns, and habits” (Kochan and Pascarelli, 2012, p.193).

Inquire

(Feiman-Nemser, 2001b)

The purpose of this type of mentoring is joint inquiry into real issues of practice. The mentor and novice analyze artifacts of practice as a way to think about the work, learn from one another, and plan next steps

Terms: Co-learner, Field instructor