Two Mentors, Two Classrooms

How does having two classroom placements and two mentors affect a PDS experience?

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Description of the Teaching Context

For the 2010-2011 school year, I am representing The Pennsylvania State University as one of sixty students interning for an entire year in a classroom throughout the State College Area School District. However, I am working as an intern in two, second grade classrooms at Easterly Parkway Elementary. This means I work collaboratively with two mentors. One of my classrooms (Classroom A) contains 21 students- 12 boys and 9 girls. My other classroom (Classroom B Jill) contains 20 students-12 boys and 8 girls. Each student is between the ages of seven and eight years old in both classes.

Classroom A Profile

Our classroom includes a very diverse group of learners from various family contexts. My class is made up of students with both high and low SES backgrounds. Some of the students are raised by two parents, while other students are raised by one parent. Of our 21 students, three of them have joined our class after the start of the school year. One student has also moved. The class is made up of predominantly Caucasian students. There are fifteen Caucasian students, four Asian students, and two African American students. Three students in this class have lived in the United for States for less than 7 months. These students spoke very little English upon joining our classroom and receive ESL support (English as a Second Language). Two students in the class have also formerly received ESL support in the past but have since exited the program. Three students in the class receive counseling services within the school, and one has been diagnosed with being on the Autism spectrum. Two students receive occupational therapy through the school, and none require an IEP for their education.

The class as a whole seems to enjoy and value all areas of learning. There are various academic ability levels. In terms of reading, many of the students seem to have a strong grasp of
various reading strategies. Six students in the class read at a third grade level or above and twelve students read proficiently at a second grade reading level. Of the twelve students that read at a second grade reading level, three of them receive additional support in fluency with the RTII teacher.

In terms of mathematics, overall this second grade class seems to show a real love for thinking conceptually. Five students are advanced, with one being instructed at a third grade level. Ten students are proficient, and there are five at basic or below.

As a whole, this second grade class behaves appropriately and respectfully. Most, if not all students are eager to help the teacher, paraprofessional, and one another. They all seem to genuinely care about one another and show concern when appropriate; however, some individuals in the class have a hard time listening to the teacher as they sometimes miss directions that are given.

This class also socializes well. They seem to care about each other’s well being. So far this year, two of our ESL students have joined our classroom community after the first day of school, and the rest of the class has been very welcoming and eager to show them the ways of the classroom. Most of the students also play with a variety of classmates during recess. Looking at social relationships, most of the students have at least one good friend in the classroom if not more, and in second grade all students are still learning how to build friendships while respecting personal space.

*Classroom B Profile*

My other second grade class is also a very diverse group of learners with varying family contexts. This class is also made up of students with both high and low SES backgrounds. Some
of the students are raised by two parents, while other students are raised by one parent. Of our 21 students, one student has moved. This classroom is also predominantly comprised of Caucasian students. There are thirteen Caucasian students, four Asian students, and three African American students.

Three students in the class have an IEP to assist in their education. All three receive Learning Support services that include a full-time paraprofessional who is with them the entire day. One student receives Occupational Therapy through the school. This student also receives speech therapy within the school. One student has formerly received ESL support in the past, and five students often speak a language other than English at home.

This class also seems to enjoy and value all areas of learning; however, they especially enjoy reading. Evidence of this is prevalent through their continued enthusiasm for reading and books each and every school day. These second graders also exhibit knowledge of various reading strategies and interest in many different book genres. About a third of the class reads at a third grade reading level, and two-thirds of the class reads right at a second grade reading level. There are no students who are below a second grade reading level or at risk. Of the students who are right at a second grade reading level, two of them receive additional support in fluency from the RTII teacher.

In terms of mathematics, most students seem to enjoy thinking about numbers and how they work together. However, there are one or two students who are very far above the rest of the class conceptually in mathematics and a few students who are behind in mathematics.

As a whole, this class is certainly appropriate in terms of behavior and socialization. All students are great helpers and active members of the classroom community. All students in the class are also very sensitive to the needs of the Learning Support students in the classroom and
include them in every aspect of learning and socializing. Most of the students have at least one
good friend, and most are also open to expanding their social relationships in the classroom and
at recess.

**Rationale**

I came up with my wonderings for several reasons. My two mentors and I have
wondered about how to handle our situation from the very first days of school. Where would I
start the school day? Where would I end it? Should I teach lessons in both classrooms? Was I
getting to know all my students? Did I know them all as readers, writers, and mathematicians?
These are all questions we asked one another and discussed throughout the school year. Since
this situation was new to all three of us, the year began with somewhat of a rocky start. Then, it
was a conscious decision on my part to embrace the unique situation and the experience I was a
part of. Since that moment, I have begun to see the huge impact it has had on my learning as a
pre-service teacher. By pursuing this wondering, I wanted to not only explore and delve deeper
into my own experience, learning how it has affected my year in the PDS, and but I also wanted
to learn how it might affect my career as a teacher after the PDS.

**Main Wondering**

How does having two-classroom placements and two mentors affect a PDS experience?

**Sub-Wonderings:**

- Is there value in having two mentors?
- Are there extra challenges/hindrances associated with having two mentors? What are they?
• How can an intern effectively use time in both classrooms?
• Does collaborating with two mentors resemble a new/another form of co-teaching?
• Does having an intern in two classrooms affect students positively or negatively?
• How will this experience help or hinder me in the future?

Data Collection

Surveys

I collected data in various ways throughout my inquiry. One way I collected data was through surveys. I wanted to hear about the experiences of other interns, mentors, and PDAs who had been a part of the mentor/mentor/intern triad in the past, so I created three separate surveys, an intern survey (See Appendix B), a mentor survey (See Appendix C), and a PDA survey (See Appendix D). I sent out surveys to one other present intern who has two mentors, and four past interns who had two mentors. I also sent them out to six current and past mentors who have shared interns as well as two PDAs whose interns currently had two mentors. I wanted to get these three different perspectives to fill out the survey so I could determine how they saw the experience from their eyes. The survey questions I asked were similar across the board for interns, mentors, and PDAs. However, even before I sent the student surveys out to the five interns I contacted in advance, I wanted to fill out the survey myself. Since I too am an intern with two mentors and two classrooms, I wanted to fill it out first as way and a place to share my every thought about the experience before I was influenced by the experiences of other past interns (See Appendix E).

Journal Entries
A second way I collected data was to pull journal entries I wrote for my reflective journal throughout the entire year. I thought these to be clear evidence of my own successes and struggles I experienced throughout the year having had two classes and two mentors.

**Interviews**

A third piece of data that I collected was two interviews. I interviewed my two mentors together at one time and then also my PDA. I asked them the same survey questions that I asked other mentors and PDAs, and I chose to interview them because I knew they had so much to say about this year’s experience from their perspective that I wanted them to be able to express this verbally instead of in writing. I chose to interview them together because they have supported each other throughout the entire year much as they have supported me. I don’t feel as though interviewing them separately would have been any different than interviewing them together. When I think of my mentors, I think of them as a team and so interviewing them together was a necessity.

**Student Questionnaire**

A fourth piece of data collection for me was a student questionnaire. (See Appendix F). One of my sub-wonderings asks, “Does having an intern in two classrooms affect students positively or negatively?” I wanted to see whether or not I had impacted both classes the same or differently depending on the experiences they had with me throughout the school year. I also wanted to see how well each class knew me as their teacher as well as how often they perceived me as being in their classroom. For each class, we brainstormed ideas as a whole group of specific experiences the class had had with Miss Jenkins during the year.
Then, I asked both of my classes of students to fill out a four-question questionnaire I created that asked them to name their personal favorite thing they have done with me this year, what they think my favorite subject is, how many siblings I have, and how often they think I am in their classroom for on an average day.

**Data Analysis**

I began analyzing data as soon as the surveys were returned from interns, mentors, and PDAs. I began to see similarities amongst many of them right away. Once I had all of the surveys, to analyze my data, I read over all of it and looked at it to see if I could find any patterns in the data I collected. I immediately realized that there were so many patterns in the data with interns, mentors, and PDA’s saying much of the same things about their experiences. That said, I had to take a step back from the data and look at the bigger picture to help me determine if there were two to four claims I could make.

With my reflective journals then, I looked to see if any of the experiences (successes and struggles) I had described over the past year in relation to or as a result of having two mentors and two classrooms aligned with any of the successes or struggles that were mentioned by interns, mentors, and PDAs about the experiences of their triad intern.

I also looked at the student questionnaire for any patterns amongst classes and between classes for each question in the survey.

**Explanation of Findings**

After analyzing my data, I noticed four patterns and big themes regarding experiences from others and myself who have been a part of the mentor/mentor/intern triad situation.
Claim 1: PDS Interns with two mentors are exposed to many opportunities and experiences.

I know that I feel as though I have had a tremendous amount of opportunities that maybe other interns haven’t had the chance to experience this year. 100% of the mentors, interns, and PDAs that I surveyed and interviewed also felt as though triad interns are exposed to just more in general. Interns with two classrooms of children are obviously able to work with twice the amount of children. That means twice the amount of unique individuals to get to know and to learn how to teach. Also, one former intern mentioned that she had two very different and diverse classrooms with different types of learners in each. One classroom had children with Autism. The other classroom had a few English Language Learners. She claims that, “Neither of these groups of students were in the same classroom, so you can see how I would have missed out on an opportunity if I had only had one mentor and one classroom.”

Interns with two mentors also are able to experience and learn from two different teaching styles. Several of the interns who I surveyed claimed that their mentors had similar teaching styles yet were different enough that they were able to pull things from both mentors to create their own view on education and their very own teaching style which meshes traits from both mentors. Regarding this, another past intern stated, “To this day, I have to say I am a mixture of both my mentors. I believe if you walked into my classroom you would see traits of both mentors through my teaching.” Another intern shared that “I did enjoy getting different outlooks [on education] and it helped me form MY view of education.” Interns are also are able to pull ideas for daily routines, management, and
assessment techniques from both mentors, creating a bigger “bag of tricks” for the intern’s first year of teaching.

As I experienced this year, interns also had more opportunities to experience rich discussions between mentors and with mentors about content knowledge and learning in general. Taken from the Intern Survey I took myself, I said that, “We [my mentors and I] have had many, many conversations over the course of the year to discuss reading or math and how to teach it, often referring back to ourselves as readers and mathematicians to make sense of the way children are thinking about reading or math.” A form mentor in the triad situation said, “I loved brainstorming and sharing as a triad. I learned so much from this experience.” I believe this experience provides interns with a glimpse of what it might be like to converse and collaborate with another colleague in the first year of teaching.

Something else I experienced was being able to see two different reading programs and approaches. One mentor teaches reading through traditional guided reading and literacy centers. The other mentor teaches reading through The Daily CAFÉ. I was able to learn that there is not one “right way” to teach reading. There are many approaches to reading and all ways have pros and cons. I also feel I learned very soundly the components of reading and what it takes to teach reading to children.

Another very exciting opportunity that almost all interns, mentors, and PDAs surveyed spoke of in the survey was the opportunity to teach a lesson in one classroom, reflect on it, and teach it a second time in the other classroom. A former intern spoke specifically of this opportunity. “I was able to teach lessons twice in one room, make adjustments, and then re-teach them again in the other classroom. This was a great learning experience for me in adapting and differentiating instruction.” I too feel as though this opportunity provided me
with double the amount of practice in reflecting on my teaching. All mentors, interns, and PDAs listed this opportunity as an advantage of the train situation.

**Claim 2: Communication amongst all members of the mentor/mentor/intern triad is essential, especially at the beginning of the year.**

77% of interns, PDAs, and mentor I surveyed expressed the importance of communication throughout the mentor/mentor/intern experience. One PDA I surveyed really stressed this point by stating, “COMMUNICATIONS IS VITAL!!” Simultaneously, those who responded to the survey also expressed the challenge their intern faced at the beginning of the year. Another PDA shared this with me regarding her shared intern, “I do think I would say that the first months of school were eye opening and at times overwhelming as her mentors, new to sharing and one new to mentoring entirely, tried to figure out how to include her in their communities.” I too felt as though the adjustment at the beginning of the year was a tough one. Through reading the surveys I collected, it seems as though some take the transitioning with more grace than others, but it is hard to adjust to the inner workings of two classrooms with two brand new groups of students. For me that meant a whopping 43 new people who came into my life at once, students and mentors included. The beginning of the year is that time where it is essential to keep all lines of communication open to make sure that the intern is feeling comfortable and is settling in to both classrooms while completing method’s coursework.

That said, I think it is fair to say that I experienced my share of a rocky start at the beginning of the school year. For awhile, I felt as though I was just going through the motions and trying to make it through each school week until there came a time where I reached my
breaking point. This was around mid-semester evaluation time in the fall. After talking (communicating!) with my PDA and mentors, we enacted a plan for change, and I embraced the situation I was a part of for the better. I consciously decided that I would be an active member of our three-person team, more actively participating in discussions and asking questions when things were unclear. Two items that helped foster these changes were a new schedule layout and a “Weekly Check-In” created by my mentors that we would all three complete and bring to our weekly planning period. Because I am a very visual person, the new schedule layout that I created was a block schedule where I could fill in what I would be doing all day everyday. I gave Mentor A a color and Mentor B a different color so I could color code each Lesson I would be teaching at particular times depending on what classroom it was taking place in (See Appendix L). This way I would know where I was supposed to be and what I was teaching at all times. The Weekly Check-In was also essential at first because it helped to open up lines of communication amongst the three of us. (See Appendix J). I think that in general, this year has been a very vulnerable year for both of my mentors and myself. The situation was new to all three of us, and it was also one of my mentor’s first year teaching second grade. She had originally been first grade. So, the Weekly Check-In served as the built in part of our weekly planning that allowed us to discuss things that were going well and also things that we were concerned about. This also helped me to realize what my expectations were as an intern and what my role was within our team. Right away, I noticed a difference it my outlook towards having two mentors and two classrooms—a more positive one. According to Cambourne, “Expectations of those to whom learners are bonded are powerful coercers of learners’ behavior.” (Cambourne, 55). After a month or so, we stopped using the Weekly Check-In because all three of us were comfortable discussing concerns in a more casual way.
Claim 3: Interns and mentors in the intern/mentor/mentor triad must be flexible.

Planning with two busy teachers and one busy intern can get hectic. That is why ten out of thirteen interns, PDAs, and mentors surveyed including myself expressed the need for flexibility within the mentor/mentor/intern triad. When it comes to planning with three people, three agendas, and three schedules and commitments, time is never on their side. That is why it is necessary for all three parties to be flexible. One past mentor even went so far as to say that the most important thing she learned from sharing an intern was the need to be flexible. Both of my mentors have changed their schedules around this year as much as possible to give me the opportunity to teach the same subject in both rooms and different subjects in each room. I too had to be willing to be flexible and to go from one room to another and back again once in awhile to get things accomplished. We also had to be willing to change our plans very quickly as a team depending on the needs of our students. “I had to be very flexible and organized. Also, I had to be able to “switch gears” quickly and be ready to go as soon as I stepped into the other classroom,” said a former intern.

Claim 4: Having a PDS Intern in two classrooms does not affect students.

After looking at the student questionnaire responses for each class, I did not see any glaring similarities or differences between my two classes’ answers. The responses to the four different questions were different depending on the class, but not different enough that I could determine either way whether or not the fact that I have two classrooms of students affects any of those two classes or individual students. For example, I created a bar graph solely for the results of question #1 on the student questionnaire (See Appendix M). Just by taking a look at that chart,
I was able to tell that in Classroom A, the majority of students enjoyed doing a centers activity with me where I taught them how to play a new game on the iPad. The reason why no students in Classroom B liked doing that activity with me as well was because I didn’t work with this class and the iPads at all. I also think that Classroom A enjoyed doing the iPads activity with me because the iPads are a brand new technology device in the primary unit that we have just started using with students. Again, looking at the bar graph in Appendix M, I can also tell that classroom B’s favorite activity they did with me this year was science. Unlike I was able to rationalize Classroom A’s love of the iPad activity, I cannot rationalize why Classroom B enjoyed doing science with me more than Classroom A. From my perspective, I feel as though I have taught science evenly in both classrooms throughout the entire year, so I’m not sure why one class favored that activity over another. The answers to the remaining four student questionnaire questions were also ambiguous. This proves to me that having been in two classrooms all year has impacted my students neither negatively nor positively.

**Reflections and Implications for Future Practice**

I believe this inquiry will have huge implications for my future practice as a teacher. I now feel comfortable collaborating and discussing things with other educators. I now know what it is like to have a many different kinds of learners in my classroom and how to help them. I also now have an enormous “bag of tricks” that I feel will help me to further benefit my future students. I’ll have more options when dealing with different situations in the classroom. I also know what it feels like to be a team player and work together for the success of a child. All of these implications and more will help me to become the best educator I can be in the future.
**Future Wonderings**

After conducting this inquiry, I still have some wonderings that I will consider pursuing in the future. I am wondering how will what I have learned and experienced this year impact my first year of teaching? I have already gained a little bit of insight into this wondering as I asked past interns a question concerning this on the Intern Survey. I asked, “Do you feel that having two mentors in PDS has helped or hindered you during your first years of teaching in any way? If so, how?” One past intern responded with this, “I think having two mentors helped. It gave me more experiences and opportunities to pull from when I was establishing, setting up, and running my classroom the first year of teaching.” Many other past interns seem to feel as though having two mentors has helped them in their first year. Another past intern shared, “It helped me because of the wide range of students I worked with during that year. It gave me a lot of experience with many learners and many families.” A reason this is still a future wondering for me is because I won’t know how it affects my first year of teaching until I am actually in that position and experiencing it for myself.

Another future wondering I have is, “What implications does this experience have on mentors? Also, does it create more opportunities for professional development for mentors?” While interviewing my mentors, I had got a glimpse into this wondering as they shared how they had felt from a mentor perspective about some of the events that had happened throughout the year. Mentor A specifically stated that she feels that she is a better teacher because of the mentor/mentor/intern triad experience. Mentor B stated that she feels as though the most important thing she learned from sharing an intern is that she really reaffirmed her love of teaching and learning. This interested me, and so in the future I would like to further inquire the affects of sharing an intern on mentors.
Appendix A: Inquiry Brief

Context

For the 2010-2011 school year, I am representing The Pennsylvania State University as one of sixty students interning for an entire year in a classroom throughout the State College Area School District. However, I am working as an intern in two, second grade classrooms at Easterly Parkway Elementary. I work collaboratively with two mentors. One of my classrooms (Classroom A) contains 21 students- 12 boys and 9 girls. Each student is between the ages of seven and eight years old. The class as a whole seems to enjoy and value the many areas of learning.

This second grade class behaves appropriately and respectfully. Most, if not all students are eager to help the teacher, paraprofessional, and one another. They all seem to genuinely care about one another and show concern when appropriate; however, some individuals in the class have a hard time listening one another and to the teacher as they sometimes miss directions that are given.

This class generally socializes well. So far this year, two ESL students have joined our classroom community during the middle of the year as well as one other student, changing the classroom dynamics. Many of the students in the class have been eager to show these new students the ways of the classroom. One student has also moved and left the classroom. Looking at social relationships, most of the students have at least one good friend in the classroom, and in second grade all students are still learning how to build friendships while respecting personal space.

My other classroom (Classroom B) contains 20 students- 12 males and 8 females. Each student is between the ages of seven and eight years old. This class too seems to enjoy and value
all areas of learning; however, they especially enjoy reading. Evidence of this is prevalent through their continued enthusiasm for reading books each and every school day. These second graders also exhibit knowledge of various reading strategies and interest in many different book genres.

As a whole, this class is certainly appropriate in terms of behavior and socialization. All students are great helpers and active members of the classroom community. Three students in the class require an Individualized Education Plan. Two of the three students receiving Learning Support services also have a full-time paraprofessional who is with them the entire day. While they have busy schedules, both are still considered active members of the class, and the other children treat them as such. One student has also moved and left the classroom. The class cares about each other, looks out for each other, and notices when someone is having a rough day. While they are sometimes too eager to let the teacher know when there is a problem, they are working on handling situations and discrepancies more independently. However, most are also open to expanding their social relationships in the classroom and at recess. There are a few students who periodically act-out in inappropriate behavior, and those students tend to receive more teacher and peer guidance.

Rationale

The topic of my inquiry has really been a question and a matter of uncertainty all year long, long before it was formally coined as “my inquiry.” My mentors and I have wondered about how to handle our situation from the very first days of school. Where would I start the school day? Where would I end it? Should I do things in both classrooms? Was I getting to know all my students? Did I know them as readers, writers, and mathematicians? Etc. are all questions
we have asked one another and discussed throughout the year. Since this situation was new to all
three of us, the year began with somewhat of a rocky start. Then, I think with some
encouragement and guidance from my mentors and PDA, it was a conscious decision on my part
to embrace my situation and the experience I was a part of for better or worse. Since that
moment, I have begun to see this experience as having a huge impact on my learning as a pre-
service teacher. Are there positives? Yes. Are there negatives? Yes. However, through pursuing
this wondering, I would like to delve deeper into my experience, learn how it has affected my
year in the PDS, and how it might affect my world of teaching after the PDS.

Wonderings

Main Wondering: How does having two-classroom placements affect my PDS experience?

Sub-Wonderings:
- Is there value in having two mentors?
- Are there extra challenges/hindrances associated with having two mentors? What are they?
- How can I effectively use my time in both classrooms?
- Does collaborating with two mentors resemble a new/another form of co-teaching?
- How does having an intern in two classrooms affect my students?
- How will this experience help me in the future?

Data Collection Ideas
1. Surveys- I would like to survey four types of people. First I am interested in hearing from
current and past interns who have been a part of a triad (2 mentors, 1 intern) who are
either still in PDS like I am or now teaching. I would like for them to answer questions I
have about their experience with two classrooms and two mentors in the PDS and how or
what implications it may have had on their first years of teaching. Second, I would like to
interview current and past mentors who have been part of a triad. I would like for them to answer some questions I have about their experience working with another mentor to share an intern. Third, I would like to give a short and simple survey to my students. I would like to find out what they think of having me in and out of the classroom every day. A fourth person I would like to survey is myself. I have ideas about collaborating with my mentors and PDA to create a survey that I would fill out.

2. Interviews- After sending out surveys to interns, mentors, and students, I would like to interview a few people from each group and expand on some of the survey questions I had them answer before depending on their answers.

2. Questionnaire- I would like to collaborate with other second grade interns to develop two surveys, one to determine whether or not my students know me as well as other interns’ students do at this point in the school year and one to determine whether I have gotten to know double the amount of students that other interns have gotten to know. I think these questionnaires will prove to show whether I have been able to be an active part of two communities of learners.

3. Journal Entries- I would like to use journal entries I have written since the beginning of the school year to track my reflections of the PDS experience with two classrooms and two mentors.

4. Video Evidence- I would like to video myself teaching the same lesson twice, once in each classroom. Then I will watch the videos and analyze them to determine if there was anything I did differently in each lesson and why I decided to teach things differently.

Timeline

February 21-25

Develop intern, mentor, and student surveys
Get student surveys checked by mentors and principal
Look at past journal entries

February 28-March 4

Send out surveys via email to 1 intern/mentor/mentor triad due back by March 7
Video record myself teaching the same lesson in Classroom A and Classroom B
Talk to other 2nd grade interns about questions students should know about their teacher for questionnaire.
Find more research
Final Version of Brief due March 2

March 7-11 (Spring Break)
Send out surveys with any necessary changes via email to 2nd intern/mentor/triad due back by March 14
Video record myself teaching another lesson twice in both Classroom A and Classroom B
Develop student questionnaire
Find more research

March 14-18
Send out surveys via email to final intern/mentor/mentor triad due back by March 21.
Video myself teaching another lesson twice in both Classroom A and Classroom B
Give questionnaire to Class A
Look for more research

March 21-25
Interviews with any mentors or interns that received the survey on further questions
Give questionnaire to Class B
Analyze video recordings

March 28th-April 1st
Interview my two mentors
Give out student survey to Class A and B
Analyze video recordings
Start writing paper

April 4-8
April 8th - Inquiry Paper Draft due

April 11-15
April 13th - Peer editing Inquiry Papers

April 18-22
April 20th - Inquiry Practice

April 25-29
April 30th - Inquiry Conference

May 1st - Final Inquiry Paper due
May 13th - Final Copy of Inquiry Paper due to Bernard for publication
Appendix B: Intern Survey

Questions for Past Interns Who Have Had Two Mentors

1. How would you describe your PDS experience having had two mentors and two classrooms?

2. What did a typical week look like for you?

3. What advantages do you feel you had over other interns?

4. What challenges did you face having two mentors and two classrooms?

5. Would you say you had a successful experience? Why or why not?

6. What was the most important thing you learned from your mentors?

7. If you had to go through the PDS experience all over again, and you had a choice, would you choose two mentors or one? Why?
8. Do you feel that having two mentors in PDS has helped or hindered you during your first years of teaching in anyway? If so, how?

9. Would you recommend that mentors continue to share interns? Why or why not?

10. Do you have any other comments you would like to share with me from your perspective as an intern about your mentor/mentor/intern triad experience?
Appendix C: Mentor Survey

Questions for Mentors Who Have Shared an Intern

1. How would you describe your past PDS experience(s) having shared an intern with a fellow colleague?

2. What advantages do you feel your past intern(s) have had over other interns with only one mentor?

3. What challenges did your intern face?

4. What successes did your intern experience?

5. What was the most important thing you learned from sharing an intern?

6. What was your biggest struggle when sharing an intern?

7. If you had to go through the PDS experience all over again, would you choose to share an intern again? Why or why not?
8. Would you recommend that mentors continue to share interns? Why or Why not?

9. Do you have any other comments you would like to share with me from your perspective as mentor about your mentor/mentor/intern triad experience?
Appendix D: PDA Survey

Questions for Past PDA’s of Interns Who Shared Mentors

Date:

1. How would you describe the PDS experience of your past interns who have had two mentors? Do you feel it was different or the same in any way compared to those interns who only had one mentor?

2. Would you say their experience was better or worse than having one mentor? Why?

3. What advantages do you feel your intern(s) who had two mentors had over other interns?

4. What challenges did you feel he/she faced?

5. Would you say he/she had a successful experience? What made it so?

6. What was the biggest struggle for him/her?

7. Would you recommend that mentors continue to share interns?
8. Do you have any other comments you would like to share with me from your perspective as a PDA about the mentor/mentor/intern triad experience?

**Appendix E: My Intern Survey**

Jenna Jenkins, Intern

**Questions for Present Interns Who Have Two Mentors**

1. **How would you describe your PDS experience having had two mentors and two classrooms?**

   I would describe my experience having had two mentors and two classrooms as extremely beneficial yet very hectic at the same time.

   I feel that I have had a variety of experiences with teaching and children that other interns with only one mentor have not been able to experience. I think this will allow me to be better prepared as a teacher in my first year next year.

2. **What does a typical week look like for you?**

   For the majority of the year, I was in one classroom for the morning (Classroom A) and one classroom for the afternoon (Classroom B). Until April, I was mostly in the same classroom in the morning all year and the same classroom in the afternoon all year. I switched at lunchtime. However, recently I have switched that entirely. I am now in the other room in the morning (Classroom B) and the other (Classroom A) in the afternoon. I have also periodically spent whole days here and there in each classroom for different reasons. One reason has been specifically on days one of my mentors has been out for a personal day or sick day to gain the feeling of spending the whole day with one class. Another reason would be depending on what subject I was teaching at the time and when it was taught in both rooms. A third reason was to work on community building activities with one classroom in particular.

3. **What advantages do you feel you have over other interns?**

   One advantage I feel I had over other interns was being able to see and be exposed to two different teaching styles. While my mentors are similar in their delivery of teaching, they are also different in terms of classroom management styles and in other ways they run their classroom. I feel as thought I have double the amount of “tricks” in my “bag of tricks” as a teacher. This is even for the small things like transitions and attention getters etc. I also feel as though seeing two different teaching styles has allowed me to find my own teaching style. I don’t feel like when I go into Classroom A that I’m just teaching like Mentor A. When I go into Classroom B, I don’t
feel like I am just teaching like Mentor B. I feel as though I have a mixture of both. I am able to
pull from both of their styles and create my own unique style that I am comfortable with using.

Having two classrooms provided me with the opportunity to work with two very different
groups of 20 children. Both classes were unique in their own ways, and being able to see how
that affects a day in the classroom was so interesting and beneficial for me to see. Working with
41 children also allowed me to experience so many different ability levels, personalities, and
cultures of my students. For example, in one classroom I work with three students who have
IEPs. In the other classroom, I work with three students who are learning English as a second
language and come from countries all over the world. I would not have had the experience of
working with one of these unique groups of students had I only been in one of these classrooms.

Another advantage I feel I had over other interns was being able to teach lessons twice. Very
often I would teach a lesson in one classroom and then go to the other classroom that same day
or same week and teach the same lesson again. This was great for me because I was often able to
put my reflections into motion and try it again, tweaking things or totally changing things as
necessary. I feel it helped me feel a sense of success a second time around when it went more
smoothly.

I was able to hear my mentors converse in meaningful, rich dialogue with one another about
content we were teaching. Since I was normally around when they had these conversations, I was
naturally an active member of the conversation. We have had many, many conversations over the
course of the year to discuss reading or math and how to teach it, often referring back to
ourselves as readers and mathematicians to make sense of the way children are thinking about
reading or math. We once had an intense conversation about what it means to infer versus what it
means to predict when reading. I brought my ideas and evidence from books I read in the LLED
block. Jill and Andrea also brought resources to the table and we hashed it out, determining a
good definition for inferring that we could teach our students.

Another huge advantage of having two mentors was being able to see and teach through two
different reading programs. One of my mentors teaches reading through traditional guided
reading. The other just started teaching The Daily CAFÉ this year. With the new Daily CAFÉ
program being new to both she and I, we both experienced it for the first time together. We
learned together, and I honestly feel that she valued my opinion when it came to deciding what
lesson to teach when and how to teach it and why to teach it based on our students’ needs. It also
really helped me to think about the component of reading and how to logically teach them. With
traditional guided reading, I was able to experience the “Centers” approach to teaching reading. I
was able to see how children function when they are given choices and options. Motivating and
managing a small group was also something I learned a lot about when teaching guided reading.

4. What challenges did you face having two mentors and two classrooms?

1. At first, my experience started out somewhat uncertain and rocky. It was hard for me to
switch back and forth between two classrooms and learn two sets of expectations. While my
mentors are similar in their teaching styles, I felt that they are different in their own ways. Just
like their expectations for children are different, I felt their expectations for me were somewhat
different too. This is rightly so though because they are two different people. I also felt that there were times that I was expected to be doing things that I wasn’t aware of. I feel that I am a person who needs to see the whole picture, and in the beginning of the year, I wasn’t seeing the big picture of what I was expected to be doing. Also because of the type of person I am and my personality, I was not necessarily willing to take initiative in either classroom at first because I feel that it took me twice as long to adjust and to feel comfortable doing that. I was unsure of myself in the beginning and worried about stepping on toes too.

2. It has also taken some adjusting for me all year to learn the routines of both classrooms. Both classrooms do some of the simplest things so differently, from the morning routine, to calendar math, to dismissal. It isn’t uncommon to see me asking the students to remind me of how they do a routine in the classroom. That was another thing that made me somewhat uncomfortable around the middle of the year. It was January and I still had to ask the students in both classrooms how to do the spelling preview, where their finished work goes, or if the students really do have their own colored pencils inside their desk.

3. Also, as far as transitioning in and out from classroom to classroom, I was always missing something because I wasn’t there half of the day. I missed half of each classroom’s day and had to be caught up to speed each time by students or my mentors. Sometimes students would also ask me where to get this paper and what to do with this worksheet or what to do next after they finish a task and I wouldn’t know. Not knowing the little things worried me at times because I wasn’t able to assist my students with questions they had.

4. I also feel that it was harder for me to keep my promises to students. There would often be times when students wanted to show me something or read to me or talk to me about something and I would not be able to right in that moment because I was teaching or helping other children. Then, I would leave that particular classroom and forget to give that other child a moment of my time. Such is teaching though. I bet every teacher deals with this on the daily.

5. Probably the biggest challenged I faced at the beginning of the year was balancing my time. The first semester was intense in the fact that interns had a lot to juggle. We had methods classes, assignments, and we began to explore beginning teaching in the classroom. I also had the added element of another classroom. I taught a lot of things twice and that meant extra time for preparation and supplies etc. I still struggle at times with balancing my time and priorities, but I think now, it’s more of a personality trait and less of an adjustment factor to having two classrooms.

6. It was also challenging finding a time for my two mentors and I to plan. We had to first make sure we could find a common time to talk. Then we had to think about where I would be when. I’d add in specific assignments I needed to complete in the classroom as well as specific subject areas I needed to teach in too.

5. Would you say you had a successful experience? Why or why not?
I would say that I did have a successful experience for all of the advantages listed above in number 3. It was an amazing experience, and I don’t think I would trade it for anything. Even though it has been stressful at times, I think I gained so much knowledge from it and embraced it as my own that I could never say I had an unsuccessful experience even if I tried.

6. What was the most important thing you learned from your mentors?

The most important thing I learned from my mentors was to never lower my expectations. When times were stressful and a bit rough at points this year with assignments and my personal life, my mentors never lowered their expectations for me. If they had lowered their expectations for me, it would be like saying I could lower my expectations for my students and that was not something I was willing to do.

7. If you had to go through the PDS experience all over again, and you had a choice, would you choose two mentors or one? Why?

I would absolutely choose two. I see so much value in being able to learn from two different and amazing teachers as opposed to one. Not that learning from one mentor is bad, but I think that seeing things done two ways just gives me a larger plethora of knowledge that I can store in my “bag of tricks” and use when needed.

8. Do you feel that having two mentors in PDS has helped or hindered you during your first years of teaching in anyway? If so, how?

N/A

9. Would you recommend that mentors continue to share interns? Why or why not?

Yes. I would love to see other interns be able to experience the advantages that I was able to experience. I also think they will benefit from the challenges as well. I feel as though the challenges I have faced this year have made me a better person and a more knowledgeable teacher candidate. I have learned to become a more flexible person, a better multi-tasker, and better at reflecting on my teaching simply because I had to be successful.

I think it would be hard though to be an intern who has two very different mentors who might not necessarily mesh well together or trust one another. I felt like both of my mentors were very flexible people who could change things at a moment’s notice if necessary because they trusted the professional judgment and reasoning of the other. If one of the mentors is not willing to change things around and flex, I feel as though it would be harder on the intern.
10. Do you have any other comments you would like to share with me from your perspective as an intern about your mentor/mentor/intern triad experience? No.
Appendix F: Student Questionnaire

1. What is your favorite thing you have done with Miss Jenkins this year? Why?

2. What subject do you think is Miss Jenkins’ favorite subject? Why?

3. Does Miss Jenkins have any brothers or sisters? If so, how many?

4. How often is Miss Jenkins usually in our classroom? (Circle one)
   
   a) All day       b) half of the day       c) some of the day       d) not at all
This week my first evaluation was held. I was nervous about it at first, but I feel as though it went very well. What I had rated myself for each standard on my evaluation form was often very close to what Doris, Jill, and Andrea had rated me. It was also very beneficial for me to hear from the people I work very closely with each day about my strengths and my progress. Hearing about the progress I’m making is very important to my growth as a teacher. Sometimes I also feel, as though I focus too much on the things I am not doing well and don’t take the time to think about the things I am doing well. I think this negativity was what was bogging me down at the beginning of the year. I was so worried about doing things wrong that I didn’t focus enough on the positives. I was also worried about what others were thinking of me, and so I was tentative to try new things and really jump-in during the school day. It was also nice to hear that the improvements I’ve been making have been recognized. In the past two weeks I do feel like I have been making a conscious effort to do certain things such as planning ahead. Like I said during the evaluation, it wasn’t that I didn’t want to plan ahead. However, now I am making a conscious effort to plan ahead. I’ve learned that things have to be done consciously because they aren’t going to happen naturally.

This leads me right into the goals that we discussed during the evaluation. One of my goals is that I would like to continue planning ahead in both the classroom and methods classes. I feel that if I can continue doing this, I will feel more confident in myself. A second goal we talked about is that I would like to create a “teacher stance” or persona in the classroom by working on my verbal tone and assertiveness. By working on what I am saying to students and how I am saying it, I will better be able to create a larger teacher stance in the classroom. My third goal is to improve in making connections across the PDS experience in methods classes and in the classroom. This goal can be measured by how I verbalize these connections to mentors and my PDA. I believe each of these goals to be obtainable and I look forward to working on them to improve myself as a teacher.
Appendix H: Reflective Journal 2

Jenna Jenkins
Reflective Journal
1-15-11

This week marks the beginning of lesson planning for me. I wrote three lesson plans and was able to carry out all three of them. One lesson plan that took the most planning and preparation was the lesson I taught on timelines for our current social studies unit “Then & Now.” I was able to teach the lesson twice in both classrooms—first, in Andrea’s room in the morning and then in Jill’s room in the afternoon.

When I was teaching this lesson, it seemed as though as soon as I started parts of the lesson, I wanted to change them. First, I played a short film for the students that discussed the past, present, and future called, “Long Ago, Yesterday, and Today.” Then during the lesson, I drew a chart on the flip chart with a column for “Then” and a column for “Now.” Then I gave pairs of students one index cards per pair with things listed on them that are from the past such as “icebox,” “marbles,” “candles,” “horse and buggy,” and “washboard” or things that we have now such as “cars,” “trains,” “TV’s,” “game systems,” or “email.” I asked each pair to decide amongst themselves where their index card would go—under “Then” or “Now.” Then as a class, I asked the pairs to come up and place their index card on the chart. Through this activity, we were able to have conversations about things that people used in the past that we no longer use, things people used in the past that we still use now such as cars and trains and how they have changed, and inventions that we have now that allow us to do so many things quickly and efficiently. I loved the conversations that came about with my students however, the activity wasn’t the main focus of the lesson and it lasted 20 minutes longer than I had planned it to, so
during lunchtime, I spoke with my mentors about how I could change this activity so that it wouldn’t take so much time.

I decided that during the second time I taught the lesson, I would make a “Then” and a “Now” index card for each idea and give both to a pair of students. For example, I would give one pair of students “candles” and “electric lights.” Or I would give a pair “washing machine” and “washboard.” They would then have to decide which would go under which category. I found that this took a lot less time; however, I realized that by doing this, I lost those conversations and learning that took place when I had students do the activity the other way with just one index card per pair. With two index cards, students knew that one thing would go under “then” and one would go under “now” and it wasn’t very hard to decide which would go where. With giving them just one index card, we were able to talk about that invention or amenity and the whole class was actively involved in learning about that item as well as its use in the past or present and how it affected lives. When giving them two index cards a pair, it was more of a regurgitation of information that they learned about in the short film and the prior knowledge they had. We didn’t have those interesting conversations and discussions.

So in the end, I’ve realized that by changing the activity, I did save some time that I could spend on other parts of the lesson, but I lost sight of my original intentions I had for the activity. I’m glad I experienced this feeling because I think that it will help me stay confident in the planning that I do for each lesson and keep in mind the objectives that I have. While some activities may take longer than others, it is still important to remember my original intentions.
Being that I spend the afternoons with Andrea’s class who does math in the afternoon, I have had the opportunity to see her pilot one of the new possible math programs since the beginning of January. She is piloting enVisions Math. Jill is also piloting a different program—Math Expressions, but her math is in the afternoon as well and so I haven’t been able to see it yet. Anyway, after going to last week’s math piloting meeting with Jill and Andrea and hearing about how all the different programs are going, I have also been thinking about the current math program the district has—Investigations and the different ways math can be instructed in the classroom.

Andrea’s enVisions Math is very much direct instruction whereas Investigations was quite the opposite and very student driven instruction (I’m not sure if that’s exactly what it would be called or not). Needless to say, it’s been quite a change for the students. With eVisions math, students are on the rug for instruction by a computer program, which is projected and gives them an animated math lesson including vocabulary words. Then students are sent back to their seats where they do the guided practice as a whole with the teacher and then independent practice on their own. When I saw the first couple of these lessons, I honestly thought that the lessons were insulting some of my 2nd grader’s intelligence. The lessons were on graphing and data collection, and I think I found them to be very easy for some of my students because every step of the lesson was planned and there was no room for differentiated instruction. Maybe it’s just the nature of the unit, but with Investigations, there was room for different things students could do, and student-generated ways to get to answers were capitalized upon. For example, if some students
needed to use Unifix cubes to solve an addition problem, they could, and if some students were ready to move on to more complicated ways of solving the same problem, they could. I think I liked the Investigations math program better than I do enVisions. However, I do think there is something to be said about direct instruction for some students. Before the new year when we were doing Investigations, I noticed there were a few students who struggled with where to begin and with the way the program asked them to come up with different ways to get the same answer to a problem. I think that direct instruction nature of enVisions math is good for this handful of students. I notice that they seem to be more on task during math class and more willing to share their answers.

I guess this just goes to show that different programs and methods will work for different students and there will never be one “right” way to teach anything.
Appendix J: Weekly Check-In

Weekly Check-In

1. What do you need to do this week?

2. Questions?

3. Additional activities that you would like to suggest or try.

4. What are some things that have happened in the class this week that you would like to discuss?

5. What are you proud of this week and last week?

6. What would you do differently?

7. Next week:
Appendix K: Sample Weekly Schedule 1

Schedule for Week of September 26, 2010

Key:
Pink = Jill Corkery’s Classroom Room 252
Blue= Andrea de Carle’s Classroom Room 247
Highlighting = something specific Miss Jenkins is doing in the classrooms

Monday, September 27
8:30- Arrival and Morning Meeting
9:00- Café Lesson (Read to Self)
9:15- Round One
9:40- Picture Day and Computer Lab
10:25- Café Lesson (Writing Workshop)
10:35- Round Two
10:55- Café Lesson (Read to Someone)
11:05- Round Three
About 11:20- Read aloud before lunch
11:41- Lunch
12:30- Math
12:50- Math with de Carle
2:00- All School Meeting (Deedah Video)
2:15- Intern Meeting

Tuesday, September 28
Class

Wednesday, September 29
Jill Corkery’s Classroom All Day
8:30- Arrival and Morning Meeting
9:00- Café Lesson (Read to Self)
9:15- Round One
9:40- Library (Meeting with Speech Therapist)
10:25- Café Lesson (Writing Workshop)
10:35- Round Two
10:55- Café Lesson (Read to Someone)
11:05- Round Three
11:25- Wrap Up and Ready for Lunch
11:41- Lunch
12:30- Math
1:30- Recess
2:00- Leave for Class

Thursday, September 30
8:30- Arrival and Morning Meeting
9:00- Café Lesson (Read to Self)
9:15- Round One
9:40- PE (Meeting with Carissa Bowersox- School Psychologist’s Doctoral Intern about Case Study)
10:25- Café Lesson (Writing Workshop)
10:35- Round Two
10:55- Café Lesson (Read to Someone)
11:05- Round Three
11:25- Wrap Up and Ready for Lunch
11:41- Lunch
12:30- Math
1:30- Recess
1:50-Math in Andrea’s Room
2:50-Dismissal

Friday, October 1
8:30- Arrival and Morning Meeting
9:00- Café Lesson (Read to Self)
9:15- Round One
9:40- Going to Music with the kids
10:25- Café Lesson (Writing Workshop)
10:35- Round Two
10:55- Café Lesson (Read to Someone)
11:05- Round Three
11:25- Wrap Up and Ready for Lunch
11:41- Lunch
12:30- Math
1:30-2:35- Math in Andrea’s Room
2:35-2:45- Sharing Time
2:50- Dismissal
# Appendix L: Sample Weekly Schedule 2

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<th>Wednesday</th>
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Pink= Jill Corkery’s Classroom 252  
Blue= Andrea de Carle’s Classroom 247  
Green= Partner Classroom-Judy Weaver 155  
Highlighted Yellow=Something Specific Miss Jenkins is teaching
Appendix M: Student Questionnaire Bar Graph

Question # 1: What is your favorite thing you have done with Miss Jenkins this year?
Appendix N: Reflective Journal 4

Jenna Jenkins
Reflective Journal
15 April 2011

My PDS Parents:
A Somewhat Humorous Reflection on my
PDS Experience with Two Mentors

As a newly selected intern in the PDS program last April, I attended the 2010 PDS Inquiry Conference at Park Forest Elementary School. This was the first time I heard of the intern/mentor relationship being coined by PDA’s as “the PDS marriage” where the relationship an intern and a mentor have with one another is referred to as a marriage. I thought this would be strange in my situation. Would I really get that close to both my mentors? (At that point I had just found out that I would be interning at Easterly Parkway in Jill Corkery and Andrea de Carle’s classroom as a shared second grade intern.) Does that mean that I’m going to feel like I am married to two people? Isn’t that polygamy? I think I thought way too deep into the concept, but as a new intern, I could already tell that I would have a drastically different yearlong experience than other interns. I pondered the idea that if interns are expected to form such a bond with and give-and-take relationship with one mentor, how would I do the same with two? Does the saying “Three’s a crowd” apply in this situation? Needless to say, I was a little anxious about how the year would go and what it would look like for me.

One Year Later…..

Here I am one year later. I have roughly one month of my PDS experience left. I have successfully completed the first semester of PDS, and am on my way to finishing the second.
Alongside my mentors, I have helped to build two fantastic communities of learners and watched 41-second graders grow academically, socially, and emotionally. I have successfully taught reading, social studies, science, spelling, and am currently embarking on taking over math in one classroom and writing in the other. Another big time-consumer in my life at this point is my inquiry project. A year ago I attended the 2010 Inquiry Conference. Now I am preparing to present my own inquiry at the 2011 Inquiry Conference. However, this year, as I go into the Inquiry Conference, I have coined my own term for my unique mentor/mentor/intern triad situation.

I like to refer Jill and Andrea (my mentors), as “my PDS parents” with me being their “child.” I am recalling in my mind an afternoon in late January or early February. It was a Thursday afternoon, which meant it was time to plan for the next week. It’s also dismissal time, and Jill and I have just waved goodbye to our students. Jill is explaining to me that she and Andrea talked earlier and that they have ideas for what I’ll be doing next week. She also states that she’s not sure if she should really tell me everything because she wants to wait for Andrea to be there too. She’s not sure how much she’s allowed to “ disclose” to me before the three of us meet. Immediately I laugh out loud. This exact scenario takes me back a few years to high school when I was living at home with my parents. I must have wanted to do something or go somewhere with friends and I had asked my mom first if I could go. She proceeded to tell me that it was okay with her, but that we had to talk to my dad too to get the “go ahead.” This sums up my experience in PDS this year. The whole time, I really felt like my two mentors were my PDS parents. There were many times where Jill and Andrea talked without me to figure out what I needed and where to go next and then presented the ideas to me much like parents do with their children. I feel that Andrea and Jill did their very best as mentors to provide me with what I
needed to grow as a teacher, being supportive where I needed and letting go and pulling back too when they felt like I needed push forward. I also felt that this year I was equally comfortable talking to both of my mentors; however, some topics were easier to bring up to Andrea than to bring up to Jill and vice versa, with both being extremely supportive.

My main wondering in my inquiry this year is, “How does having two mentors and two classrooms affect a PDS experience?” and as part of my data collection, I decided to interview both my mentors on their experience with sharing an intern from the mentor perspective. I interviewed them at the same time so that they could support each other, much like they did all year long. At the end of the interview, I asked one question I had asked all mentors who shared intern. The following dialogue and laughter that ensued after I asked the question also sums up many of the conversations that had occurred throughout my entire PDS year. The decision made by Jill and Andrea that comes out of the following dialogue also makes me hopeful for the success of the next intern Jill and Andrea decide to share in the future.

Me: “If you had to go through the PDS experience all over again, would you choose to share an intern again? Why or why not?”

_Short pause._

**Andrea**: “Absolutely. For all the benefits we said before and even for the struggles. I am more of a lifelong learner. I have discovered so much more about myself. There’s also the collaboration and the discussion. Absolutely…. I wouldn’t hesitate _laughs_, and even though it seems like we are this year, I think we’re talking ourselves back into it.”

**Jill**: “Uh huh (nods). I think we just decided. I think were going to share one next year. _They both laugh_. It’s official!”
Andrea: “It’s official. We’re having another intern!”

Jill: “Yea, surprise!” (They both laugh.) (Here I felt like I had just been told that my parents were having another baby!)

Jill: “No, I think it’s something different, and I would like to see how it would work again.”

Conversation continues....
Appendix O: Annotated Bibliography

Annotated Bibliography


This journal written by Brian Cambourne takes a closer look at everyday learning and the conditions of learning. He also specifically applies the conditions of learning to literacy teaching, which I find fascinating. I believe this journal to be beneficial to me during my inquiry because this year in the PDS, I feel as though it was important for me to remember that I am not only teaching children and fostering their learning, but that I too am still a learner. I am learning to be a teacher and so I feel as though some of Cambourne’s conditions of learning in general applied to me as I learned to navigate my way through the mentor/mentor/intern triad this year.


This book is about seeking ways to improve education in general by improving the induction of new teachers. The book also focuses on ways to make the process of teacher induction less traumatic so that the extremely high attrition rate for teachers can be reduced. One way that DeBolt feels as though one way to improve the induction of new teachers is to use experienced, successful teachers as mentors for new teachers. Within the book, it lists and describes five school-based collaborative models of mentoring projects. I believe this book to be of assistance to me as I work through my inquiry. I think that it will give me insight into the strategies that mentors use to help new teachers learn and grow. I think this will help me to further investigate my sub-question, “Is there value in having two mentors?”


This book is meant for teachers who are also mentors in primary schools. It aims at looking at teacher mentoring as a developing concept. One chapter also specifically discusses “mentoring conversations,” what they look like, and how they benefit the mentee. I believe this chapter to be of most importance in relation to my inquiry because being able to have conversations with two mentors and receive insight from two mentors is a benefit I see of my situation.

This practical guidebook addresses issues of basic concern to new and pre-service teachers, especially those that relate to being mentored. One chapter specifically touches on the benefits associated with the mentor relationship. It touches on areas of interest within my inquiry such as being reflective as one learns and teaches within a mentor/mentee relationship. I think that the title is so fitting to my situation because I believe part of being a pre-service teacher and especially a pre-service teacher with two mentors, it’s important for me to self reflect and determine what it is that I need to learn and grow as a teacher and how I can get that from a mentor, or two in my case.


This book was mostly used to help me analyze my data. The chapter, specifically on data analysis, was helpful. It gave me strategies to use when thinking about where to start with each of my data collection methods. When first starting my inquiry, the book also gave me ideas for different types of data collection methods. The authors laid out why each data collection method was important and its use in inquiry. The authors gave concrete examples that made data collection and analysis easy to follow and understand. I was able to utilize these chapters to sort through my data and begin to see emerging patterns.


In this specific article within a larger journal on graduate student pedagogy, researchers talk about co-mentoring and how it helps a student to develop their own voice in researching. I believe this may be helpful to my inquiry because two mentors mentor me, and I think that in some way it helps me find my own voice and persona in teaching.


This source defines for the reader what co-teaching looks like, what types of co-teaching strategies are out there and why it is good to use co-teaching. I believe this source will help in my inquiry as I explore one of my sub-questions, “Does collaborating with two mentors resemble a new/another form of co-teaching?”

Podson, I. & Denmark, V. *Coaching and mentoring first year and student teachers.* (2007).


This book touches on everything one might want to know about mentoring student and first year teachers. It includes many topics within the broad subject area of mentoring. I was specifically
interested in the chapter that discusses the relationship between the student teacher and the mentor during the length of the student teaching practicum. The book discusses the anxiety that come from the interactions between the mentor and mentee coupled with the discrepancy between the student teacher’s vision of teaching and the job realities of teaching. This has helped me throughout my inquiry as I considered the responsibilities and emotions of everyone involved in the mentor/mentor/intern triad situation.


This book discusses eight elements of what it takes to be a successful mentor of new teachers. I was specifically interested in the chapter titled “Relating,” on the components of a successful relationship between the mentor and the mentee. One of the successful components was the use of clear communication in the relationship. This helped me in my inquiry as I explored my second claim; “Communication between all members of the mentor/mentor/intern triad is essential, especially at the beginning of the year.”


This book explores the research conducted by Michael Strong. It informs the reader of facts and figures about mentoring programs across the United States. I used this resource to gather information on different types of teacher induction programs in the United States.


This source also defines for the reader what co-teaching is, but more specifically what co-teaching is not. It also defines for the reader specific approaches to co-teaching and it provides a great base for co-teaching in all areas of education. I think this source will be helpful in my inquiry process because like the above source, it will prove helpful as I explore the sub-question I have about possible new forms of co-teaching in a triad.