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PREPARING THE NEXT GENERATION OF MUSIC TEACHERS: ILLUMINATING
MOTIVATIONS OF NEBRASKA PRESERVICE TEACHER MENTORS

by

Emily Marie Chapman

A DISSERTATION

Presented to the Faculty of
The Graduate College at the University of Nebraska
In Partial Fulfillment of Requirements
For the Degree of Doctor of Philosophy

Major: Music

(Music Education)

Under the Supervision of Professor Rhonda J. Fuelberth

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PREPARING THE NEXT GENERATION OF MUSIC TEACHERS: ILLUMINATING
MOTIVATIONS OF NEBRASKA PRESERVICE TEACHER MENTORS

Emily Marie Chapman, Ph.D.

University of Nebraska, 2024

Advisor: Rhonda J. Fuelberth

This mixed methods study examined factors influencing practicing educators' decisions to mentor preservice teachers in Nebraska. Guided by Expectancy-Value-Cost Theory, the study utilized a sequential explanatory design, integrating a quantitative survey design and qualitative phenomenological interview. Findings indicated that educators' belief in their mentoring ability or Expectancy-Ability Belief (EAB) significantly predicted their willingness to mentor, with PK-12 music educators exhibiting higher EAB scores than elementary or high school music educators. Qualitative insights highlighted reciprocal benefits of mentoring, such as skill development and professional growth. The impact of the COVID-19 Public Health Emergency on mentoring experiences varied among participants. Recommendations included fostering collaborative relationships between music teacher education programs and educators to enhance mentorship experiences and promote retention. This study underscores the importance of supportive environments for effective mentorship, benefiting all stakeholders in music education.

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Dedication

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CHAPTER ONE: INTRODUCTION

“Tell me, and I forget. Show me, and I remember. Involve me, and I understand.”

— Chinese proverb

Throughout American educational history, music has been a steadfast presence within its school systems for well over a century. What began as rudimentary music lessons led by classroom teachers evolved into specialized music instruction spearheaded by dedicated music specialists. The late 1800s and early 1900s marked a pivotal era as music education solidified itself as a distinct academic pursuit, offering aspiring individuals the opportunity to pursue degrees in this field. Over time, the landscape of music education has undergone dynamic transformations, responding to evolving policies, expectations, and certification requirements that have varied regionally and globally.

Reflecting upon the pioneering efforts of those who introduced music education beyond simple psalmody underscores the philosophical evolution within the discipline. From these promising beginnings to the present day, the symbiotic relationship between PK-12 schools and Music Teacher Preparation Programs (MTEPs) has remained integral. While pinpointing the precise origins of the mentor-mentee dynamic within music education eludes historical certainty, the enduring purpose of such partnerships resonates profoundly. Today, as in years past, the overarching aim persists to comprehensively equip future educators for their future roles within the teaching profession.

In the wake of the global pandemic, the COVID-19 Public Health Emergency (PHE), the landscape of PK-12 music education has witnessed a notable surge in vacancies and persistent turnover rates, posing significant challenges to the consistency

and quality of music instruction provided to students. This fluctuating environment potentially contributes to a decline in the number of students opting for music as a college degree. Moreover, the instability within PK-12 music education creates obstacles for universities in identifying and securing proficient mentors for preservice teachers (PSTs), hindering the cultivation of resilient music educators whose tenacity and dedication are pivotal to their longevity in the profession.

Extensive research stresses the pivotal role of mentorship in fostering resilience and preparedness among PSTs as they transition into novice teachers (Matsko et al., 2020). An in-depth investigation into the needs and motivations of experienced and certified music educators, capable of serving as exemplary mentors for collegiate students, offers potential for strengthening recruitment and retention initiatives within Music Teacher Education Programs (MTEPs). This, in turn, ensures a seamless progression of practical experiences, strengthening the development of future generations of music educators.

Problem Statement

A pressing concern within the realm of music education lies in the effective preparation of the upcoming cohort of educators to navigate the multifaceted demands of today's classroom environments. In light of prevailing challenges, there exists an imperative for higher education institutions to undertake a comprehensive reevaluation of existing methodologies to cultivate a resilient cohort of teachers. Favazza and Eady (2020) emphasized that educators "must have a robust sense of personal efficacy to sustain the perseverant effort needed to succeed" (p. 20). However, the responsibility for preparation extends beyond the confines of college campuses; prospective educators must

also accrue substantial classroom experience under the guidance of seasoned mentors to attain certification. Amidst increasing hiring incentives offered by districts, the stability between filling vacancies and fostering the long-term preparedness of educators remains precarious.

The paradigm shift induced by pandemic-induced virtual learning has accentuated the urgency for colleges to ensure that their graduates are not only proficient in their subject matter but also equipped with the resilience necessary for navigating the complexities inherent in the profession. Central to this discourse is the pivotal question how prominently should resilience and longevity be featured in the hierarchy of teaching priorities? As teacher educators, we must contemplate how best to support the promising educators under our tutelage, facilitating their seamless transition into the profession and nurturing their journey towards sustained contentment and fulfillment in their chosen career path.

Specific Study

The pandemic has provided us with an opportunity to restart how we recruit and retain teachers who serve as mentors to music education students. Past studies looked into the motivations of why general education educators, prior to the pandemic, chose to become mentors (Clarke & Mena, 2020; Kuhn et al., 2022; Sinclair et al., 2006; Stout, 1982; van Ginkel, Verloop, et al., 2016). The current study examined whether those motivations remained relevant at the time of the study, as well as whether music educators had comparable or distinctive influencers.

Audience

This research holds significant value for a broad yet specific audience. Foremost among these are current music education students, who stand to benefit from insights into fostering successful practical placement scenarios through an enhanced understanding of potential mentor needs and motivations. Furthermore, it underscores the importance of prioritizing the voices of mentoring educators, recognizing the challenges they face in integrating learning educators into their classrooms while navigating potential conflicts in teaching philosophies. Finally, collegiate-level student placement coordinators emerge as pivotal agents capable of translating this research into actionable strategies by reassessing institutional practices for recruiting mentors and tailoring approaches to address the specific needs of their respective settings.

Rationale & Significance of the Study

One potential silver lining derived from the pandemic was the opportunity for a reset. Decades of attrition, turnover, burnout, and diminishing resiliency had been gradually permeating PK-12 classrooms. The pandemic imposed a significant yet temporary halt on music education. While change is inherently challenging, this reset affords MTEPs and local school districts the chance to reassess long standing policies and procedures for positive adjustments.

Given that investigating the motivations of mentor teachers (MTs) is not novel in educational research, it is imperative to juxtapose the data from the current study with past research. Do music educators exhibit significantly different experiences compared to general education specialists from previous eras, or has the pandemic potentially drawn a common thread? Maintaining relevance is crucial for higher education institutions

seeking to sustain reciprocal relationships with PK-12 institutions. Consequently, gaining insights into the needs of both institutions that hire collegiate graduates and practicing teachers who contribute to the education of future educators is paramount. This study serves as a catalyst for initiating dialogue surrounding the needs of practicing teachers as they contemplate the factors influencing their decisions regarding potential mentoring roles.

Mixed Methods Purpose Statement

The purpose of this explanatory sequential mixed methods inquiry was to better understand the factors that influence the decisions of practicing educators to act as mentors or cooperating teachers for PSTs. Additionally, I sought to compare responses between and among MTs from various levels, content areas, and years of service. Although the primary focus was on understanding the willingness and perspectives of music educators, the responses of music educators have been compared with those of non-music educators to explore the phenomenon more deeply. The comparison also exists to relate the non-music examples from previous studies.

Employing an explanatory sequential design entails two equally vital phases: a larger, experience-focused quantitative phase followed by a more targeted qualitative phase aimed at understanding the phenomenon in depth. In the initial quantitative phase, a questionnaire comprising a 40-item list of motivating and deterring factors was administered to music and non-music educators across Nebraska, employing a five-point Likert scale. This phase aimed to assess the applicability of the expectancy-value-cost theory and gauge teacher willingness to engage in mentoring. Subsequently, the qualitative phase was conducted to illuminate the phenomenon further, utilizing one-on-

one interviews with experienced mentors possessing varied mentoring experiences as a follow-up to the quantitative findings.

This mixed methods study addressed motivating and deterring factors that influence teachers' decisions and aimed to determine factors that may be more influential than others, positively or negatively. Lastly, this study explored the phenomenon of lived experiences from experienced MTs and their perception of the quantitative inquiry. A mixed methods design was selected not only to obtain quantitative data on this phenomenon but also to explain the results from the perspectives of practicing music educators who freely share their lived experiences (Creswell & Plano Clark, 2018).

Research Questions

Having chosen a mixed methods study, it is best practice to have research questions guiding each methodological phase. Due to the sequential design, it is understood that the qualitative questions are emergent and dependent upon the initial, quantitative phase results (Creswell & Plano Clark, 2018; Plano Clark & Ivankova, 2016). The guiding questions for this study were as follows

Quantitative Questions

1. What factor constructs may best predict whether music teachers indicate an interest in mentoring preservice teachers?
2. Is there a difference in factor construct scores and indicated willingness to mentor between music and non-music teachers? Across educational teaching levels?
3. Is there a relationship between a music teacher's proximity to a collegiate education program and their willingness to become a mentor teacher?

Qualitative Questions

1. What do practicing educators find meaningful from the experience of mentoring preservice educators?
2. Do practicing educators perceive a change in the experience of mentoring preservice teachers since COVID-19 PHE?

Mixed Methods Questions

1. (Method focus) How do the qualitative findings provide an enhanced understanding of the quantitative results?
2. (Content focus) How do the perspectives of music educators who choose to be or not to be mentoring teachers explain the factor statements from the quantitative results?

Methodology

Expectancy-value theory (EVT), first developed by psychologists Martin Fishbein and Icek Ajzen, provides a comprehensive framework for understanding and predicting individuals' motivation and behavior in various domains. The theory posits that individuals' behavioral decisions are influenced by their expectations of success in a particular task and the subjective value they place on the outcomes associated with that task (Fishbein & Ajzen, 1975). It has been widely applied in fields such as education, health, and consumer behavior, offering insights into why individuals choose certain actions over others. The theory suggests that individuals are inclined to participate in activities where they anticipate success and perceive the outcomes as desirable, underlining the significance of both perceived competence and subjective task value in influencing behavior.

In more recent research, EVT has evolved to incorporate nuanced factors that influence individuals' motivational processes. Researchers have explored the role of social and cultural influences, emphasizing the dynamic nature of expectancy and value beliefs within specific contexts (Eccles & Wigfield, 2020). The theory continues to be a valuable framework for understanding motivation and behavior, adapting to the changing landscape of contemporary research, and providing a foundation for interventions and applications in diverse fields.

This study used a modified version of EVT, expectancy-value-cost theory (EVCT), as the theoretical framework. For the purpose of this inquiry, motivation was examined through (a) individual beliefs to complete a task now (ability) or in the future (expectancy), (b) their desire to do a task due to enjoyment (intrinsic value), finding it useful (utility value), or finding it personally meaningful (attainment value). These motivations may be socially influenced via past personal experiences or strongly influenced due to the perceived costs that off-set the positives related to doing a task (Eccles et al., 1983; Eccles, 2005; Kuhn et al., 2022). To understand the phenomenon, the perceived cost was just as important as the motivating influences.

As indicated above, this study was developed with an explanatory design beginning with a larger qualitative questionnaire, followed by a smaller qualitative phenomenological interview phase. The questionnaire was created with the assistance of past research and educator colleagues. The 40-item statements were designed to explore motivating and deterring influences practicing teachers may consider when considering being a mentor to a PST. Statements were associated with EVCT utilizing factor analysis. These factors were then used to answer research questions one and two. Question one

was answered with binary logistic regression. Question two was answered with a multivariate analysis of variance (MANOVA). A detailed discussion of the quantitative and qualitative analysis along with the mixed methods integration can be found in Chapter Three.

Delimitations

Selecting participants within a singular state within the U.S. may provide fruitful findings within the state. However, making generalizable statements outside of the localized area would be irresponsible. Furthermore, race and gender differences were not addressed within this study with more than half of participants in this first phase being white females (62.6%), there was not enough diversity to explore possible differences.

Definition of Terms

Cooperating Teachers (CTs): or often referred to as mentor teachers (MTs) within the current study, are certified educators within a school system collaborating with college teacher preparation programs. Their role involves hosting preservice educators at different stages of their training, facilitating their transition into practicing teachers. Beck and Kosnick (2000) referred to these educators as associate teachers as they pointed out the importance of these educators as part of the teacher educator team. Due to the importance of these relationships, Stanulis et al. (2019) recommend using the term mentoring teacher as *cooperating* may cause some to feel limited to the *what* of teaching rather than a more connected relationship.

Practicum Experiences: are generally acknowledged as clinical experiences before the student teaching semester. Powell (2020) defines “Field experience, also termed fieldwork, early field experience, clinical practice, clinical teaching, extern

teaching, or practicum, [as] teaching and/or observation experiences undertaken by preservice teachers within P-12 classrooms or other off-campus settings as part of curricula leading to teacher certification prior to the student teaching semester” (p. 483). Within Bartolome’s 2017 study, these experiences were called authentic-context learning experiences. Regardless of the name, these practical experiences provide opportunities for preservice educators to observe practicing educators and practice how to teach in PK-12 settings.

Preservice Teachers (PST): are known by many names within and outside of the United States to indicate individuals majoring in education, to become teachers. Some synonymous terms are teacher interns, prospective teachers, student teachers, and teacher candidates although some refer to specific stages of the teacher education program.

Mixed Methods Definition Statement

While examining related research in the field of music education, many studies focus on the quantitative area analyzing the successes of one device or theory over another. There is a growing repertoire of qualitative research that focuses on the lived experiences of those who live, work, and learn within the realm of music education. In music education, it is common to use the best of many approaches in order to teach effectively and meaningfully. In regard to research, it only makes sense to build literature that sees both sides of the research coin as well. For the purpose of this research, I define mixed methods research as a methodology that combines both qualitative and quantitative research techniques (Johnson et al., 2007) to have a better understanding of the phenomena being studied (Greene, 2007). In utilizing and integrating both qualitative

and quantitative data, I hope to have a rigorous study that illuminates the lived experiences educators and their motivations surrounding acting as a MT.

Particularly in my area of research, to understand lived experiences with a particular phenomenon one method alone is insufficient to address the study's research problem and purpose, and a combination of quantitative and qualitative methods will result in a better understanding (Plano Clark & Ivankova, 2016). Furthermore, I believe that integrating methods to develop a more complete picture by addressing different research questions or goals (Bryman, 2006, Morgan, 2014; Plano Clark & Ivankova, 2016; Tashakkori et al., 2021) will increase the validity of this research. Lastly, a sequential design was selected to obtain triangulation from multiple data sources and complementarity in the results about my chosen phenomenon.

To fully understand the motivations and deterrents that influence teacher decisions, I selected a sequential design to obtain triangulation from multiple data sources and complementarity in the results about my chosen phenomenon. With an explanatory sequential design, I obtained quantitative data with a follow-up qualitative phase to “not only obtain quantitative results but to explain such results in more detail, especially in terms of detailed voices and participant perspectives” (Creswell & Plano Clark, 2018, p. 151). Without the sequential follow-up interview phase, assumptions would be made without the voices of participants living this phenomenon.

The final component of the mixed methods approach in this study acknowledges that each method possesses its own limitations. The aim of employing mixed methods research is to mitigate the strengths and weaknesses inherent in using a single method exclusively. Various methods exhibit distinct strengths and weaknesses, and their

integration allows for leveraging these differences effectively (Bryman, 2006; Johnson & Onwuegbuzie, 2004; Plano Clark & Ivankova, 2016). By combining and integrating data from each component, a more comprehensive understanding can be achieved.

Subjectivity & Researcher Positionality

As I explored the topic of mentorship for preservice and novice teachers, my own past experiences flooded my memory. I recalled many incredible mentors that I had as a PST, formally and informally. As a novice teacher, I was granted the opportunity to work with and observe the lead music teacher within the district. I ultimately found that my on-site colleagues and more specifically, my principal were most influential in shaping my teaching style due to the expectations of our strict district. In retrospect, the tools I learned and used were great for my pacing and classroom management, but not specifically helpful in my skills to aid deep understanding of musical content. Due to the location of my school, I was never approached regarding mentoring PSTs; however, I was asked to informally mentor new music teachers on our campus with no training other than my own lived experiences.

In my role as a music education teaching assistant, I was afforded a distinctive opportunity to reflect on my own prior experiences while closely observing PSTs from their early experiences. This involvement allowed for an examination of their requirements and the methods through which content is delivered to them. Additionally, I observed the inherent difficulties in securing a sufficient number of practicing teachers in the region who are not only available and willing to integrate these teacher trainees into their classrooms, but also motivated to foster positive, collaborative learning

environments. The observation of challenges associated with cultivating productive relationships significantly shaped the focus of this research.

Organization of the study

The remainder of the study is organized into five chapters, a bibliography, and appendices in the following manner. Chapter Two presents a review of the related literature connecting the problem of teacher attrition with mentoring practices, perceptions, and relationships. Chapter Three describes the research design and methodology of the study including the instrument used to gather the data, the procedures followed, and determination of the sample selected for study are described. Chapter Four contains a presentation of the data from the quantitative, qualitative, and mixed methods levels of the study. Lastly, Chapter Five contains the summary, conclusions, and recommendations of the study. This document concludes with a bibliography and appendices.

CHAPTER TWO: LITERATURE REVIEW

“The delicate balance of mentoring someone is not creating them in your own image, but giving them the opportunity to create themselves.” — Steven Spielberg

As discussed in the preceding chapter, the field of education has undergone fluctuations, notably in the recruitment and retention of educators. Mentors across various fields play a pivotal role in aiding the subsequent generation through both instructional guidance and unwavering support. Enriched training coupled with sustained support contributes significantly to the prolonged engagement of teachers within the profession. The primary objective of this study is to delve into the motivating factors that compel practicing educators to accept mentorship roles for PSTs, with an additional focus on the post-pandemic landscape. A comprehensive understanding of these motivations is imperative for the effective recruitment of mentors, with the ultimate aim of fostering the enduring commitment of educators year after year.

The following literature review encompasses a comprehensive exploration of topics relevant to both music education and general education. It examines contemporary thoughts and issues pertinent to my study, drawing from decades of research. The literature presented in this chapter is organized into three main sections: the first section examines challenges within the education workforce, the second delves into teacher education preparation practices, and the concluding section explores perceptions, relationships, and motivations surrounding the mentoring of PSTs.

While specific keywords were employed to identify a wide array of music education research literature, it was noted that a substantial portion of the literature within my scope of interest was nested within the broader education field. Motivated by a desire

to draw parallels and distinctions between the experiences of music educators and their non-music counterparts, many of the resources consulted originate from the broader field of educational research. These findings, derived from the collective work of researchers worldwide, have significantly influenced and steered the trajectory of the current study.

Topic One: Challenges within the Education Workforce

Attrition and Turnover

Attrition, turnover, burnout, apathy, and compassion fatigue are just a few personal areas that were made even more formidable with COVID-19 PHE. Although education-based researchers have spent decades looking into teacher turnover and burnout from the last century (Chapman, 1984; Dworkin, 1987; Gosnell, 1977; Ingersoll, 2001; Lortie, 1975; Murnane, 1984; Pedersen, 1972; Tape, 1939), more recent researchers have focused on mental health across various livelihoods (Baker, 2012; Boe et al., 2008; Gardner, 2010; Hancock, 2008; Hancock, 2009; Hancock, 2016).

A nuanced comprehension of attrition statistics is vital for school districts around the world to maintain organizational stability. In their 2016 report, Sutchter et al. presented that teacher attrition within the United States was hovering around 8% each year. With this, greater attrition was shown to occur in the southern states, urban areas, and schools with high poverty and high minority populations. Carver-Thomas and Darling-Hammond (2019) expounded upon the considerable financial implications associated with teacher turnover while adding that additional 8% move from one position to another, increasing the total turnover rate yearly to 16%. They posited that the departure of each educator, regardless of the reason, imposes substantial costs, amounting to tens of thousands of dollars, on the concerned school district. Districts need to recruit,

train, and competitively pay their incoming workforce in order to replace teachers who leave. Especially knowing that the largest percentage of individuals contributing to this annual rate of attrition are those with three years or fewer in teaching.

Lastly, Barth et al. in their 2016 report for the Center for Public Education expand upon the fact that teacher shortages are prevalent at a disproportionate level. In areas that are not in need of teachers, there is a plethora, while in areas where there is a desperate need, there are few to be found. This is particularly true in rural and urban high-needs areas that may have a revolving door of educators or even remain vacant, and especially in music.

Teacher turnover, not just an inconvenience for districts, has been faulted with lowered student academic successes and levels of participation (Carver-Thomas & Darling-Hammond, 2019; Kloss, 2012). For example, Kloss (2012) compared data of marching band directors and participant numbers. High schools with consistent directors had steady participation, while schools with a change of one or more directors within four years saw a decrease in the number of band participants. The implication of this study suggests that the greater the director turnover, the fewer students are engaged in music programs. This negative spiral can lead to diminishing music programs at all education levels. Less students in high school programs could lead to fewer students in college music programs, and then to fewer future music educators, which adds to the teacher shortage issue.

Burnout

Why do teachers leave the profession in the first place or choose to stop mentoring?

Merriam-Webster (n.d.) define burnout as “exhaustion of physical or emotional strength or motivation usually as a result of prolonged stress or frustration.” This definition has particularly been present for educators over the past few years. If teachers feel burnt out, their students may also feel the burn. Harding et al. (2019) discovered an association between teacher and student well-being. This may indicate a vicious cycle of positive or negative student-teacher relationships within PK-12. Their findings also indicated a strong association with teacher presenteeism. If teachers are consistently present, there is a better chance they can build rapport with their students and a better chance that their students will trust them. This also ties in with the Kloss (2012) study mentioned above. In relation to PSTs, it is especially essential for the teachers-in-training to witness the power of being present when they may not yet see the importance of being present each day for their students’ success. This illustrates a significant difference between being a teacher and other career paths.

One element that scholars have correlated with the phenomenon of teacher burnout is the level of satisfaction derived from their professional responsibilities. Koenig et al. (2018) examined job satisfaction of Canadian educators after a dramatic shift in education reform. Many educators expressed a lack of autonomy and work-life balance, which made them feel increased stress and unhappiness in their careers. A lack of support is often related to job satisfaction, while “Music educators may be especially sensitive to a lack of support from administrators because of the fact that music courses are often electives, and, therefore, music courses and jobs could be viewed as expendable” (Gardner, 2010, p. 119). If one feels they must constantly fight to keep their job, let alone not be supported to grow a program, burnout can more easily seep in and result in

turnover or attrition. In the same study, Gardner found that music teachers' perception of how much support they receive from their administrators was the number one influence on teacher satisfaction, aiding retention.

Another factor that can often lead to teacher burnout is a lack of self-efficacy. The study conducted by Fives et al. (2007) posited that "efficacy may serve as a means of ameliorating teachers' feelings of burnout" (p. 930). Meaning that the higher one's teaching self-efficacy may be the lower one's feelings of burnout may also be. There are bound to be challenges with each new year, but a teacher with a higher level of self-efficacy may be more resilient to bounce back from burnout during school breaks to continue to be effective during school sessions. One cannot simply "be more self-efficacious;" however, teachers must be taught in a way that grows in their knowledge and skills and beliefs in those skills. This cyclical area should be reinforced within MTEPs, by school administrators, and by mentoring teachers.

Compassion Fatigue and the COVID-19 Pandemic

While it is probable that longitudinal studies pertaining to the pandemic are underway, a handful of preliminary studies from the initial phases have already been disseminated in prominent outlets within the domain of music education research (Cheng & La, 2021 from China & the UK; Miksza et al., 2022 from the USA) and general education (Baker et al., 2021 from the USA; Fute et al., 2022 from China; Jakubowski & Sitko-Dominik, 2021 from Poland; Kim et al., 2022 from the UK; Yang, 2021 from the USA). Many of which focus primarily on the mental health of teachers during these unprecedented times. Due to the global scope of the pandemic, the sourcing of these articles on an international scale is logical and warranted.

Research conducted amidst the pandemic has underscored an elevated susceptibility to burnout, notably linked with compassion fatigue, within the healthcare and education professions (Pérez-Chacón et al., 2021). Fute et al. (2022) from China explored the mental health of teachers during the pandemic in 2020. They defined compassion fatigue as a "psychological condition characterized by both physical and emotional exhaustion, leading to diminished or reduced ability to empathize and feel compassion for others" (p. 2562). Their research revealed compassion fatigue as a detrimental consequence of caregiving, notably stressful during the early days of the COVID-19 PHE. Fute et al. noted that compassion fatigue predominantly impacts less experienced teachers, aligning with attrition statistics.

While traditionally affecting teachers in lower socioeconomic schools disproportionately, the pandemic's impact was observed to be more uniformly distributed across educational settings. In normal circumstances, teachers are primary observers of students' challenges academically, at home, and with peers. Pre-pandemic, students often sought support from trusted teachers to share their traumas. However, during the pandemic-induced shutdown, teachers witnessed a shift from worry and fear to apathy and depression behind screens, with limited means to address the situation. Fute et al. additionally found that teachers, less engaged in their work due to the circumstances, experienced higher compassion fatigue. They suggested that increased engagement in teaching, typical in more ordinary years, could mitigate compassion fatigue among educators.

The teaching profession has long been associated with inherent stress, a facet exacerbated globally during the COVID-19 PHE, particularly visible in the medical and

educational sectors. Miksza et al. (2022) investigated the well-being of music educators in this context, contrasting responses with those of non-music educators across PK-12 and higher education. Their survey of practicing music educators revealed statistically significant distinctions in emotional health and engagement during the pandemic compared to published all-teacher data. The analysis by Miksza et al. suggested suboptimal “well-being and potentially severe levels of depression while teaching during the pandemic-imposed conditions” (p. 1163). Longitudinal research is imperative to gauge the lasting impact of these experiences. Pertinently, within the realm of music education, Miksza et al.'s study offers promising insights, indicating that participating music educators, despite the challenges, exhibited resilience, particularly in their capacity to mentor pre-service teachers (PSTs). These educators demonstrated a robust connection with others and music itself, suggestive of a pre-existing resilience that allowed them to navigate challenging circumstances.

Summary

The preceding literature pertained directly to the factors influencing the willingness of prospective mentoring educators. Educators experiencing high levels of burnout and compassion fatigue, coupled with diminished job satisfaction, may exhibit reduced inclination to undertake mentorship roles for PSTs. Conversely, they might reluctantly assume mentoring responsibilities, potentially fostering unfavorable learning environments for PSTs. Identifying the mental well-being of prospective mentors is paramount for university placement coordinators when recruiting and selecting MTs. The present study aims to investigate whether the enduring repercussions of the pandemic persistently impact practicing teachers' readiness to engage as MTs.

Topic Two: Teacher Education Preparation Practices

Placement Practices

In this profession, one can only authentically learn so much by reading and observing. We must also practice those skills discovered from reading and observing in order to fully comprehend, reflect, and become effective educators (Duke, 2017). This practice occurs within practical experiences as “the main objective of the practicum is to provide student teachers with authentic hands-on experience in teaching” (Ulvik & Smith, 2011, p. 520). Practical experiences ideally provide a balance between theory learned in their TEP and practice, actually doing ‘the thing’ (Alemdağ & Özdemir Şimşek, 2017; Bartolome, 2017; Jones et al., 2014; Legette, 2013; Leshem, 2012; Palmer, 2018; Richardson & Watt, 2014; Silveira & Diaz, 2014; Shin, 2019; Ulvik & Smith, 2011). Thus, practical experiences within PK-12 classrooms are a vital part of an MTEP with the student teaching semester as the capstone experience (Alemdağ & Özdemir Şimşek, 2017; Barry & Caravan, 2020; Bartolome, 2017; Conway, 2002; Draves, 2013; MacLeod et al., 2011; Palmer, 2018; Powell, 2023; Silveira & Diaz, 2014). This importance is reiterated in both music and general education research. Additionally, Schatz-Oppenheimer (2017) advised that prospective mentors must be familiar with the theory the novice educators learned and how to put it into practice.

MTEPs play a crucial role in preparing the next generation for the contemporary classroom, equipping them with the necessary tools to navigate the challenges inherent in the teaching profession (Conway, 2012). Despite this, Barry and Caravan (2020) caution that merely placing a music education student in a PK-12 practical experience does not guarantee “an enhanced general understanding of best practice or increased confidence in

their own teaching abilities” (p. 82) upon completion. Echoing this sentiment, Conway (2012) emphasizes that the benefits derived from teacher education are contingent upon the effort invested by pre-service students, asserting that preservice students will get out of teacher education what they put into it” (p. 331). MacLeod et al. (2011) posit that while PSTs may acquire essential skills and knowledge in their MTEP, the absence of practical application may result in forgetting critical information before it becomes relevant. Consequently, it is acknowledged that MTEPs, regardless of the quantity or quality of practical experiences, cannot comprehensively impart all the knowledge requisite for the teaching profession.

Every TEP within each state and country has its way of preparing PSTs for the workforce and guidelines for certification (Henry, 2005). Juchniewicz (2018) shared that both the NASM (National Association of Schools of Music) and CAEP (Council for the Accreditation of Educator Preparation) accreditation institutions lack specified guidelines as to what MTEPs should provide for practical experiences, policies, and procedures. This increases the variability between expectations provided by individual states to their teacher-certifying institutions. Henry (2005) investigated studies from the 1970s and 1980s that looked into certification expectation trends across the 50 states. Then, he verified how these music certification expectations changed or remained the same at the point of research in the early 2000s. It was clear that if this process were to be repeated now, many differences would appear yet again as the pendulum swings.

The Role of the Mentor Teacher

“An important role of the practicum is to provide a supported entry to the profession, [thus,] it is crucial to have excellent teachers as mentors” (Ulvik & Smith,

2011, p. 521). Extraordinary mentors within quality placements can model effective teaching and provoking reflective practice while providing positive, helpful feedback to guide the next generation to be their best. The prescribed roles within a practical experience may be assumed; however, there exists variability in the delineation of these roles across TEPs, states, and countries. It is imperative to establish precise descriptions of the roles for each party involved, particularly that of the MT, to enhance the likelihood of success (Beck & Kosnik, 2000). The absence of a well-defined and mutually agreed-upon role structure may lead to heightened communication lapses and frustrations, posing a potential detriment to the essential future resilience of PSTs.

Here are examples illustrating the role of MTs. Firstly, while some CTs give feedback and serve as a model for PSTs, the 'associate teacher's role,' as explained by Canadian researchers Beck and Kosnik (2000), extended beyond the usual tasks. These mentors were also responsible for grading the PST to avoid the inevitable lousy lesson occurring only on the day the university supervisor visits. Secondly, in Haigh and Ell's (2014) study, the MTs were not obligated to assign grades to their PSTs; however, they offered feedback and presented a final report at the end of the experience, expressing their perspective on whether the PST should pass or fail the practicum. While formal grades and decisions typically originate from the university side, the MTs, who spend the most time with the PST, possess crucial insights into the readiness of the PST for the next phase.

Whether the requirements for MTs increase or decrease, it is imperative to furnish them with a clear description of responsibilities, coupled with robust university support. Ambrosetti and Dekkers (2010; as cited in Patrick, 2013) clarified the distinction between

mentoring and supervising. While some mentoring may transpire under the purview of a supervisor, these relationships inherently differ. Supervision tends to adhere to traditional hierarchical structures, while mentoring assumes a more contextual approach, driven by a shared goal and outcome. Striking a harmonious balance between the roles of a supervisor and mentor emerges as an ideal scenario for MTs. Simultaneously, in numerous instances, the responsibility falls on the university to assume the supervisory role, thereby affording the practicing teacher a more personalized and intimate mentoring role.

Upon a comprehensive review of various placement handbooks offered by MTEPs, Conway and Hodgman (2006) compiled a concise list of standard responsibilities for MTs. These encompass being responsible for their classroom students, getting them ready for the PST, introducing and treating the PST as teaching a colleague in front of those students. Additionally, MTs must ensure that PSTs are well-versed in district and school policies, not only to prepare them for potential substitute roles but to foster a comprehensive understanding. Crafting a realistic schedule for PSTs, ranging from observation to assuming full teaching responsibilities, and providing consistent verbal and written feedback throughout the experience, further falls under the purview of MT responsibilities (Conway & Hodgman, 2006).

Regardless of specific expectations, MTEPs place substantial demands on MTs, with varying degrees of assurance regarding the training or qualifications of PST mentors. PSTs across all levels of experiences view MTs to be exemplary models, seeking to emulate their expertise while navigating their own professional journey. Particularly at the student teaching stage, individuals look to MTs not only as outstanding

educators but also as effective mentors capable of offering positive and constructive feedback, guiding novice teachers toward their best potential before entering the workforce (Matsko et al., 2020). The expectation extends beyond the classroom, with many MTs extending support to PSTs in their initial job search, an additional responsibility that may seem daunting, especially for those new to mentoring or relatively new to the profession.

Mentor Teacher Selection Criteria

Numerous research articles highlight that MTs frequently play a pivotal role in shaping the development of PSTs and are considered the most influential person in that growth (Beck & Kosnik, 2000; Clarke, 2001; Jones et al., 2014; Kasperbauer & Roberts, 2007; MacLeod et al., 2011; Matsko et al., 2020; Palmer, 2018; Snell et al., 2019). Tannehill (1992) reiterates that MTs have a critical role in training the next generation of educators. Thus, music education programs should devote intention-filled time arranging placements. "If the cooperating teacher is the focal point of a successful experience... teacher preparation institutions must certainly have criteria by which [MTs] are trained and selected" (Tannehill, 1992, p. 40). Tannehill (1992) also reported that numerous physical education programs established placements through the College of Education. Their commonly cited factors for selecting MTs included teacher expertise, prior mentoring training, a willingness to mentor, selection based on location, or being the only available teacher in a required district. Notably, mentor-mentee compatibility was not considered in these factors.

Hellman et al. (2023) surveyed a group of MTEP professors who "identified minimal criteria for choosing cooperating teachers as established through policy as set by

the state, higher education institutions, music education programs, and school districts" (p. 17). With this, the most indicated standard criteria were minimal years of experience or years in their current position. "Other requirements identified included degree completion, certification/license, reputation, teaching quality, teacher evaluation training, musicianship, and mentoring ability" (p. 17; see also Alemdağ & Özdemir Şimşek, 2017). In Clarke's (2001) study, seasoned MTs expressed the viewpoint that fellow MTs should possess several years of experience before taking on PSTs. Additionally, they emphasized the importance of having the 'right' personality (see also Palmer, 2018). It was also considered crucial for MTs to be exceptional teachers and to demonstrate a strong commitment to putting in the effort required for effective mentoring.

Establishing suitable matches between PSTs and potential MTs is a critical aspect within TEPs. As highlighted by Glenn (2006), "knowing the characteristics of an effective cooperating teacher can help ensure that preservice teachers are placed in settings that will benefit and support them in their first real teaching endeavor" (p. 85). When PSTs are paired with MTs more concerned about workplace drama, pushing the PST into substitute teaching roles, or lacking interest in guiding and supporting a teacher-in-training, the genuine benefits of the experience come into question. The significance of this match cannot be overstated. Exceptional teachers might not necessarily be the most popular among their colleagues but could be highly regarded by their students. This, as suggested by Glenn (2010), serves as a valuable example for PSTs to observe.

Glenn also underscores the importance of an excellent mentor being an exemplary model teacher. There is no one-size-fits-all model for an outstanding MT; each possesses unique qualities. Some may exude high energy, while others adopt a more laid-back

approach. Detail-oriented and organized mentors coexist with those embracing flexibility and organized chaos. Neither approach is inherently perfect nor flawed; the ultimate determinant of success lies in the compatibility of the PST/MT pairing.

Matsko et al. (2020) stumbled upon an intriguing discovery that even caught them off guard. They found no connection between a MT's experience, tenure, certification, degree status, or class testing scores and the readiness felt by PSTs for their teaching roles. This revelation challenges the conventional criteria for university placement. The common benchmarks, such as the number of years a teacher has been in the field or the success of the program, don't seem to influence how prepared PSTs feel. It's not just about the university's criteria but also about finding MTs who are willing to step up as mentors – a choice that boils down to voluntary commitment. However, experienced MTs suggest that the selection process can't solely rely on volunteering (Clarke, 2001). There might be a need for additional criteria, especially when the volunteer isn't motivated by the right reasons or is grappling with burnout. Without a careful selection process, there's a higher likelihood of negative outcomes.

Experiences for Effectiveness and Efficacy

In a longitudinal study conducted by collegiate music educator Bartolome (2017), the perspectives of PSTs and novice teachers regarding their practical teaching experiences were thoroughly examined. Bartolome's findings revealed that as PSTs gained more teaching experiences, their reflections "became more focused and refined" (p. 272). Despite its seemingly subtle nature, first-year teachers in her study expressed notable growth, particularly in the domain of lesson planning through their practice teaching experiences. The study also highlighted enhancements in PSTs' collaborative

abilities and an increased awareness of their career responsibilities. Bartolome identified a positive trajectory in the development of the PSTs' teacher-self, suggesting an overall improvement in preparedness. However, it is noteworthy that Bartolome's cohort identified an area of under-preparedness, particularly in interpersonal interactions with various stakeholders such as administration, parents, co-teachers, and colleagues.

Why would it be necessary for music teacher education programs to understand the effects of the mentor-mentee relationship formed within practical experiences? Studies have shown that a positive relationship can lead to higher levels of self-efficacy for the PST (Goldhaber et al., 2017; Moulding et al., 2014). In Ronfeldt et al.'s 2018 study, they found PSTs to be more effective in their teaching instruction when they were paired with a MT who was also instructionally effective. This was most directly found within the observation ratings of PST and MT in their teaching from an administrator's point of view. However, it is not guaranteed that effective educators are also effective mentors. "While good coaching seems to matter [based on prior research]. Good coaches are not necessarily the most effective teachers of P-12 students" (Ronfeldt et al., 2018, p. 406).

Additionally related to teacher retention above, Qin and Tao's study (2021) looked at the intentions of PSTs in China to remain in the profession after graduation. They assumed that "it is likely that music preservice teachers would be more willing to choose teaching as a career if they have developed a positive attitude towards it" (p. 365). While Chapman (1984) added that administrators and possibly their mentoring teachers before them may be able to offset possible future attrition by "shaping the tone and quality of a... first teaching experience" (p. 655). With more positive practical

experiences, more resiliency building can occur. Furthermore, Ronfeldt's (2012) findings indicated that PSTs in supportive and easier-to-staff placements were more likely to be effective and stick with teaching long-term. Building on this, Ronfeldt (2015) asserted that the level of collaboration and support at a particular placement outweighs the specifics of the placement itself in influencing PSTs' efficacy. This complexity adds a layer of challenges to the task of placing PSTs in practical experiences.

Summary

Establishing constructive practical placements is imperative for the development and competence of PSTs as they undergo teacher training. However, the nature of each placement and the roles expected of both PSTs and MTs vary across locations. Clear communication of these expectations by MTEPs to both PSTs and MTs is essential for fostering a supportive learning environment. Additionally, universities should thoroughly assess MTs beyond mere tenure and teaching evaluations, as the quality of mentorship often outweighs the PSTs' prior teaching achievements in determining their success. The current study will explore practicing teachers' perceptions of current placement policies and relationships between MTEPs and PSTs.

Topic Three: Mentoring Perceptions, Relationships, and Motivations

Perceptions of Mentor Teacher Qualities

“It is possible that being an effective teacher of P-12 students is less important to effective mentoring than being able to provide quality feedback or balance between autonomy and support” (Matsko et al., 2020, p. 41). Previous research has indicated many “good” qualities beyond simply acknowledging the number of years one has taught or how many superior ratings one has “achieved” at contest. General education

researchers Alemdağ & Özdemir Şimşek (2017) focused on the perspectives of PSTs, particularly their positive and negative interactions with MTs. They found that PSTs wanted their MTs to (a) show they care about the PST's future, (b) be a good communicator, (c) be encouraging, and (d) introduce the PST to the class in a professional manner and maintain that status in front of classes.

Glenn (2010) found that effective mentors can maintain a healthy balance of control over their classrooms. They provide a beneficial dose of independence to their PST while maintaining their normal, routine control over the class, giving just enough without allowing for chaos. Additionally, Schatz-Oppenheimer's (2017) study of mentors' perceptions found that not all qualities are teachable. Some were found to be personality-based, which can be improved upon if attention is drawn. Examples of the qualities found in the study were flexibility, self-criticism, emotional receptivity, a sense of humor, empathetic, creating a positive environment, good leadership, and an ability to analyze situations in perspective (Schatz-Oppenheimer, 2017).

Music education research reiterates, "Being a good music teacher does not always transfer to being a good mentor of preservice teachers" (Baumgartner, 2020, p. 511). Determination and persistence were the highest character traits selected among surveyed educators in Baker's (2012) inquiry. Baker also found that having a love and passion for teaching was also highly related to the long-term commitment that those particular music educators had for their teaching careers.

On the other hand, in Barry and Caravan's (2020) PSTs were not shy in finding fault in their mentoring teachers in their reflective comments. The researchers called it 'disequilibrium,' or the internal struggle PST may have when encountering music

education approaches that differ from what they know or feel comfortable. Although everyone is entitled to their opinions and philosophies, left without intentional guidance, these comments could hurt the relationship between MT and PST or MT and the MTEP.

Desirable Preservice Teacher Qualities

In an ideal scenario, all prospective teachers would embark on their practical experiences equipped with readiness and a keenness for learning and personal growth (Draves, 2008). However, parallel to the qualities of effective teaching, this disposition is not universally instilled in all PSTs. Conway et al. (2010) authored a text aimed at supporting mentoring teachers, recognizing the challenge of delineating a definitive set of characteristics for PSTs. Nonetheless, various research studies suggest that PSTs, particularly in their early experiences, often exhibit dualistic thinking patterns, perceiving situations as dichotomous with clear right or wrong solutions—a manifestation of their confidence in existing knowledge and skepticism toward novelty. As PSTs progress in their educational journey, they gradually embrace a more nuanced perspective, understanding the contextual variability of effective strategies (Conway et al., 2010). Towards the culmination of their PST phase, significant intellectual growth occurs, marked by an appreciation for diverse viewpoints and their relevance across settings (Conway et al., 2010).

In addition to investigating the cognitive processes of prospective teachers, Conway conducted a longitudinal study spanning from 2002 to 2022, delving into the lived experiences of a cohort from their initial teaching days and beyond. This cohort, with two decades of teaching experience collectively, expanded the notion of musicianship for PSTs beyond proficiency on a primary instrument. While proficiency on

the primary instrument remains crucial for empathizing with struggling novice musicians, the cohort emphasized the importance of integrating skills in aural, theory, and piano training for real-world teaching contexts (Conway, 2022). Additionally, Clarke's (2001) study of experienced MTs highlighted lesson preparation, classroom management, rapport with students, and flexibility as the most significant skills they desired to see from their PSTs over time.

MacLeod et al. (2011) aimed to delineate a comprehensive list of desired teacher qualities for PSTs to aspire to. They engaged practicing teachers in ranking 40 items encompassing personal, teaching, and musical skills. Among choir and orchestra MTs, flexibility and adaptability emerged as paramount personal skills, while band instructors emphasized leadership. Rehearsal pace was deemed the most crucial teaching skill by instrumental educators, whereas choral educators prioritized teaching and learning strategies. The importance assigned to various musical skills varied widely; notably, secondary instrument skills were frequently cited by instrumental educators, whereas piano proficiency was highlighted by choral educators.

Mentoring Relationships

Studies regarding the relationship between mentor and mentee, their perceptions of the experiences, and other practical experience related research have been conducted all over the world: Australia (Ambrosetti & Dekkers, 2010; Ballantyne & Packer, 2004; Hudson, 2013; Patrick, 2013; Simpson et al., 2007; Sinclair et al., 2006), China (Lopez-Real, Kwan, 2005; Qin & Tao, 2021), Ireland (Clarke et al., 2013), Israel (Leshem, 2012; Rajuan et al., 2007; Rajuan et al., 2010; Schatz-Oppenheimer, 2017), Netherlands (Jaspers et al., 2014; van Ginkel, Oolbekkink, et al., 2016; van Ginkel, Verloop, et al.,

2016), New Zealand (Haigh & Ell, 2014), Norway (Ulvik & Smith, 2011), Turkey (Alemdağ, E., & Özdemir Şimşek, 2017), and studies with participants from multiple countries (Clarke & Mena, 2020; Hagenauer et al., 2021). Identifying commonalities or comparable findings across these studies underscores the interconnectedness of our experiences, highlighting the universality that surpasses our differences.

Mentoring, a term prevalent across various disciplines, refers to a relationship where one individual possesses greater expertise in a specific task than the other. Eby et al. (2007) examined different types of mentoring relationships and their evolving definitions over time. These included mentoring of youth, teacher-to-student mentoring, and workplace mentoring. Each mentoring dynamic is shaped by factors such as the duration of the relationship and the personalities involved, rendering each experience unique (Eby et al., 2007). These relationships may manifest as mentor-protégé or role model-observer dynamics, often characterized by significant power differentials. Particularly in education, the teacher-to-student or advisor-to-advisee mentor relationship is prevalent, featuring substantial discrepancies in power distribution.

Several scholarly articles emphasize the significance and potential advantages of successful mentor-mentee relationships between MTs and PSTs (Hagenauer et al., 2021; Hobson et al., 2012; Hudson, 2013; Leshem, 2012; Montgomery, 2000; Munir & Amin, 2018; Rajuan et al., 2010), potential difficulties with that relationship (Graham, 1993; Jaspers et al., 2014; Lu, 2013; Sudzina et al., 1997), and perceptions of what makes a good ST or MT (Alemdağ & Simsek, 2017; Haigh & Ell, 2014; Jones et al., 2014; Kasperbauer & Roberts, 2007; Matsko et al., 2020; Moulding et al., 2014; Patrick, 2013;

Prichard, 2017; Schatz-Oppenheimer, 2017). Although insightful for understanding such relationships, none of the above were conducted within music education.

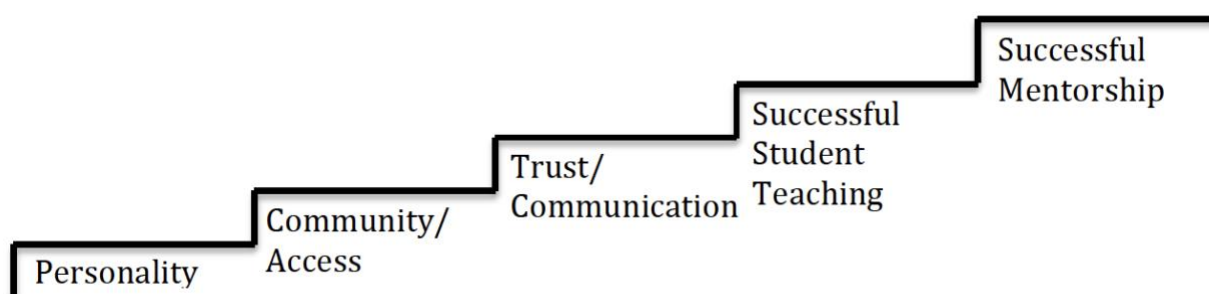
For many practical experiences, especially the student teaching semester, vulnerability of both parties is high. Establishing rapport and effective communication while prioritizing PK-12 student learning is a challenging process that requires time and effort. Graham (1993) eloquently described this dynamic, particularly highlighting its impact on novice mentors, suggesting that "this teaching arrangement may oblige student teacher and cooperating teacher to question the certainty of their beliefs, to examine the assumptions underlying those beliefs, and to arrive at judgments that result in new knowledge" (p. 214). Naturally, with such a vulnerable arrangement, some level of conflict is inevitable. When navigating relational conflicts, it is essential for both parties to engage in productive and respectful communication, working through challenges toward a shared goal (Graham, 1993). It is crucial for PST and MTs maintain a "positive and trusting relationship... to facilitate successful student teachers' learning and development" (Hagenauer et al., 2021, p. 402). Such relationships have the potential to yield reciprocal benefits for both mentor and mentee.

Lastly, when exploring the building blocks of a MT-PST mentor-mentee relationship, Jones et al. (2014) utilized a staircase visual to describe their agricultural education mentoring findings (see Figure 1). From the perceptions of the PSTs, connecting with their mentors on a personal level was the first step toward their perception of a successful experience. Although this particular article explored the experiences of agriculture education PSTs, the needs and varied experiences are not far removed from those in secondary music placements. Specifically in the experiences they

can gain within the community and access step. Jones et al. discussed FFA experiences beyond the classroom could translate to music contests or competitions beyond the classroom. The experiences and access the MT granted may aid the PST's knowledge and perceived success. The final step before perceived success was trust and communication.

Figure 1

Jones et al. (2014) Metaphorical stair steps representing themes for successful mentoring relationships.



Note. Reprinted with permission from Jones, C. K., Kelsey, K. D., & Brown, N. R. (2014). Climbing the steps toward a successful cooperating teacher/student teacher mentoring relationship. *Journal of Agricultural Education*, 55(2), 38.

The Jones et al. participants noted that elements of mutual respect and meaningful communication accompanied the autonomy they received from their mentoring teachers. "Communication leads to trust, which is essential for a positive experience, regardless of context" (p. 43). Permission for the above figure can be found in [Appendix A](#).

Mentoring Approaches

In educational mentoring relationships, it is often observed that mentors opt to empower mentees by adopting a collaborative or co-teaching approach. As highlighted by MT participants in Draves (2008), establishing a collaborative teaching environment presents challenges but also brings significant rewards for the mentor. Moreover, this

collaborative approach enhances the mentee's prospects for success when working independently. Given the unique nature of each educational pairing, it is valuable to recognize various types of mentoring relationships, particularly when selecting matches between PSTs and MTs.

Four mentor-mentee relationships emerged from an inquiry by Israeli education researcher Leshem (2012). The first mentoring relationship, *evolving with indicated progress*, grew over time, allowing trust and openness to guide the bond. This relationship relied on time and allowed for constructive criticism for growth, yet did not discuss the power dynamic. The second, involving *compliance, agreement, and acceptance*, encompasses a more significant power imbalance between the two, with the PST complying with the advice from the MT. The situations discussed under this umbrella in Leshem's study were unique, as the taught content was religious in nature. Thus, a distinctive set of beliefs by the individuals and the institutions were first discussed.

The third relationship, *of mutual learning*, was the most reciprocal in nature of their findings. From the study's placements, the PSTs initially found themselves unsettled due to not knowing the MT before their experience, yet they discovered there was much to be learned from the positive experience. From the MT perspective, they found a desire to raise their own teaching effectiveness to be the best role model they could, seeing this as a positive of being a mentor. The final relationship involving *support and sensitivity* would likely be best for PSTs who struggle with confidence and are not quite ready for the deep end alone. The PST under this heading indicated that they appreciated their MT's support and 'handholding' as they did not feel ready for more.

Rajuan et al. (2010) examined mentor-mentee pairings and perceptions of academic, practical, technical, personal, and critical expectations over time. "It appears that mentoring relationships develop in the direction of emphasis on similarities and resolution of differences in an attempt to create a supportive and comfortable mentoring environment that is preferred by mentoring pairs over a more conflicting and challenging learning context" (p. 217). With this, they found a need for a healthy balance of support and challenge from the MT. Too much support or too many challenges led to higher feelings of conflict in the relationship.

Furthermore, Family and Consumer Science researcher Montgomery (2000) brought forth an important perspective. To avoid potential conflict in a mentor-mentee relationship when philosophical beliefs conflict, one must stress the use of research-based teaching. Often PSTs go into their practical experiences with research-driven theories they want to practice. If the mentoring teacher does not accept these theories, conflict may ensue. Flexibility with a student-centered and research-driven approach can lead to positive, reciprocal teaching opportunities for both mentor and mentee, and a positive learning experience for the PK-12 students as well (Montgomery, 2000).

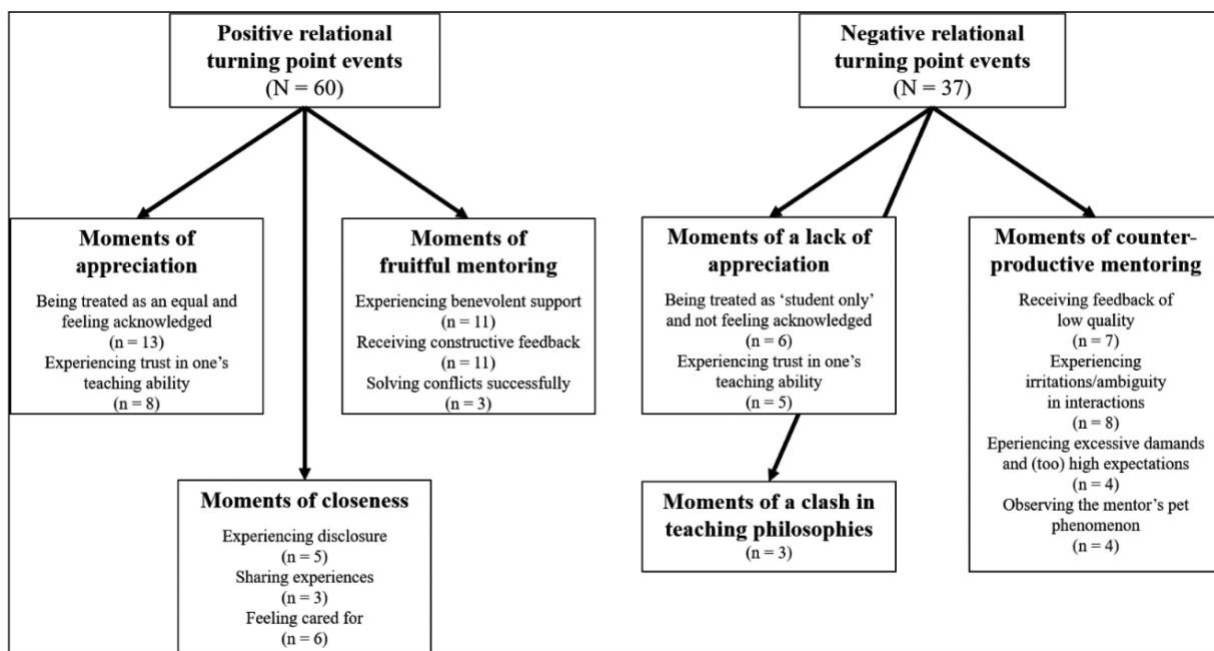
Graham (1993) looked at PST-MT relationships based on Russian psychologist Lev Vygotsky's sociocultural views. In Vygotsky's *Zone of Proximal Development* (ZPD), often discussed in PK-12 education, the teacher or 'more capable peer' assists the learner at their given readiness. Moving too slowly can cause the learner, or PST, to become bored and complacent. On the contrary, moving too quickly or having too many responsibilities or expectations too soon can cause the PST to become overwhelmed, burnout, or desire to discontinue their teaching journey. Using the scaffolding metaphor,

a mentor can help guide and support their PST within the bounds of their self-efficacy, pushing just enough for successful growth. Graham also notes that this relationship is much more reciprocal than one would find in a teacher-to-PK-12 student relationship, allowing for more push and pull and greater leaps forward with the right amount of feedback and praise.

Positive professional relationships between PST and MT pairs are crucial for the learning and growth of PSTs. When these relationships are fraught with conflict and distrust, PSTs may be reluctant to voice their needs or engage in honest reflection due to fears of negative consequences. Simultaneously, MTs may be less inclined to provide constructive feedback (Hagenauer et al., 2021). Recognizing the significance of a positive working relationship between mentees and mentors, Hagenauer et al. (2021) identified factors that either facilitate or hinder the mentoring relationship (p. 406). In line with Vygotsky's 'zone of proximal development' theory, student teachers (STs) in Hagenauer et al.'s (2021) study reported feeling most valued when granted autonomy and space alongside ongoing feedback and support. Conversely, excessive autonomy without support or insufficient autonomy, indicating a lack of trust, were perceived as indications of inadequate appreciation.

Figure 2

Hagenauer et al. (2021) Positive and Negative Relational Turning Point Events



Note. Reprinted from Hagenauer, G., Waber, J., & de Zordo, L. (2021). 'She never actually let you walk into a trap': Exploring relational turning point events in the mentor-mentee relationship in the practicum. *Professional Development in Education*, 49(3), 406. Open Access article distributed under the terms of the Creative Commons Attribution License.

Schwille (2008) explored educative mentoring, which integrates psychological support alongside teaching opportunities and resources in its design. Similar to Graham's (1993) study, educative mentoring involves mentors scaffolding their support gradually, considering the prospective teacher's Zone of Proximal Development (ZPD). Schwille emphasizes that "mentoring is an educational intervention" (2008, p. 160), suggesting that effective mentors address not only technical teaching needs but also psychological ones, promoting the mentee's learning. Intentional awareness of the prospective teacher's classroom leadership enables mentors to better support them, leveraging their strengths

and addressing weaknesses. Furthermore, educative mentoring is reciprocal, facilitating learning and growth for both mentors and mentees. Schwille (2008) observed that “novices and mentors gain deeper insight into their own teaching when mentors and novices together plan, teach, and reflect both in the action and on the action of teaching rather than tackling the tasks of teaching in isolation” (pp. 164-165).

Mentors in Schwille's (2008) study expressed a concern for sustaining high teaching standards in their prospective teachers' careers. They aimed to guide PSTs through research-driven theories and practices while allowing them to develop their teaching identities and beliefs. Schwille characterizes this balanced approach as 'bifocal vision' for mentors as they guide their mentees. A similar approach, known as adaptive mentoring, adapts to accommodate the individual characteristics of PSTs (van Ginkel, Oolbekkink, et al., 2016). With differing ages, philosophies, experiences, and needs, there are bound to be bumps in each pairing regardless of how much planning and preparation went into creating the match, especially with differing expectations (Rajuan et al., 2010).

Other Mentoring Contexts

Mentoring in education is expected, from within teacher education to the mentoring of novice teachers and the mentoring of PK-12 students within schools. Although these types of mentoring are beyond the scope of this study, the findings from studies exploring other mentoring contexts may be meaningful for PST-MT mentoring relationships.

Dantzer (2017) explored cross-age peer mentoring within an after-school program in Western Canada. The participants were paired elementary and high school students.

Training and regular check-ins were implemented to ensure positive mentoring was occurring. The high school students were trained to focus on the basic needs of their mentees (autonomy, competence, and belonging).

Their findings were positive and hopeful for mentors and mentees, showing a statistically significant growth in competence. Mentors specifically found a great benefit from the reciprocal relationship related to their own basic needs by focusing on the basic needs of their mentees. These findings relate to the mentor-mentee relationship of a MT and PST, in terms of needs and support.

Although a good amount of research discusses mentoring for novice teachers, "Eleanor's" story told by Paetz (2021) is particularly relevant. "Eleanor" was an experienced music teacher with over ten years under her belt. After struggling with an unsupportive administration, district, and challenging students, her level of burnout led her to leave the classroom. Soon after, she was approached to become a long-term substitute teacher for a blooming program. Although hesitant, the teacher on leave was highly supportive and mentored "Eleanor" from afar with great success. The positive experiences she had via that, although distanced, relationship coupled with positive student and colleague interactions, rejuvenated her to continue as an educator. These positive interactions and relationships infused during the preservice stage and a continued connection after graduation would be highly relevant to building resiliency by mentoring novice teachers.

Motivations to Mentor

Upon selecting this dissertation topic and outlining the quantitative instrument, I encountered a study by Australian researchers Sinclair et al. (2006). In their study

preparation, Sinclair et al. compiled a list of potential starting points for mentors derived from previous literature. They categorized these points as 'boosters' (positive motivators), 'guzzlers' (negative influencers), and 'enticers' (factors promoting future motivations). A comparable framework was adopted for the current study.

Sinclair et al. (2006) suggested that teachers' positive motivations to take practicum students revolve around a solid set of professional commitments to self, students, and the profession" (p. 272; see also Clarke & Mena, 2020). Given that incentives for becoming MTs are limited and often not significant motivators for educators (Tannehill & Goc-Karp, 1992), fostering intrinsic or internalized motivators may aid in recruiting and retaining highly qualified MTs (Sinclair et al., 2006). Concurrently, it is crucial to recognize the 'guzzlers'—such as time constraints or past negative experiences—that teachers may encounter when considering mentoring. Availability, as highlighted by Sinclair et al., plays a role, with many teachers reporting low motivations to mentor simply because they had never been asked. Increasing positive experiences and broadening the pool of educators approached for mentorship can mitigate burnout and expand the potential mentor base.

Among the positive experiences, Sinclair et al.'s participants expressed a desire for more time with their prospective teachers, relief from school-specific duties, and clearer guidelines and expectations from the Teacher Education Program (TEP). "Enticers may provide the framework within which teachers' boosters are maximized and their guzzlers minimized" (Sinclair et al., 2006, p. 273). Enhanced positive experiences can mitigate the impact of negative factors on teachers' future choices.

Simpson et al. (2007), also based in Australia, shed light on the benefits that prospective mentors may derive. Focusing on rural communities with limited access to professional development opportunities, their study revealed that mentors in small community schools gained more than just mentoring experience by accepting PSTs. They derived benefits from reflecting on their school practices and teaching methods, collaborating with PSTs, exposing them to teaching approaches they may not be familiar with, gaining new research-driven insights, and receiving feedback from PSTs. The researchers propose that these findings can be deliberately addressed in future mentor-mentee pairings, expanding the scope of practical placements offered by universities. This reciprocal relationship has the potential to be particularly advantageous in rural settings where geographical distance often limits opportunities.

Finally, an international study by Clarke and Mena (2020) specified two areas that must be addressed to help motivate teachers to mentor and influence retention of future teachers

(1) individual practicum mentors must better understand *why they do what they do* so that what motivates or challenges them in this work can be made explicit and available for critical review and reflection; and (2) the teaching profession, collectively, must better understand what might be typically expected or what might be particularly distinctive about the motivation and challenges that practicum mentors encounter in this work so that they can respond accordingly – something which is difficult to do in the absence of such knowledge. (p. 2)

Benefits of Mentoring

Jaspers et al. (2014) explored the lived experiences of MTs, revealing a symbiotic relationship between their roles as teachers and mentors. They emphasized that their communication with mentees and their teaching experiences informed how they supported PSTs. MTs acknowledged that providing feedback and engaging in discussions with PSTs facilitated reflection on their own teaching practices, enhancing their competence and well-being.

The study highlighted that MTs prioritized their role as teachers over that of mentors, which is understandable given their primary responsibility for delivering a consistent and reliable education to their students. However, differences emerged in responses from primary and secondary level mentors. Primary educators were more inclined to take charge of the class if a PST's lesson veered off course, while secondary teachers were more open to allowing teachable moments for PSTs while maintaining their authority with students (Jaspers et al., 2014).

Summary

Research indicates that experiences defined by both the PST and the MT as successful have also been explained as being reciprocal in nature (Graham, 1993; Leshem, 2012; Schwille, 2008; Simpson et al., 2007). Given a respectful, reciprocal relationship where both parties not only support and provide feedback but learn from one other. Not in a unidirectional manner. These positive relationships can be meaningful and perceived as benefits from the experience for both PST and MT, which in turn may influence the MT to continue to mentor future PSTs and the PST to have a positive shot during their novice teaching years. Very few studies look directly into what motivates

educators to become mentoring teachers. As time passes, particularly since the COVID-19 PHE and with the mass retirement of the baby-boomer generation, these potential mentors' needs and motivations may change. Continuously surveying practicing educators regarding their willingness to engage is imperative for ensuring that they are adequately equipped to succeed. Moreover, this approach facilitates the identification and recruitment of willing participants who may have previously not been approached. The current study will explore practicing educators' perceptions of the reciprocal opportunities within mentoring that may renew motivation.

Gaps in the Mentoring Literature

Research into the practices, perceptions, and policies regarding practical experiences in music and general education studies is extensive. However, the investigation into the motivations driving practicing teachers to become mentors is comparatively limited, particularly within the realm of music education research, and especially in light of the teaching environment post COVID-19 PHE. As educators strive to re-establish normalcy in their teaching practices post-pandemic, their motivations and inclination to mentor PSTs may have evolved.

This study aimed to address a gap in the literature by examining the mentoring experiences of music educators with PSTs, comparing those experiences to the more prevalent literature in general education. Additionally, this study highlighted the need for further research on mentoring motivation within the United States, an area that has garnered attention elsewhere in the world. Finally, the present study explored how factors such as proximity to a TEP and personal ties to the institution, such as being an alum of

the requesting college or university, may influence the likelihood of individuals becoming mentors. This aspect had remained unexplored in current literature.

CHAPTER THREE: METHODOLOGY

“The desire to reach for the stars is ambitious. The desire to reach hearts is wise.”

— *Maya Angelou*

The mixed methods methodology employed in this dissertation integrates both quantitative and qualitative research approaches to comprehensively investigate the study’s research questions. By combining the strengths of both methodologies, this study aims to provide a richer understanding of what motivates practicing teachers to be willing to mentor PSTs. The quantitative component enables the analysis of broader trends and patterns of educators across the state, while the qualitative component offers nuanced insights into individual participant experiences and perspectives. This chapter begins by fully introducing the theory used to explore educator motivation, outlines the rationale behind the mixed methods approach, discusses the specific methods used, and provides justification for their selection. Additionally, it illuminates how data from both phases are integrated, analyzed, and interpreted to yield robust findings and conclusions.

Review of the Research Questions

Quantitative Questions

1. What factor constructs may best predict whether music teachers indicate an interest in mentoring preservice teachers?
2. Is there a difference in factor construct scores and indicated willingness to mentor between music and non-music teachers? Across educational teaching levels?
3. Is there a relationship between a music teacher’s proximity to a collegiate education program and their willingness to become a mentor teacher?

Qualitative Questions

1. What do practicing educators find meaningful from the experience of mentoring preservice educators?
2. Do practicing educators perceive a change in the experience of mentoring preservice teachers since COVID-19 PHE?

Mixed Methods Questions

1. (Method focus) How do the qualitative findings provide an enhanced understanding of the quantitative results?
2. (Content focus) How do the perspectives of music educators who choose to be or not to be mentoring teachers explain the factor statements from the quantitative results?

Theoretical Framework

Initially developed by psychologists Martin Fishbein and Icek Ajzen, Expectancy-Value Theory (EVT) proposes that individuals' decisions and actions are influenced by their expectations of success in a task and the value they place on its outcomes. Widely applied in fields like education, health, and consumer behavior, EVT sheds light on why individuals choose certain actions over others, emphasizing the importance of perceived competence and subjective task value in driving behavior.

EVT has seen significant development and refinement through the contributions of various researchers (Atkinson, 1958; Barron & Hulleman, 2015; Eccles et al., 1983; Flake et al., 2015; Richardson & Watt, 2014; Rosenzweig et al., 2019; Rosenzweig et al., 2020). Primarily focused on students' decisions within the classroom, this framework has been adapted to explore diverse educational aspects related to individuals and their

educational choices. In the context of this study, EVT is applied to examine the experiences of music teachers serving as mentors in the post-COVID-19 Public Health Emergency (PHE) era.

EVT facilitates the comprehension of decision-making processes through the exploration of two key inquiries: "Can I do the thing?" (expectancy) and "Why should I or do I want to do the thing?" (task value) (Eccles et al., 1983). The application of EVT to mentor decision making is not novel, as Richardson and Watt (2014) devised the FIT-Choice (Factors Influencing Teaching Choice) survey tool, which employed the EVT framework to elucidate teacher motivation. This initiative evolved into a comprehensive research endeavor, with the researchers recruiting participants from various countries to gain insights into the factors influencing individuals' decisions to pursue teaching, among other considerations (Richardson & Watt, 2014).

In their study, Kuhn et al. (2022) also employed EVT to ascertain the motivating factors behind teachers' decisions to assume mentoring roles. They delineated four overarching dimensions within the EVT framework: socialization influences, expectancy and ability beliefs, subjective task value, and cost. As noted by Kuhn et al., "Social environment contributes significantly to a person's decision to undertake a task" (p. 5). Tasks perceived as socially driven are more likely to be pursued, whereas those deemed demanding or lacking in perceived value due to social influences are often avoided.

Expectancy and ability beliefs are connected to one's self-efficacy. Expectancy relates to future beliefs in one's ability and how successful they may or may not be. Ability beliefs are one's present competency beliefs. These beliefs could be due to previous experiences or encouragement or discouragement from others. Obtaining

training on how to mentor can assist both expectancy and ability beliefs, particularly if mentor training or mentors for new mentors are available.

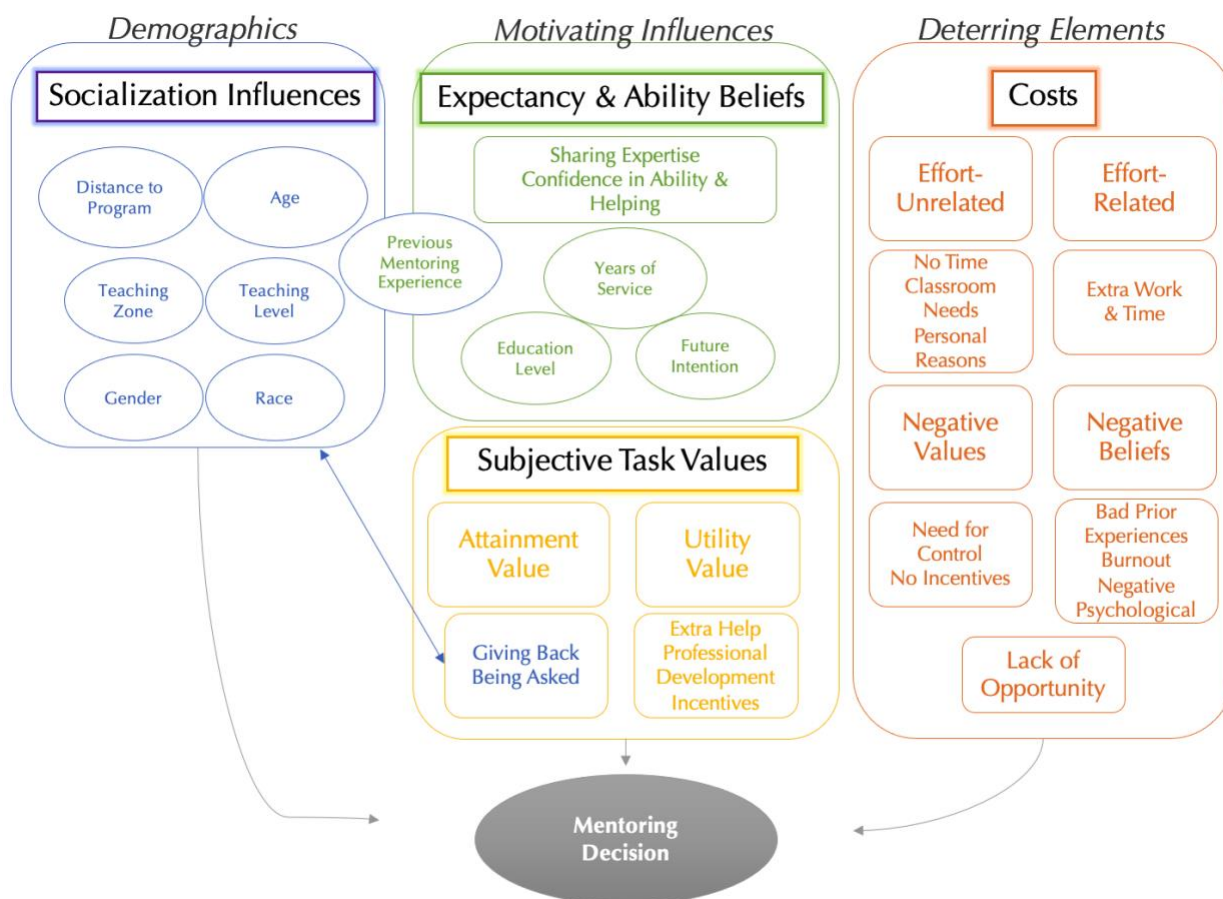
Subjective task value, as described by Kuhn et al. (2022) is one's desire to actually do a task. "Depending on the value an individual attributes to a task, they have an increased or decreased probability of choosing to do the task" (p. 7). There are three levels to subjective task value: (a) intrinsic or interest relating to enjoyment now or later, (b) utility value connecting to something being useful now or later, and (c) attainment value which projects personal meaning or importance. Subjective task value, in tandem with job satisfaction, changes the longer educators are in the field (Eccles et al., 1983; Kuhn et al., 2022).

The final aspect addressed within EVT, initially categorized under task value as a negative factor (Eccles, 2005; Eccles et al., 1983; Kuhn et al., 2022; Rosenzweig, 2019; Richardson & Watt, 2014), was later redefined by Barron and Hulleman (2015) as a distinct category in their expectancy-value model. Although previous studies acknowledged the concept of cost (Kuhn et al., 2022; Rosenzweig et al., 2019), its precise role in motivation remained ambiguous. In the present study, delineating costs from expectancy and value components is deemed most logical. If costs outweigh benefits, the propensity for teachers to undertake mentoring roles may diminish. Hence, an objective of this investigation is to differentiate between motivating and inhibiting factors. In their 2015 study, Barron and Hulleman employed factor analysis and regression analysis, revealing positive correlations between expectancy and value factors and negative correlations with cost. The distinct inclusion of cost within the model

significantly enhanced the predictive capacity for performance (expectancy) and outcome (value).

Cost has emerged as a crucial consideration when examining factors influencing MT motivation. For the purpose of this study, I use EVCT (Expectancy-Value-Cost Theory) unless referring to prior research. If TEPs can mitigate costs associated with potential mentorship, educators may exhibit heightened motivation to accommodate PSTs in their classrooms. Of particular significance is the cost associated with failure, or the perception of failure. Educators who have encountered unsuccessful mentoring experiences, for various reasons, may regard such instances as failures. As evidenced by Schunk et al. (2008), negative mentoring encounters tend to diminish aspirations for mentorship.

A visual representation of the application of EVCT to the survey instrument devised for this study is presented below in the theoretical model (see Figure 3). In this model, study variables are categorized into the four domains of EVCT. This diagram draws upon prior EVT investigations, particularly those exploring motivations in PK-12 student cohorts (Wigfield & Eccles, 2000; Wigfield et al., 2009) and subsequent studies involving educators (Kuhn et al., 2022). Two variables exhibit overlap across two categories. "Previous mentoring experience" could be found to function as either or both a social influence or an expectancy and belief factor, in that (a) a positive MT/PST previous experience could motivate a teacher to mentor again, or (b) one's beliefs in their ability to mentor now or in the future may also motivate educators to pursue mentoring. Similarly, the variable "Give back, mentor being asked" could be situated either (a) within attainment value, as it holds personal significance for the mentor, or

Figure 3*Theoretical Model*

Note. Infusing the Expectancy-Value-Cost Theory into understanding teachers' motivations to become mentors.

(b) as a socially motivating factor, given the social dimension of being asked to contribute back to the profession (Kuhn et al., 2022). Further elaboration on this model will be provided in the subsequent section concerning factor analysis.

Review of the Purpose

The aim of this explanatory sequential mixed methods inquiry was to comprehensively understand the factors influencing the decisions of practicing educators to assume roles as mentor or cooperating teachers for PSTs. To achieve a thorough

exploration of this phenomenon, a mixed methods research design was employed, facilitating the collection of both quantitative and qualitative data, with the qualitative protocol informed by the analysis of quantitative findings.

Research Design

The current study utilized a mixed methods design in order to provide a more complete picture of the phenomenon: what motivates and deters educators from serving as mentors to PSTs. The study was conducted with an explanatory sequential design (Creswell & Plano Clark, 2018) beginning with a quantitative survey and ending with qualitative interviews for the purpose of phenomenology. Survey designs assist researchers to explore the “description of trends, attitudes, and opinions of a population... by studying a sample of that population” (Creswell & Creswell, 2018, p. 147). In this case, the survey dove into the beginning of the essence of being willing to mentor. Employing an online questionnaire offers convenience and accessibility for participants yet presents challenges in reaching potential participants lacking a personal or face-to-face connection.

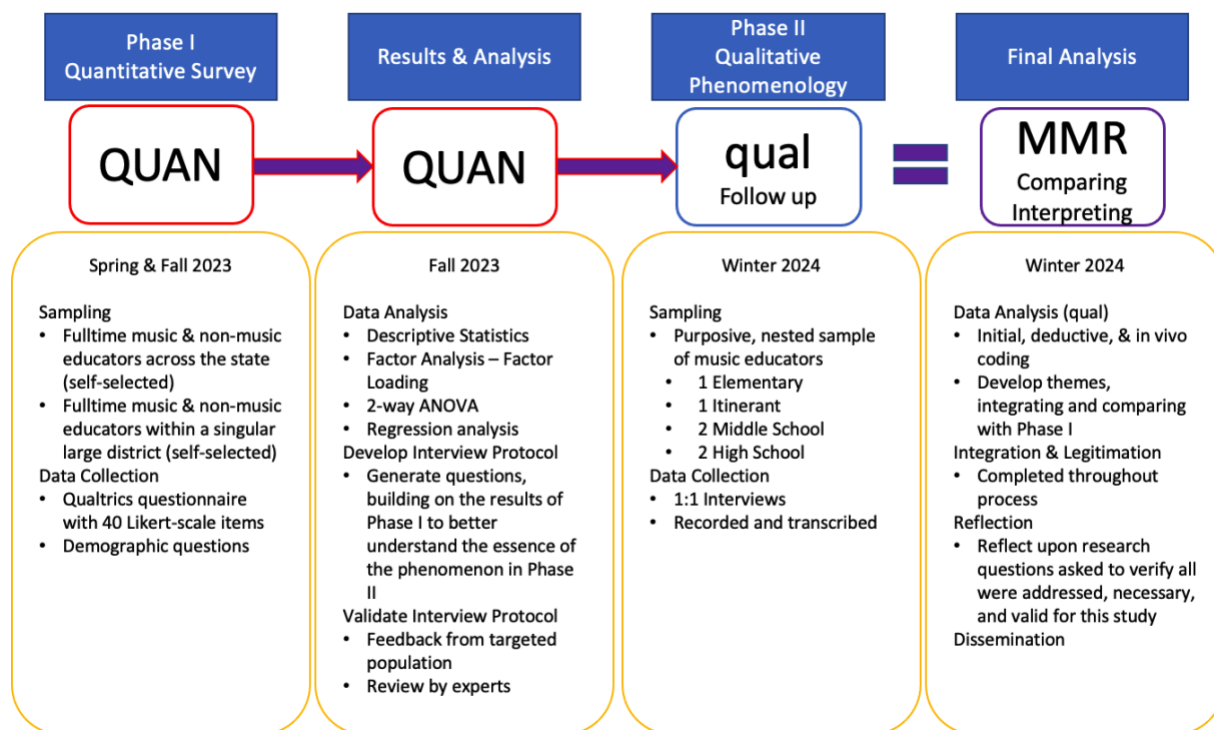
The results from the first phase were analyzed and used to build a qualitative interview protocol for the phenomenological phase. Phenomenology involves an assumption that there is a shared essence from a particular experience, in this case, motivation to mentor. “To get at the basic underlying structure of the meaning of an experience, the phenomenological interview is the primary method of data collection” (Meriam & Tisdell, 2016, p. 27). Interpretive phenomenology focuses on understanding human behaviors and actions. This allowed me to not only interpret the findings from the quantitative phase to inform the qualitative phase, but it also permitted my experience

with the phenomenon to assist the interpretation (Mayoh & Onwuegbuzie, 2015). Interpretive phenomenology aligns well with an explanatory sequential design, given its focus on understanding the lived experiences and perspectives of individuals, thus complementing the sequential nature of the research design. Furthermore, interpretive phenomenology demonstrates strength in its flexibility and adaptability, characteristics essential for accommodating the emergent nature inherent in qualitative inquiry methodologies (Mayoh & Onwuegbuzie, 2015; Merriam & Tisdell, 2016).

After the phenomenological interview, data was analyzed in comparison to the results from phase I to better explain the phenomenon in question. Preliminary analysis from the quantitative data relating to the theoretical model was also used to create the codebook used for qualitative analysis. Figure 4 depicts an overview of the study's design using a procedural diagram (Plano Clark & Ivankova, 2015).

Figure 4

Mixed Methods Procedural Diagram for this Explanatory Sequential Design



Rationale for Design Choice

The rationale for utilizing this explanatory sequential mixed methods design was to build upon and explain the quantitative data in greater detail using participant perceptions and lived experiences to illuminate the essence of choosing to serve as a MT. A mixed methods study offers a means to achieve complementarity, or more complete conclusions of a phenomenon, than individual methods alone might reveal (Greene et al., 1989; Plano Clark & Ivankova, 2015). Development is also present within mixed methods inquiry by using the quantitative data to shape how the qualitative data is used (Bryman, 2006; Collins et al., 2006; Greene et al., 1989; Plano Clark & Ivankova, 2015).

Being cognizant of the legitimation throughout the process aids the study's validity. Sampling integration was used for the hope of quality meta-inferences from the quantitative phase to the qualitative phase by utilizing a purposive nested sample. Weakness minimization was vetted in the building of the interview protocol, intentionally compensating weaknesses found from the quantitative survey. Lastly, integration was in the forefront of the analysis from the quantitative survey to the created phenomenological interview, and again in the final analysis utilizing a theoretical codebook refined from the initial phase.

In conclusion, opting to conduct a mixed methods research study rather than pursuing an individual qualitative or quantitative approach addresses a gap in the literature, particularly in the context of music education research, especially concerning MTEPs and mentoring (Prichard, 2017; Snell et al., 2019). While qualitative (Barry & Caravan, 2020; Bartolome, 2017; Bryant, 2022; Conway, 2002, 2012, & 2022; Draves, 2008; Palmer, 2018; Shin, 2019) and quantitative research (Culp & Salvador, 2021; Elpus, 2015; Juchniewicz, 2018; Legette, 2013; MacLeod & Walter, 2011) are more commonly observed, particularly in studies related to the current investigation, integrating both quantitative data and qualitative participant perceptions allows for a more comprehensive understanding of individuals' considerations when deciding to become MTs. A more detailed delineation of the study's design will follow next, organized by the two distinct phases of the study—quantitative and qualitative.

Phase I: Quantitative Survey

Participants

In order to gain insight on the number of participants needed in this

quantitative phase, an a priori calculation of the required sample size with an alpha level of .05 and power set at .80 using *G*Power*, a free statistical software. This calculation resulted in a recommendation of 164 participants to reach maximum power. With the intention to utilize factor analysis, an ideal minimum of five participants per item (40) was calculated, leading to a goal of 200 participants (Comrey, 1988; Kyriazos, 2019). Furthermore, it was important to attempt to recruit a similar size of music to non-music educators within the total 200 participants. The inclusion criteria for all participants were as follows: certified, full-time, K-12 educators, who are English-speaking adults, 19 years of age or older, within or after their third year of teaching. Teachers were recruited with at least three years of experience due to requirements for some districts as well as knowing that teachers in their first three years are often considered in *survival mode* (Conway, 2006; Eros, 2013) where it would be less likely that they would be ready to accept a PST.

Participants for this phase were recruited in two ways in order to best represent the population of Nebraska educators. The first group of potential participants were educators within a singular, large district due to their proximity to many TEPs. Upon receiving approval from the IRB (Institutional Review Boards) at both the university and school district, principals from 62 individual schools were contacted to request further approval for individual teacher participation. Each principal was asked to assist in recruiting music teachers within their building that matched the inclusion criteria. Principals were also asked to recruit an equivalent number of non-music educators who (a) matched the inclusion criteria, and (b) would be interested in participating. No previous mentoring experience was required for participation. Due to the snowball

sampling approach for this first group, it is not possible to ascertain how many total educators were invited to participate or the overall demographics.

The second group of potential participants were educators from districts across the state of Nebraska. After receiving IRB approval, a list of potential participants was obtained via the Nebraska Department of Education: Education Directory Search in the spring of 2023. To purposively recruit using the inclusion criteria, the list was manipulated by first separating music from non-music educators. Both lists were delimited by educators with full-time status by combining duplicate records and removing educators with less than three years of experience due their novice status and likelihood of lacking approval from their district. From a list of 626 music educators, 39 emails bounced, leaving 587 potential music educators (avg. teaching = 16.3 years, 3 to 51 years of experience, 65% female, 96.4% white). The non-music educator list was far larger, 14,049. In order to obtain a fair and random list, each educator was given a number using Excel and then using *Randomizer.org*, a list of 587 potential participants were contacted (avg. teaching = 16 years, 3 to 46 years of experience, 76.7% female, 97% white). For bounced emails, I continued to use the same randomization process to identify additional participants.

Instrumentation

During the topic-deciding phase of this dissertation journey, I obtained IRB permission to conduct a small exploratory study in the fall of 2022. The aim of this study was to investigate the challenges faced by MTEP placement coordinators nationwide following the onset of the pandemic. Upon analysis of their open-ended responses regarding the PST-MT experience, a survey instrument was constructed for the present

quantitative phase to investigate factors influencing teachers' decisions regarding participation as a MTs to PSTs.

The questionnaire was organized in four parts. The initial and concluding segments of the survey were demographically oriented. The first segment asked respondents about their years of teaching and mentoring experience, presented as continuous variables facilitated by a slider. Educators were then asked (a) whether they had ever been approached to mentor, with response options categorized as yes, no, or hypothetically only, and (b) whether they were eligible to mentor within their district, with choices categorized as fully eligible, eligible for a practicum only, not eligible, or uncertain. Teachers were then prompted to specify the content and educational level they teach, employing a multi-select nominal format encompassing options such as elementary, middle, and high school, and further distinguished into general education, core/specials, or music/special education. For those indicating involvement in music education, an additional multi-select question was provided to denote involvement in band, choir, orchestra, or other. Concluding this segment, educators were asked to indicate their awareness of a TEP within a 90-mile radius. This question acknowledges the potential implications of travel difficulties for PSTs due to scheduling constraints and limited access to transportation and may be a practical and genuine indicator of availability and willingness.

The final segment, also demographic in nature, inquired about the participant's teaching zone (according to the Nebraska Department of Education), gender, race, age, highest level of education attained, and an indication of how much longer the educator intended to remain in the profession. These individual variables were deemed crucial for

characterizing the participant cohort and discerning variations and commonalities within the dataset.

The survey instrument's largest section comprised influential statements related to mentoring. Educators were asked to indicate if statements influenced their decision to mentor, with or without prior experience or being asked, using a five-point Likert-scale (definitely yes = 5, probably yes = 4, maybe or maybe not = 3, probably no = 2, definitely no = 1), as was suggested in Sinclair et al. (2006). Statements included 20 positively stated phrases to indicate motivators, and 20 negatively stated phrases to indicate deterrents. The block ended with short questions of willingness: *would you currently indicate "yes" to mentor students* (categorical: yes, for practicum / yes for student teachers / yes for both / yes but considering no / no) in order to view a full range of interest.

Two open-ended, optional questions were included on the survey instrument. The first gave educators an opportunity to express additional factors that influence their decisions, and the second asked them to share challenges of being a mentor prior to and since the pandemic. All data segments were utilized to inform and shape the qualitative component of this mixed methods study. The full quantitative questionnaire may be found in [Appendix B](#).

Factor Analysis Model Development

Before finalizing data collection and analysis with the complete data set, confirmatory factor analysis (CFA) of the 40 influential statements was completed with the study's theoretical model in mind. A CFA requires researchers to utilize an existing theory or previous research (Huck, 2012). Thus, after the initial coding of the individually

created statements, each statement was assigned to a category within EVCT before the collected data established factor loadings.

The CFA involved breaking down the two overarching groups (motivating and deterring) into more factors by comparing statements from additional prior research utilizing EVT (Flake et al., 2015; Kuhn et al., 2022; Watt & Richardson, 2007, 2012; Wigfield & Eccles, 2000). From the theory-focused factor analysis, eight initial factors (3 motivating, 5 deterring) were identified connecting to EVCT: Factor 1 statements are easily seen as having *utility value* or a usefulness (ex. To gain new ideas from the preservice educators). Factor 2 statements have an *attainment value* or are perceived as meaningful, while many others have a *social* component (ex. To be reflective in my own teaching while mentoring and observing a preservice educator). Factor 3 statements are directly related to one's *expectancy* or *ability beliefs* (ex. To help the profession by sharing my expertise).

The next five factors related to perceived cost, also seen in the theoretical model above. Factor 4 statements fall under *effort-unrelated cost* meaning perceived costs that are not related to mentoring tasks (ex. My class is very challenging, and I do not have the energy to balance them and a preservice teacher). Factor 5 statements aligned with *negative beliefs* where prior experiences, including *negative social* experiences (ex. I had a bad experience with a preservice teacher and do not want to go there again). Factor 6 statements considered *effort-related costs* meaning perceived costs due to mentoring (ex. Having to complete additional paperwork needed by the university or state certification agency). Factor 7 statements were related to *negative values* where the need for control or lack of incentives dominated (ex. There are no incentives that I am interested in to

influence me to be a mentor teacher). The final factor, factor 8, contains one statement, outside of the EVCT, that relates to a lack of opportunity due to one's distance to a TEP with preservice students. Factor loadings may find that this final lone factor may be associated with the social aspects found in factor 5.

To test the hypothesized model, an exploratory factor analysis (EFA) was employed prior to full data collection. This model showed similarities to the hypothesized model, and structural equation modeling (SEM) was rigorously conducted to determine the CFA factor model fit.

Determining validity and reliability

In hopes of exploring the reliability and validity of the developing instrument, feedback on the written statements was gathered by multiple experts from college music education professors to PK-12 educators. The list of statements was then compared with the survey instrument within Sinclair et al.'s (2006) study that did not include instrument validity or reliability information. A comparison was also completed using the created instrument in van Ginkel, Verloop, and Denessen's (2016) which focused on mentoring motives and conceptions. Although this study did not utilize EVCT, many of their statements align with the beliefs and values present within the theory. Lastly, the study was compared with Kuhn et al.'s (2022) study to verify any pandemic-related additions. The scope of their qualitative study, however, did not include changes in motivations or deterrents based on COVID-19 PHE, an area of focus in the present study.

After a pilot test of the survey instrument in the spring of 2023, Cronbach's alpha was calculated to evaluate internal consistency (Huck, 2012). Cronbach's alpha for the overall Likert-scale items was .88, which is considered "good." The survey instrument

underwent content validity testing by knowledgeable faculty, colleagues, and a select group of music educators to mitigate unintentional bias and ensure clarity for the intended population. Minor semantic adjustments were made based on feedback to enhance clarity and alignment with the study's objectives.

Quantitative Data Collection

The survey instrument was designed and completed using *Qualtrics* due to accessibility at my institution. It was also chosen due to the ease of collecting anonymized data digitally from individuals who could then take the questionnaire at their own pace on a device and location of their choosing. The survey was structured to avoid obtaining identifying data and disseminated using an anonymous link.

Per the IRB, an emailed informed consent form (see [Appendix C](#)) was created. The questionnaire contained demographic questions related to years of teaching, years of mentoring, age, race, gender, general location within Nebraska, and the number of years one intends to remain in the profession. Personal identifiers via questions or collected *Qualtrics* data were not obtained to maintain anonymity. The questionnaire is available to peruse under [Appendix B](#).

Quantitative Data Analysis

Once the questionnaire closed, I moved the data from *Qualtrics* to *Excel* to be cleaned and organized. I then transferred the clean data into the *IBM SPSS Statistics* package for Mac. Descriptive statistics were used to describe and explain the survey data. Demographic information and indicated willingness to mentor are reported via frequency tables in Chapter Four.

While the primary focus of this study was not on developing a scale, the scale associated with EVCT was rigorously analyzed using CFA and SEM to comprehensively address the research questions. Measurement models were explored for model fit with the observed scale items and the latent theory factors (Brown, 2015). When a participant was missing data for individual scale items, the entry was deleted pairwise. Pairwise deletion was chosen in order to preserve more of the overall data (Brown, 2015) particularly due to the smaller than desired sample size. If a participant completed the motivating statements and not the deterring statements ($n = 4$), all available completed data was preserved.

To address the first quantitative question, *What factor constructs may best predict whether music teachers indicate an interest in mentoring PSTs?*, a three-category ordinal logistic regression model was employed. The outcome variable, "willingness to mentor," was coded into three levels: (1) "yes, for both practicum and student teachers," (2) "yes, for student teachers only," and (3) "yes, for practicum students only," denoted by the values 2, 1, and 0, respectively. The regression analysis was conducted utilizing the established constructs derived from CFA.

However, due to the limited number of respondents opting for the middle category of "yes, but considering no" ($n = 3$), a decision was made to merge this category with the affirmative responses, resulting in a dichotomous variable. Consequently, binary logistic regression was deemed more appropriate for the final analysis of the first research question.

The findings pertaining to the aforementioned analysis are elucidated in Chapter Four, where they are presented using a regression table, encapsulating the pertinent results and insights gleaned from the regression model.

The second quantitative research question, *Is there a difference in factor scores and indicated willingness to mentor between music and non-music teachers? Across educational levels?* was addressed using a Multivariate Analysis of Variance (MANOVA) with $\alpha = .05$, $\beta = .80$ and the following null hypotheses in mind:

- a) H_{0a} : There is no difference in mean factor construct scores between music and non-music educators or across educational levels. [type of educator and educational teaching level]
- b) H_{0b} : There is no difference in mean factor construct scores between an indication of willingness to serve as a mentor teacher.
- c) H_{0c} : There is no difference in mean factor construct scores based on the interaction between the type of educator and an indication of willingness to serve as a mentor teacher.

MANOVA was selected due to its ability to explore whether multiple levels of independent variables alone or in combination with other independent variables have an effect on the dependent variable (Foster et al., 2006). To test the null hypothesis, Wilks' lambda was chosen as it "demonstrates the amount of variance accounted for in the dependent variable by the independent variable" (Foster et al., 2006, p. 21), and it is the most commonly used statistic in exploring overall effects.

The final quantitative research question, *Is there a relationship between a music teacher's proximity to a collegiate education program and their willingness to become a*

mentor teacher? was explored using the music educator's indicated willingness to mentor dichotomous variable. Similar to research question number one, binary logistic regression was utilized to explore the predictive abilities of four scale items. Items were added hierarchically to the model starting with the categorical variable, *Is your school within a 90-mile radius of a college with a related education degree* (yes = 2, no = 1, not sure or blank = 0) followed by the average score of *Our school is not very close to a TEP, thus I am rarely, if ever, asked* and *My school is very close to a college with an education degree and I am burnt out* from the deterring statements. Lastly, the average score of *I work in close proximity to my alma mater and want to give back* from the motivating statements was added to the model. Results from this hierarchical regression may be found in Table 8 of Chapter Four.

Assistance in the validation of the data analysis process was carried out by the NEAR (Nebraska Evaluation and Research) center at the University of Nebraska-Lincoln.

Phase II: Qualitative Phenomenology

Participants

Twelve participants for the follow-up qualitative interview phase were purposively selected and nested from the music educators recruited for the quantitative phase due to personal knowledge of their past mentoring of PSTs. As is necessary in phenomenological research, it is important to hear the lived experiences of those who have lived the phenomenon, expressing their shared experience with the phenomenon (Tashakkori et al., 2021). It would have been inappropriate in this phase to interview individuals who had never mentored PSTs. Like the inclusion criteria for the quantitative

phase, the music educators in this second phase were certified, full-time, K-12 educators, English-speaking adults, 19 years of age or older, within or after their third year of teaching. Participating music educators were selected across multiple levels and musical content areas. The participant emailed consent form is available in [Appendix D](#).

Interview Protocol

Since this study focuses on influencing factors that lead educators to make decisions about mentoring, attention to individual's lived experience is key to fully understanding the data from the quantitative strand (Creswell & Plano Clark, 2018). To best divulge the essence of this phenomenon, a phenomenological interview was the primary source of data obtained for the qualitative follow-up phase (Creswell & Creswell, 2018; Meriam & Tisdell, 2016).

The interview protocol was created during the initial analysis and interpretation of the quantitative data with the EVCT guiding the interpretation as well as influenced by related prior qualitative studies (Conway et al., 2012). The interview protocol is available in [Appendix E](#).

As discussed above, the use of interpretive phenomenology allows the first phase to be analyzed and interpreted, focusing on the phenomenon of one's willingness to mentor PSTs. The emergent design allows the second phase to narrow in on those who have had lived experiences with the phenomenon to explain the quantitative data in rich detail and to build the essence of the phenomenon.

Some of the interview questions were tested with a panel of experts during an unrelated conference session. Based on conversations sparked from the panel, and individual item findings from the quantitative instrument, the final protocol was defined.

Qualitative Data Collection

After obtaining IRB approval and participant consent, participants were provided with the interview protocol to prepare. Structured interviews, approximately forty-five minutes in length, were conducted virtually using *Zoom* due to the ease of access and free transcription service available through my institution. Choosing not to conduct the interviews in-person provided more opportunities for scheduling.

During the interviews, detailed memos were taken to help “shape the development of codes and themes” (Creswell & Creswell, 2018, p. 184). After the interviews were conducted and an initial analysis of the transcribed data was coded, preliminary codes and themes were sent to each individual participant for member checking for internal validity (Merriam & Tisdell, 2016).

The interviews were transcribed using free service via *Zoom* through my institution and visually verified to ensure accuracy. During the interview, participants were assigned a generic pseudonym as their “Zoom Name” that would ensure anonymity from the beginning as the transcribed data would include that pseudonym as their name.

Qualitative Data Analysis

Qualitative research is not meant to be a linear process. As one is collecting data, one is always analyzing and allowing emergent insights to direct the future collection and analysis (Merriam & Tisdell, 2016). This is especially true with the chosen explanatory sequential design as the qualitative phase is already emergent due to the findings from the qualitative phase. This interactive process allows researchers to “produce believable and trustworthy findings” (Merriam & Tisdell, 2016, p. 191) for a more rich and thick description of the phenomena. In order to find meaning from the qualitative data, it is

vital that one consolidate and reduce while interpreting, or the topic will become too broad and unmanageable (Merriam & Tisdell, 2016).

In order to answer the qualitative research questions: *What do practicing educators find meaningful from the experience of mentoring preservice educators?* and *Do practicing educators perceive a change in the experience of mentoring preservice teachers since COVID-19 PHE?* I first bracketed my preconceived experiences to focus on the experiences of the participants. The next step was horizontalization, I listed each significant statement by participants that are relevant to the mentoring experience. The third step involved clustering statements “into themes and meaning units, removing overlapping and repetitive statements” (Creswell & Poth, 2018, p. 313). From these first steps, structural and textural descriptions were written to describe how the phenomenon was experienced and what was experienced by the cohort of participants (Moustakas, 1994). These are available in the following chapter.

The data was organized and initially coded in *Excel*, then transferred coded to *Atlas.ti*, a computer-assisted qualitative data analysis software, to aid the process of connecting codes and themes across all collected qualitative data. Thematic coding, going beyond the horizontalization step listed above, occurred in multiple stages (Saldaña, 2021). First, the interview transcripts were inductively coded, allowing the individual voices to speak for themselves. A second pass involved deductive coding using a codebook developed from EVCT (Creswell & Creswell, 2018), as well as in vivo coding for their own voices, “working back and forth between the themes and the database until the researchers have established a comprehensive set of themes” (Creswell & Creswell,

2018). While using the computer-assisted qualitative data analysis software, I also chose to explore the artificial intelligence generated codes from within the software.

To validate the coding process, a doctoral peer was engaged to independently code a subset of four transcripts (33.3%) with the knowledge of the deductive codebook (see [Appendix F](#)) and in vivo coding. Following established protocols, it is recommended to involve two or more coders to independently analyze 10-25% of the data (O'Connor & Joffe, 2020). After individual coding, collaborative discussions ensued to deliberate upon identified codes and emergent themes, culminating in the finalization of the coding framework.

The analysis of coded *Excel* documents necessitated a side-by-side examination due to variances in the positioning of deductive codes. This juxtaposition revealed an intercoder reliability (ICR) coefficient of .80, indicative of substantial agreement (O'Connor & Joffe, 2020). Throughout the coding process, careful attention was paid to the clarification of salient statements articulated by the participating MTs, in line with the guidance of Creswell and Creswell (2018), to facilitate the formulation of the essence description. For comprehensive reference, the definitive compilation of theory-based coding is provided in [Appendix G](#).

Interpretation began by summarizing the overall qualitative finding and comparing and integrating with what I found with the quantitative phase and related literature. I looked specifically to see if the findings were comparable or divergent from those before the pandemic, to gather the essence of the phenomenon being studied. Again, I bracketed my potential bias during the data collection and analysis phases in

order to find the essence of the phenomenon without my personal prejudice. My observations and notes were, however, utilized during the interpretation phase.

Qualitative Credibility and Dependability

Qualitative validity and reliability do not carry the same meanings as in quantitative research, while I worked to maintain credibility and dependability in my research and written findings. I did not attempt to generalize my findings from one area of our country (Creswell & Creswell, 2018). With that in mind, triangulation was attempted via multiple data sources: interview transcripts and notes, memos, and participant email exchanges “to build a coherent justification for themes” (Creswell & Creswell, 2018, p. 199) from emerging findings (Merriam & Tisdell, 2016). As stated above, member checks were conducted after the initial analysis to verify their meanings were kept as they intended. I also present my bias or reflexivity with my personal exposure to the phenomenon, while not having been in the participants’ shoes. To enhance the accuracy of the findings and interpretation, I sought out colleagues to review my findings as well as be part of the analysis process. Lastly, I seek to provide “enough description to contextualize the study” (Merriam & Tisdell, 2016, p. 259) so that readers may identify the essence of the phenomenon and find possible personal connections.

Mixed Methods Considerations

Data Integration

Integration within this explanatory sequential design involved (a) building an interview protocol from the questionnaire results, (b) explaining those results with the phenomenological interviews, and (c) connecting the quantitative results with the qualitative data collection in a reciprocal manner using EVCT. Displaying results that

link the questionnaire results with the qualitative research questions, and interpreting the results to help explain the survey results with information from participants who can best reflect on those results from their lived experiences with the phenomenon (Creswell & Plano Clark, 2018). For it is the individuals within the interpretive phenomenology phase who aid in creating meaning from the first quantitative phase, while the interview protocol was also derived from the survey instrument. Thus, integration was imbedded within the study's design.

IRB and Ethical Considerations

It is up to the researcher to ensure that their study remains rigorous while always protecting the participants within the study. It is also the researcher's education and practice that ultimately determines the credibility of the research they present (Merriam & Tisdell, 2016). The researcher must also anticipate any ethical issues that could potentially occur within their research and actively address them (Creswell & Báez, 2021). To begin down the ethical pathway, I have completed the CITI (Collaborative Institutional Training Initiative) training required by the University of Nebraska-Lincoln's (UNL) IRB. Before research was conducted at each phase, a research proposal, the participant consent forms, questionnaire and interview questions, email correspondence, and any additional required materials were provided to the UNL IRB for approval.

Participants were given the procedures of this study and made known that their participation is not required or may be withdrawn at any time. Participants were informed that their identities would be kept confidential by myself, using pseudonyms for their

names and locations to preserve anonymity and protect participants from any potential, although minimal, risks this study could possess.

For the quantitative phase, IRB approval was obtained prior to data collection. Per the IRB, potential participants were recruited via an approved informed consent email form containing a link to the Qualtrics questionnaire. Consent was ascertained by the participant's decision to click the link and begin the survey. Per the inclusion criteria, all potential participants were of legal adult age (19 or older in Nebraska) at the time of participation. Consent for the qualitative phase was also obtained via emailed communication.

All results from this study remained confidential, not requesting individual identifiers beyond general demographic information in the quantitative phase. Although anonymity could not be guaranteed within the qualitative phase, all efforts were made to protect the identities of the participating music educators including conducting the individual interviews via Zoom on personal devices of their choosing and utilizing pseudonyms for each participant.

Summary

In order to best understand the essence of music educators being willing to mentor PSTs, this study was created in an explanatory sequential mixed methods design (Quan à Qual). Understanding motivations and deterrents of choosing this path was the primary focus on the quantitative survey design in the first phase that naturally led towards a phenomenological interview design in the second phase. Placing these two together, integrating throughout the process, provided a better opportunity for complementarity, clarifying one phase with the other; triangulation, comparing findings from multiple

sources; and development, results from one strand inform the other. Together, this gives a more detailed description of the essence of those who have this shared lived experience.

CHAPTER FOUR: PRESENTATION AND ANALYSIS OF THE DATA

“They go in to teach music to kids, but to really survive in this field, you have to teach kids through music.” — Mrs. Eleven

The current study aimed to uncover factors influencing educators' decisions to mentor PSTs, comparing responses across school levels and taught subjects. Music educators' responses were compared with non-music educators to enrich understanding of their potential differences and connect with more abundant previous general education research related to mentoring and motivation. In this chapter, quantitative and qualitative results, as well as mixed methods data are presented according to and in order of the guiding research questions.

The quantitative phase of this study was guided by three research questions. The first aimed to explore if any of the eight Expectancy-Value-Cost Theory (EVCT) constructs revealed predictive possibilities for a music teacher's willingness to mentor. The second quantitative research question examined if one's willingness to mentor, being a music or non-music educator, or the educational level taught had any effect on the differences in mean factor construct scores. The final quantitative research question examined the relationship between a music teacher's teaching location relative to a collegiate education program and their willingness to become a mentor teacher.

The second phase was driven by two overarching qualitative following questions. The first delved into what practicing mentor teachers (MTs) find meaningful from their previous experiences with preservice teachers (PSTs). While the second qualitative research question looked into teacher perceptions of change in mentoring experiences since COVID-19 Public Health Emergency (PHE).

Finally, this mixed methods study had two mixed methods goals: (a) a method goal to investigate how the qualitative findings could provide an enhanced understanding of the quantitative results, and (b) a content-focused goal examining how educator perceptions explain the factor statements and constructs from the quantitative phase.

The following chapter will provide a presentation of the analysis and results of the completed study in detail. Descriptive and inferential statistics, including structural equation modeling (SEM), were employed to answer the quantitative research questions. Qualitative data are presented by emergent and theory-driven analyzed themes and codes. Mixed methods integration and combining lead to answering the final research questions.

Phase I: Quantitative Data Results

Descriptive Data

Quantitative phase participants were recruited and asked to take the survey instrument between spring of 2023 and winter 2024. This phase involved 159 participants with four whom did not complete the deterring statement or demographic aspects of the scale. Data that was found to be missing completely at random were addressed via pairwise deletion in order to retain as much participant data as possible. The demographics for the quantitative participants are presented in Tables 1 and 2. Additionally, 71.6% of participants (n=111) indicated that irrespective of their current eligibility, they would be willing to mentor either practicum students or student teachers. Among these, 20 clarified they would only be willing to mentor practicum students (9%) or student teachers (3.8%). Furthermore, three (1.9%) indicated tentative acceptance of a mentee but contemplated changing their response to "no," and 17 participants (11%) currently expressed that they were unwilling to mentor PSTs.

Table 1*Quantitative Phase I Sample Descriptive Statistics*

General Demographic Information	n	%
Gender		
Female	99	63.9%
Male	50	32.3%
Prefer Not to Indicate	6	3.9%
Race		
White	146	94.2%
Other	9	5.8%
Age		
19 – 24	6	3.9%
25 – 34	41	26.5%
35 – 44	53	34.2%
45 – 54	25	16.1%
55 – 64	23	14.8%
65 – 74	2	1.3%
Highest Degree Earned		
Bachelor's	38	24.5%
Post-Baccalaureate	3	1.9%
Master's	71	45.8%
Doctorate	7	4.5%

Note. N = 155

Table 2*Quantitative Phase I Sample Descriptive Statistics Continued*

Teaching Demographic Information	n	%
Content		
Music	94	60.6%
Non-Music	61	39.4%
Teaching Level		
Elementary	58	37.4%
Middle/Junior High	22	14.2%
High School	38	24.5%
Middle/High School	11	7.1%
Elementary/Junior High	4	2.6%
Elementary/High School	2	1.3%
K – 12	19	12.2%
Total Years Teaching		
≤ 5	23	14.8%
6 – 10	29	18.7%
11 – 15	26	16.8%
16 – 20	26	16.8%
21 – 25	19	12.3%
26 – 30	11	7.1%
31 – 35	14	9%
36 – 40	7	4.5%
Mentoring Eligibility		
Fully Eligible	130	83.9%
Practicum Only	5	3.2%
Not Eligible	6	3.9%
Unsure	14	9%
Years with 1+ preservice teacher		
0	47	30.3%
1 – 5	54	34.8%
6 – 10	32	20.6%
11 – 15	13	8.4%
≥ 16	9	5.8%
Years with 1+ student teacher		
0	58	37.4%
1 – 5	72	46.5%
6 – 10	16	10.3%
≥ 11	9	5.8%

Note. N = 155

Factor Analysis and Structural Equation Modeling

Before research question analysis could begin, SEM was employed to determine how Expectancy-Value-Cost Theory (EVCT) best fit the collected data. An initial EFA was conducted to see if the hypothesized theory was tenable. Following the exploratory analysis, an extensive SEM was conducted. Cross-loaded statements and error covariances were fixed based on the literature related to EVCT (Brown, 2015). An overview of the SEM progression is shown in the figures below.

Table 3 shows the early EFA factor loadings that were later explored through SEM. The factor loadings were strongest when all motivating and deterring statements were in the model. For space purposes, I have separated out the motivating from deterring factors between two pages noting that no statement from the opposing scale loaded positively on the other. Next, Figure 5 displays a forced two-factor extraction indicating the relationship of the motivating statements separate from the deterring statements ($X^2 = 2194.465$, $df = 739$, $CFI = .524$, $TLI = .498$, $RMSEA = .113$, $SRMR = .110$, *** $p < .000$). This first model did not have good model fit as defined in Chapter 3, and so a more systematic SEM followed.

Table 3*Exploratory Factor Analysis (EFA) with Factor Loadings, Motivating Only*

Rotated Factor Matrix	1	2	3	5	7
M_01: To "Pay it Forward"	0.691				
M_02: To help the profession by sharing my expertise	0.927				
M_03: Help PSTs learn about the "real world" of teaching	0.715				
M_07: Help PSTs learn to be great first-year teachers	0.694				
M_16: Establishing collaborative teaching relationships	0.600		0.304		-0.233
M_19: I am a good teacher, and it is the right thing to do	0.567				
M_18: I am in a good place in my life, and feel I can be a great mentor for a PST	0.530				
M_10: be reflective in my own teaching while mentoring and observing a PST	0.452				
M_09: gain new ideas from the PST	0.365	-0.250	0.219	0.252	
M_08: give my students an opportunity to learn from another teacher	0.347		0.233	0.319	
M_12: Receiving incentives			0.883		
M_15: Receiving a stipend for mentoring			0.782		
M_14: Receiving Professional Development hours for mentoring			0.680		
M_13: Receiving mentor training			0.659		
M_20: Being intentionally asked or encouraged	0.295		0.458		
M_11: I teach in a competitive environment and having an additional staff member would be helpful			0.443	0.425	
M_04: have an extra set of eyes and ears in my classroom				0.905	
M_05: have a second teacher in the room to aid my students' success				0.832	
M_06: have a guaranteed substitute teacher when I must be absent			0.276	0.600	
M_17: I work in close proximity to my alma mater and want to give back by training PSTs			0.239		

Note. Loadings above .30 are in bold. The extraction method was Maximum Likelihood. The rotation method was Varimax with Kaiser Normalization.

Table 3 Continued*Exploratory Factor Analysis (EFA) with Factor Loadings, Deterring Only*

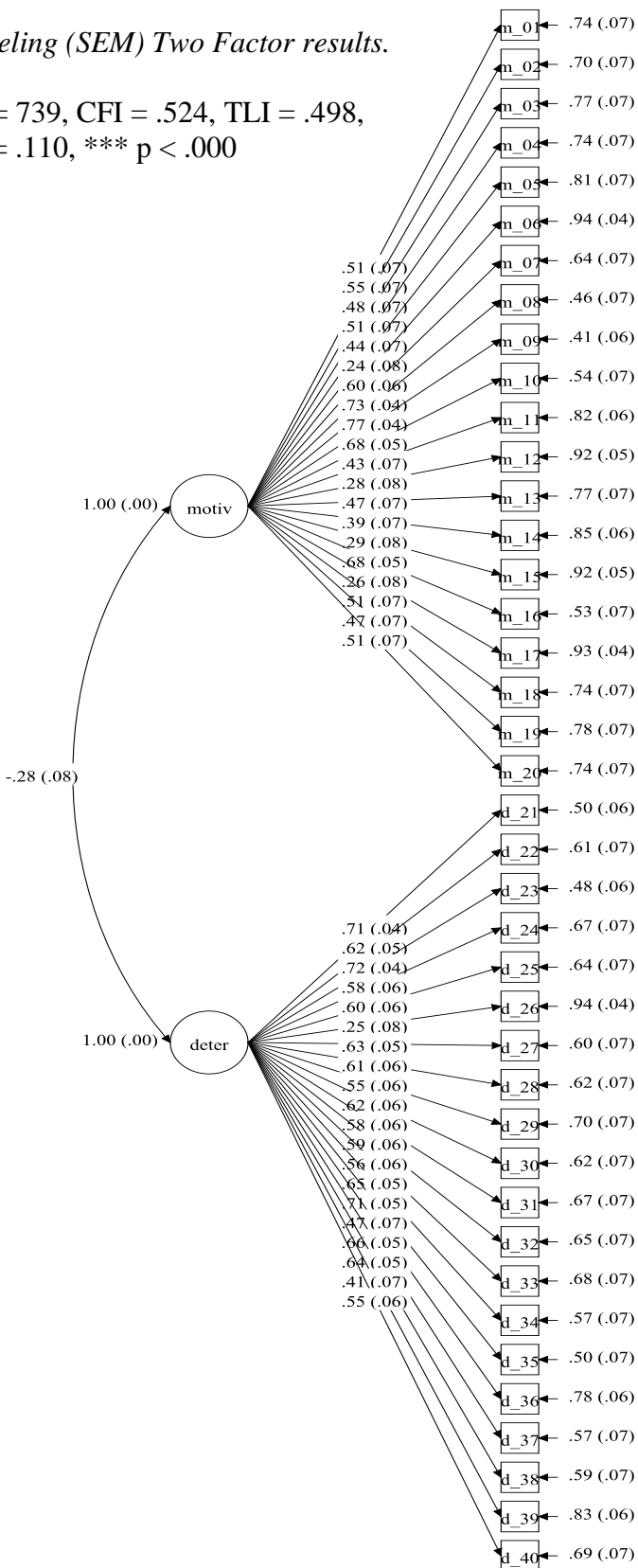
Rotated Factor Matrix	1	2	4	6	7
D_38: PSTs are lazy or make excuses		0.928			
D_37: PSTs are not ready, it's just too much work		0.844			
D_30: I had a bad experience with a PST		0.726		0.203	
D_31: I had a bad experience with a university supervisor		0.545	0.258		
D_25: We have high-stakes teacher evaluations and/or student testing which a PST would complicate	-0.238	0.330	0.726		
D_32: The parents of my students expect me to teach their children, not a teacher in training		0.227	0.608		
D_33: I teach in a competitive environment, a PST would distract from the goal		0.223	0.573		0.268
D_36: I do not want to feel as if the PST is judging my teaching			0.449		0.210
D_24: I like running my class my way. Giving control to someone else is not in the plan			0.413	0.274	0.242
D_26: Our school is not very close to a TEP, thus I am rarely if ever, asked			0.338		
D_27: My class is challenging and I do not have the energy to balance them and a PST		0.351	0.357	0.259	0.259
D_40: My school is very close to a TEP, I am burnt out from too many experiences		0.252	0.335	0.262	0.280
D_21: I do not have the time to mentor a PST		0.269		0.786	0.239
D_22: I feel burnt out and do not have it in me to mentor		0.207		0.826	
D_23: My class needs my full attention		0.350	0.363	0.507	
D_39: I have health concerns or family obligations that keep me from doing anything extra				0.392	0.244
D_34: Completing additional paperwork needed			0.273	0.208	0.833
D_35: Additional planning meetings			0.393	0.327	0.705
D_28: There are no incentives that I am interested in		0.418	0.211	0.263	0.424
D_29: Required mentor training is too much		0.282	0.296		0.345

Note. Loadings above .30 are in bold. The extraction method was Maximum Likelihood. The rotation method was Varimax with Kaiser Normalization.

Figure 5

Structural Equation Modeling (SEM) Two Factor results.

Note. $X^2 = 2194.465$, $df = 739$, $CFI = .524$, $TLI = .498$,
 $RMSEA = .113$, $SRMR = .110$, *** $p < .000$



In the SEM process, I named the factor loadings that exhibited greater consistency with the latent variables hypothesized earlier (see also Tables 4 and 5). The motivational constructs were labeled:

- expectancy and ability beliefs (EAB)
- utility value – incentives based (UVIB)
- utility value – pragmatic assistance (UVPA)
- reciprocal learning benefits (RLB)

The deterring constructs were termed:

- negative beliefs – bad experience (NBBE)
- effort unrelated – deter from teaching (EU DT)
- effort unrelated – needs (EUN)
- negative value (NV)

Rigorous SEM was conducted with each half of the instrument. Figure 6 shows the determined final fit with motivating and deterring scales put back together. The deterring factor converged over the four assigned constructs. However, the motivating factor did not converge over the four motivating constructs and was left out of the model.

Table 4*Early SEM and Factor Analysis, Motivating Statement Loadings*

Rotated Factor Matrix	1	2	3	4
To help the profession by sharing my expertise	0.958			
Help PSTs learn about the "real world" of teaching	0.704		0.131	
To "Pay it Forward"	0.682			0.160
Help PSTs learn to be great first-year teachers	0.668	0.112		0.266
I am a good teacher and it is the right thing to do	0.537			0.214
Establishing collaborative teaching relationships	0.522	0.291		0.409
I am in a good place in my life, and feel I can be a great mentor for a PST	0.455	0.183	-0.134	0.332
Receiving incentives	-0.115	0.902		
Receiving a stipend for mentoring		0.732	0.159	
Receiving PD hours for mentoring		0.659		0.184
Receiving mentor training		0.652	0.129	0.257
I teach in a competitive environment, an additional staff member would be helpful		0.461	0.383	0.250
Being intentionally asked or encouraged by my administration or a university representative	0.221	0.456		0.374
Having an extra set of eyes and ears	0.138	0.125	0.895	0.180
Having a second teacher to aid students' success			0.840	0.279
To have a guaranteed substitute teacher		0.248	0.603	
To be reflective in my own teaching	0.355	0.108	0.139	0.606
To gain new ideas from the PST	0.322	0.200	0.305	0.678
To give my students an opportunity to learn from another teacher	0.276	0.173	0.357	0.688
I work in close proximity to my alma mater and want to give back	0.117	0.196	0.156	

Note. This EFA with four extracted factors (not significant fit). Factor loading above .30 are in bold. The extraction method was Maximum Likelihood. The rotation method was Varimax with Kaiser Normalization.

Table 5*Early SEM and Factor Analysis, Deterring Statement Loadings*

Rotated Factor Matrix	5	6	7	8
PSTs are lazy or make excuses	0.900	0.180	0.103	
PSTs are not ready, it's just too much work	0.857	0.123	0.207	0.160
I had a bad experience with a PST	0.746	0.176	0.212	
I had a bad experience with a university supervisor	0.576	0.217	0.138	0.156
We have high-stakes teacher evaluations and/or student testing which a PST would complicate	0.312	0.712	0.176	
I teach in a competitive environment; a PST would distract from the goal	0.195	0.592	0.151	0.224
The parents of my students expect me to teach their children, not a teacher in training	0.242	0.584	0.230	0.116
I do not want to feel as if the PST is judging my teaching	0.135	0.476	0.162	0.198
My class is challenging, and I do not have the energy to balance them and a PST	0.313	0.441	0.290	0.217
Our school is not very close to a TEP, thus I am rarely if ever, asked		0.424		0.118
I like running my class my way. Giving control to someone else is not in the plan	0.169	0.360	0.316	0.285
My school is very close to a TEP, I am burnt out from too many experiences	0.235	0.360	0.280	0.221
I do not have the time to mentor a PST	0.251	0.151	0.827	0.245
I feel burnt out and do not have it in me to mentor	0.172	0.153	0.801	0.143
My class needs my full attention	0.368	0.333	0.541	0.175
I have health concerns or family obligations that keep me from doing anything extra		0.250	0.364	0.183
Completing additional paperwork needed by the university or state certification agency	0.152	0.255	0.215	0.878
Additional planning meetings for the PST	0.158	0.395	0.348	0.705
There are no incentives that I am interested in to influence me to be a mentor teacher	0.404	0.183	0.295	0.410
Required mentor training is too much	0.288	0.274	0.195	0.333

Note. This EFA with four extracted factors (not significant fit). Factor loading above .30 are in bold. The extraction method was Maximum Likelihood. The rotation method was Varimax with Kaiser Normalization.

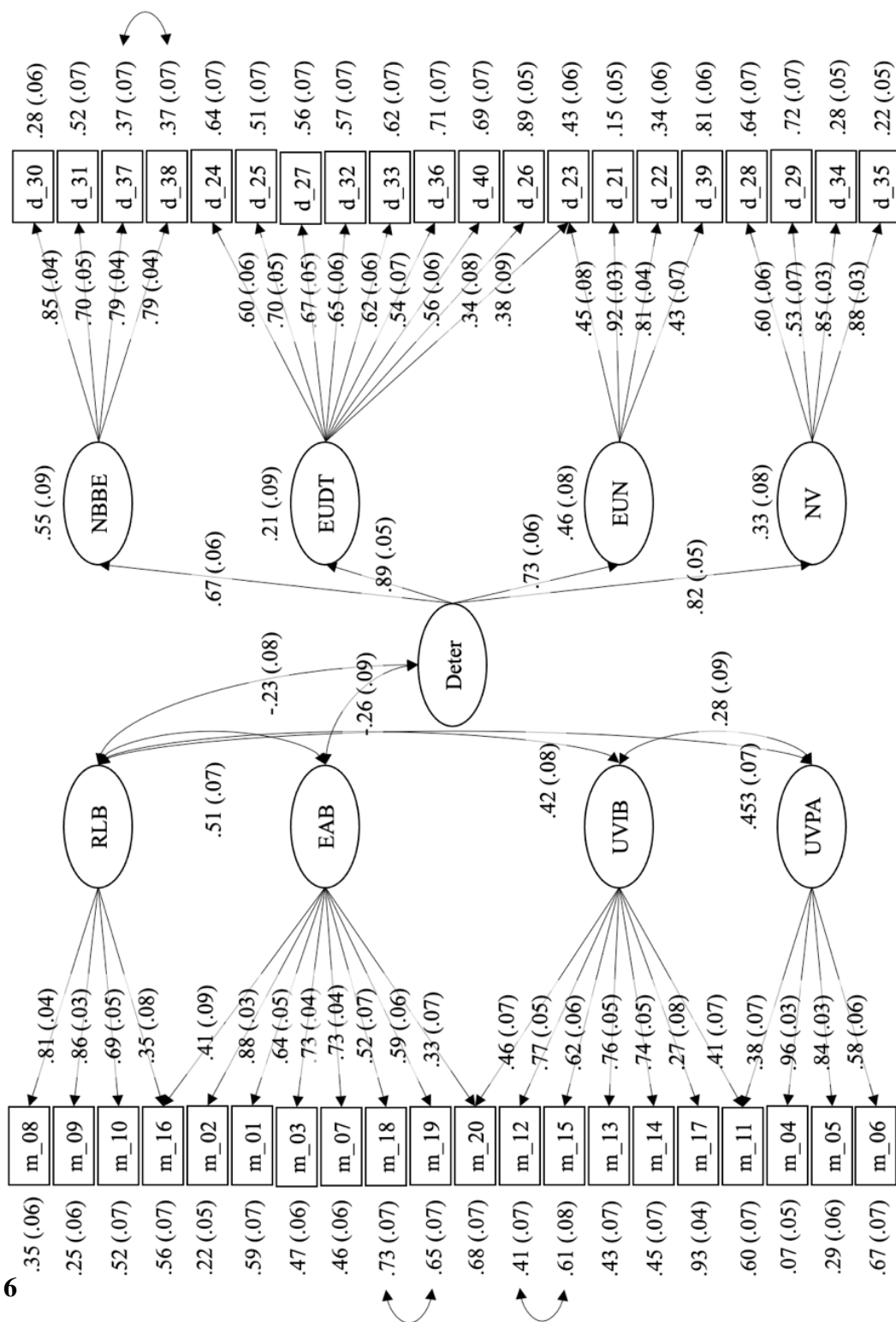


Figure 6

Structural Equation Modeling (SEM) analysis results.

Note. $\chi^2 = 1221.279$, $df = 722$, $CFI = .837$, $TLI = .824$, $RMSEA = .067$, $SRMR = .083$, *** $p < .000$. All modeled correlations and path coefficients are significant ($p < .05$).

Model fit was defined with the following standardized expectations. To have good model fit both CFI (comparative fit index) and TLI (Tucker–Lewis index) should have recommended values of .90 for “acceptable fit” or $>.95$ for “good fit” (Schumacker & Lomax, 2016; Xia & Yang, 2018). RMSEA (root mean square error of approximation) recommended values are $<.05$ for “very good fit” and $<.10$ for a “good” data fit (Kevin, 2015; Steiger, 1990). Lastly, the SRMR (standardized root mean square residual) have suggested a value of $<.80$ for “good” fit (Kevin, 2015) and $<.60$ for “better” fit (Xia & Yang, 2018).

After best model fit was determined for the CFA ($X^2 = 1221.279$, $df = 722$, $CFI = .837$, $TLI = .824$, $RMSEA = .067$, $SRMR = .083$, $*** p < .000$), factors were fixed to answer the factor-related research questions. Although the model fit is not without error, it was determined to be adequately fit for the purpose of answering the a priori research questions.

Quantitative Research Question 1

What factor constructs may best predict whether music teachers indicate an interest in mentoring preservice teachers?

Binary Logistic Regression was employed to answer the first research question with *willingness* set as a dichotomous variable (yes = 1, no = 0). The covariate addition of *total years of teaching*, *previous experience*, or *eligibility* added no significance to the model. When all factor constructs were added to the logistic regression using the Enter method, no significance emerged. The regression was then run with all constructs using a stepwise method. Consistently, the EAB construct was found to be statistically

significantly (as seen in Table 6) related to music teachers' willingness to mentor, while no other individual construct significantly added to the model.

Table 6

Regression Table for Music Teachers' Willingness to Mentor

Construct	<i>B</i>	95% CI for <i>B</i>		<i>SE B</i>	β	R^2	ΔR^2
		<i>LL</i>	<i>UL</i>				
Step 1						.192	.192***
Constant	.865	.812	.917	.026			
EAB	.159***	.103	.214	.028	.438		

Note. CI = confidence interval; LL = lower limit; UL = upper limit. Other constructs were excluded due to insignificance in the model. * $p < .05$, ** $p < .01$, *** $p < .001$

Quantitative Research Question 2

Is there a difference in factor construct scores and indicated willingness to mentor between music and non-music teachers? Across educational grade bands?

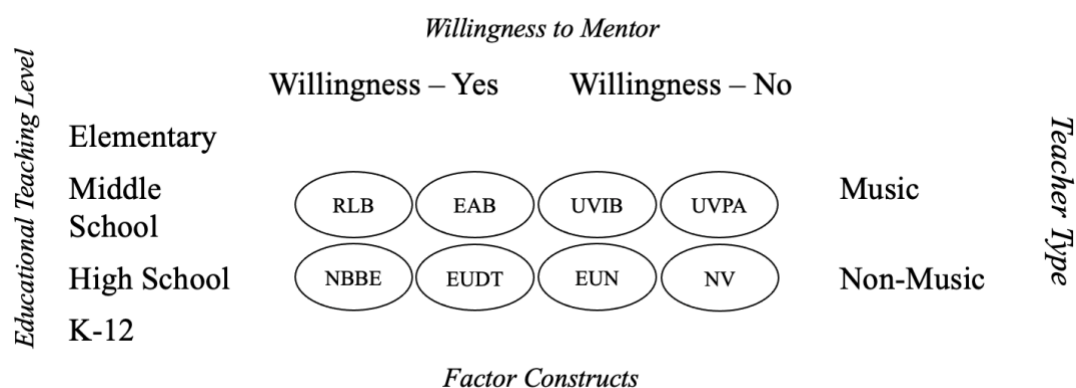
Two sets of analyses took place in order to answer the second research question. First, a nonparametric, two independent samples t-test was employed with *teacher type* (music, non-music) grouping to examine any potential differences. Since the samples were not equal in size, nonparametric procedures were preferred (Huck, 2012). From this analysis, there was no significant difference in factor construct scores between the *teacher type* and their indicated *willingness to mentor* (Mann-Whitney $U = 2663.5$, $p = .348$). Additionally, pairwise comparisons results indicated that there were no significant differences observed in the mean scores of dependent factor constructs across type of educator (music, non-music). For all comparisons of *teacher type*, none of the mean differences reached statistical significance at the .05 level. Therefore, it can be concluded

that there are no significant differences in the mean scores of dependent factor construct variables across music and non-music educators. With this, the first null hypothesis: H_{0a} : There is no difference in mean factor construct scores between music and non-music educators failed to reject the null hypothesis.

To examine the differences between mean factor construct scores, a MANOVA with a two-way interaction was performed utilizing the eight motivating and deterring factor construct scores as dependent variables. The independent variables included *willingness to mentor* (yes, no), *educational teaching levels* (elementary, middle school, high school, K-12), and *teacher type* (music, non-music).

Figure 7

MANOVA Variables



Note. RLB = Reciprocal Learning Benefits, EAB = Expectancy – Ability Beliefs, UVIB = Utility Value – Incentives Based, UVPA = Utility Value – Pragmatic Assistance, NBBE = Negative Beliefs – Bad Experience, EUDT = Effort-Unrelated – Deter from Teaching, EUN = Effort-Unrelated – Needs, NV = Negative Value.

Before addressing each of the eight dependent variable constructs separately, a MANOVA was first used to determine if there were significant differences between these dependent variables and the three independent variables. The multivariate tests yielded

significant results, indicating a noteworthy impact of the *willingness* and *teaching level* independent variables on the factor construct dependent variables, $F(24.000, 366.000) = 1.571$, $p = .044$, Wilks' lambda = .732, $p < .001$, $\eta^2 = .093$. These results suggest that the combination of independent variables significantly influences the dependent variables, explaining a substantial proportion of the variance.

There was no three-way interaction within the omnibus results; however, these results did show an interaction between *willingness to mentor* and *educational teaching level* (Wilks' lambda = .797, $F(16,240) = 1.80$, $p = .032$, $\eta^2 = .107$), and corresponding main effects of *willingness to mentor* (Wilks' lambda = .778, $F(8,120) = 4.274$, $p < .001$, $\eta^2 = .222$), and *educational teaching level* (Wilks' lambda = .736, $F(24,348.638) = 1.619$, $p = .035$, $\eta^2 = .097$). The *music to non-music* variable did not have a significant main effect (Wilks' lambda = .842, $F(16,240) = 1.343$, $p = .172$, $\eta^2 = .082$), nor was there a significant interaction between *willingness to mentor* and *music to non-music* variables (Wilks' lambda = .913, $F(8,120) = 1.425$, $p = .193$, $\eta^2 = .087$). This aligns with the nonparametric results previously discussed, reinforcing the consistency of findings across different analytical approaches.

Based on the pairwise comparisons conducted, significant differences were observed between the *willingness to mentor* groups (yes, no) for various dependent variables: (a) participants in the "yes" group had a significantly higher mean score for the RLB construct compared to those in the "no" group, with a mean difference of -1.097 (SE = 0.415, $p < .05$), (b) participants in the "yes" group exhibited a significantly higher mean score for the EAB construct than those in the "no" group, with a mean difference of -1.393 (SE = 0.377, $p < .001$).

In order to determine significance in the tests of between-subject effects with *willingness to mentor* (yes, no), *teaching level* (elementary, middle, high school, K-12) and *teaching type* (music, non-music), a Bonferroni adjusted significance criterion of .008 (.05/6) was applied to correct for multiple tests. Under this adjusted significance level, only the RLB and EAB constructs displayed statistically significant differences in relation to participants' *willingness to mentor* and their *educational teaching level* among quantitative participants.

Table 7

Between-Subject Effects Results

Variable	Df	<i>f</i> Value	<i>p</i> Value
Willingness to Mentor			
RLB	1, 127	11.333	0.000**
EAB	1, 127	25.724	<0.000**
Educational Teaching Level			
EAB	1, 127	8.202	<0.000**
Willingness*Teaching Level			
EAB	1, 127	6.201	0.003**

Note. Bonferroni adjusted significance = .008. RLB = Reciprocal Learning Benefits. EAB = Expectancy-Ability Beliefs. * = Interaction. ** = Statistical Significance with Bonferroni adjustment.

A linearly independent pairwise comparison univariate test also found a significant main effect of *willingness to mentor* on *EAB* means, $F(1, 127) = 13.639$, $p < .001$. Bonferroni-adjusted comparisons indicated that, K-12 educators scored *EAB* items 1.139 points higher than elementary teachers ($p < .001$, 95% *CI* of the difference = .440 to 1.837). While K-12 educators also scored *EAB* items 1.425 points higher than high school teachers ($p < .001$, 95% *CI* of the difference = .566 to 2.284). Mean comparisons were not significantly different for any other construct or education teaching level. The

results suggest that the educational teaching level significantly influences the mean scores of various dependent construct scores, particularly EAB.

Linearly independent pairwise comparisons were also employed to explore the simple effect of *willingness to mentor* and the factor constructs. Although *RLB* and *EAB* constructs were significantly selected by educators who indicated “yes” for their *willingness to mentor* ($F(1, 127) = 9.151, p = .003$; $F(1, 127) = 32.217, p < .001$), pairwise comparisons did not show significant differences between those who stated “yes” and those who stated “no.”

Through all of these comparison tests, H_{0b} : There is no difference in mean factor construct scores between an indication of willingness to serve as a mentor teacher may be rejected due to multiple indications of EAB significantly differing for those who indicate “yes.” The interaction null hypothesis, H_{0c} : There is no difference in mean factor construct scores based on the interaction between the type of educator and an indication of willingness to serve as a mentor teacher, may also be rejected with statistically significant interaction between *willingness to mentor* and *teaching level*.

Quantitative Research Question 3

Is there a relationship between a music teacher’s proximity to a collegiate education program and their willingness to become a mentor teacher?

The third quantitative research question was analyzed using binary logistic regression to test the effects of the independent variables while controlling for relevant covariates. The dependent variable was *willingness to mentor* among music educators. The independent variables were four individual items from the questionnaire. Using the Enter method, the variables (a) *less than 90 miles from a TEP*, (b) *d_26 “Our school is*

not very close to a TEP, thus I am rarely if ever, asked,” (c) *d_40* “My school is very close to a TEP, and I am burnt out from too many experiences,” and (d) *m_17* “I work in close proximity to my alma mater, and want to give back” were added in a hierarchical manner. Demographic covariate variables did not change the significance in the model. The results from the steps can be found in Table 8 where proximity to one’s alma mater had a significant relationship (Wald’s $\chi^2 = 3.864$, $p = .049$) to being willing to mentor only when the variance of the other independent variables was controlled. From the music educator sample, 13.8% ($n = 13$) indicated this item was *definitely* influential, and an additional 17% ($n = 16$) selected *probably* influential in their deciding to mentor. It is interesting to note, 12% ($n = 19$) of all quantitative participants indicated that this scale item was *definitely* influential, while 18.9% ($n = 30$) indicated that it was probably influential in their decision making.

Table 8

Hierarchical Binary Logistic Regression for Location and Willingness to Mentor

Variable	<i>B</i>	95% CI for <i>B</i>		<i>SE B</i>	β
		<i>LL</i>	<i>UL</i>		
Constant	1.202			2.097	3.327
< 90 miles to TEP	-.027	.122	7.734	1.058	1.973
Not close to TEP, Rarely Asked	.106	.804	1.539	.166	1.112
Very close to TEP, Burnt out too many	-.392	.349	1.307	.337	.675
Close to alma mater	.595*	1.017	3.234	.295	1.813

Note. “Close to alma mater” was not found to be significant in any other order in the hierarchy. * $p < .05$

Additionally, some quantitative participants chose to contribute to an optional, open-ended question, *Are there any additional factors, positive or negative, that you consider when deciding to be a cooperating or mentor teacher?* Below are statements made that relate to one's opportunity to mentor along with their indicated *willingness*, what they teach, and for how long.

- “I would love to, but our distance from colleges usually don't lead to student teachers in our building.” (K-12 Band, 16 years of experience, currently willing)
- “I definitely feel you have to be open to having a preservice teacher. Even as a seasoned educator, I look forward to learning from new teachers and getting fresh ideas, not all teachers are like that. I would welcome a preservice teacher with open arms, but we are so far away from Nebraska institutions, we rarely get asked.” (Elementary Music, 23 years of experience, currently willing)
- “I very much enjoy working with younger or inexperienced teachers and have both formally and informally served as a mentor for several teachers. Since my most recent position is more rural, I have considered reaching out to nearby colleges and universities to inquire about a possible student teacher, but just haven't done it.” (Secondary Education, 18 years of experience, currently willing)
- “I actually would love to be one, our local college just does not have that many education students. Based on my experiences, I actually would recommend that the larger universities in Nebraska ensure that the people learning to be a teacher have at least one practicum experience in a K-12 school setting instead of just the larger school districts. Most of Nebraska is K-12 schools and I never had that

experience until I got a job.” (K-12 Music, 15 years of experience, currently willing)

- “I am always up for a student teacher. I would love to have one every year! However, I don't often get assigned one because there are not a lot of string education majors in the area.” (Elem, HS Orchestra, 19 years of experience, currently willing)
- “I would love to be a cooperating teacher and have not been given the opportunity. I have not been given guidance on how to sign up to have student teachers.” (High School Choir, 19 years of experience, currently willing)

Phase II: Qualitative Data Results

Qualitative data consisted of transcribed *Zoom* interviews (n = 12), researcher memos, and participant additions from member checking. Interviews on average lasted 32 minutes (22-45 minutes). The interview protocol was created from initial quantitative findings and instrument items that I desired to further participant explanation, and questions specifically tied to the qualitative research questions. I chose to conduct these interviews for the purpose of illuminating participant experiences with the phenomenon, to better understand the essence that is being willing to mentor PSTs.

Descriptive Data

Qualitative phase participants were recruited and interviewed during the winter of 2024. This phase consisted of twelve participants purposively selected due to being known as PST mentors in the past and nested from the quantitative recruitment list. The demographics for the quantitative participants are available in Table 9. All twelve had been active PST mentors within the past twelve months of the interview. The majority of

participants received their undergraduate music education degree from a college or university in Nebraska, with only two exceptions. Additionally, nearly all participants held master's degrees, with the exception of one, and one final participant held a doctoral degree.

Table 9

Qualitative Phase II Sample Descriptive Statistics

Participant	Total Years Teaching	Current Position	Approx. Practicum Students	Approx. STs
Mr. One	36	High School Choir	0	15
Dr. Two	22	High School Choir	20	10
Mr. Three	31	Elementary Band	40	10
Mrs. Four	14	Elementary General	9	2
Mr. Five	11	Middle School Orchestra	28	0
Mrs. Six	20	Middle School Band	10	3
Mrs. Seven	19	High School Band	18	9
Mr. Eight	12	Elementary General	60	7
Mrs. Nine	13	Middle School General & Choir	24	1
Mrs. Ten	20	Elementary General Middle School Choir	6	3
Mrs. Eleven	27	Middle School Band	25	9
Mr. Twelve	25	Elementary Band	45	1

Note. N = 12

Qualitative Research Question 4

What do practicing educators find meaningful from the experience of mentoring preservice educators?

To answer research question four, a question was intentionally integrated in the interview protocol, “*What do you enjoy the most about being a mentor? What is most meaningful about mentoring?*” From this two-part question, only meaningful statements were examined and only from this portion of the interview. After bracketing my own

preconceived experiences with the mentoring phenomenon, horizontalization took place by listing each relevant and noteworthy participant statement, and then clustering the statements into meaningful themes. The following shows how the participant responses developed into five themes.

Facilitating growth. Some of the qualitative participants (n = 6) spoke of the most meaningful aspect of mentoring for them as helping PSTs take steps to grow into capable teachers. The following are examples of participant statements:

- “The whole process, just seeing people develop and grow, and how different they are as a teacher and the skills that they have and the confidence that they have from the first time that they step in front of kids to when they leave.” (Mrs. Four)
- “Just seeing... beginning practicum students just start to get more comfortable and start to find their own footing a little bit.” (Mr. Five)
- “We want to see that growth... If we can help those preservice teachers to gain the confidence to be a teacher, to help, you know, perpetuate that in generations to come... I think that’s great.” (Mrs. Seven)
- “I just like getting to help young educators be like where the rubber hits the road. It’s just kind of a fun challenge for me.” (Mr. Eight)
- “I really wanna make sure and give them a good experience so that they push through the rest of their last year or last two years.” (Mrs. Nine)
- “They do all of the planning which is good. That’s hard for me sometimes to step completely back, but watching that growth go from being able to do that towards the end.” (Mrs. Eleven)

Optimism about the future. Another emergent theme from the data designated as meaningful from the participants was having excitement about the future of music education (n = 4).

- “I enjoy seeing the new ideas and the bright future that we have ahead of us for teachers.” (Mr. Five)
- “I like the excitement they have. As you get older, you tend to get more negative, realistic... and they have kind of a glassy goggles on that ‘everything’s gonna be great’ and it does help your overall outlook to be around someone that positive.” (Mrs. Six)
- “We wanna help instill... the lifelong love of music.” (Mrs. Seven)
- “Getting [PSTs] excited about elementary school music, and how important that is... I think the more teachers that we can reach to say, ‘it’s about finding joy and building a musical child and making them love and enjoy music,’ they’re gonna keep going on.” (Mrs. Ten)

Witnessing community-building. A third theme that arose from participant responses was observing the PST build relationships and community with the K-12 students (n = 2). This theme differs from the theme of building relationships below as this is centered around professional camaraderie.

- “My students... really latch onto student teachers and treat them like they’re family... It’s fun to watch my kids rally around and support the student teacher and treat them like... they’re already a teacher... Watching student teachers connect with kids, and then like, this is why I’m doing this.” (Mr. One)

- “Every time when they go from being a person that is worried about their own teaching... to when their focus goes to the students... cause that means that those teachers are building relationships, and because of that will hopefully stick with the profession and enjoy their time.” (Dr. Two)

Why I became a teacher. The fourth emergent theme for this question centered on the association between mentoring and the illuminating, rewarding moments experienced in teaching (n = 2). These instances often recalled the initial inspiration that led them to pursue a career in teaching. While additional educators referenced this theme in other parts of their interviews, they were not included in the count as the focus was specifically on responses to this question.

- “It’s kind of the same thing... as being a teacher, it’s seeing that spark when the student teacher or the practicum student goes ‘Oh, I get it, I understand.’ That’s really driven me throughout my educational career.” (Mr. Three)
- “I like helping people... Having the opportunity to work with someone and see them grow, it’s just like what we do with kids, you know. That’s why, I think, a lot of us become a teacher.” (Mrs. Seven)

Building professional relationships. The final theme that emerged for this question was socially driven. While many participants spoke about the importance of these relationships throughout their interviews, these participants (n = 2) discussed how mentoring relationships are quite meaningful for them specifically as educators who do not regularly have the opportunity to discuss their content with fellow music teachers.

- “Some of the relationships that I’ve gained through taking on mentees have been really, really nice.” (Mr. Eight)

- “I think it’s just the conversations that you’re able to have, you know, sharing different viewpoints... Since I’m at so many different buildings, you don’t get a chance to develop that relationship” (Mr. Twelve)

Upon thorough examination of responses from all twelve participants, commonalities emerged across several themes outlined here. Additionally, participants highlighted meaningful aspects throughout their interviews, supplementing these identified themes. Since this question specifically addressed the inquiry into their perceptions of meaningfulness from their experiences, only these expressions were considered in addressing research question four.

Qualitative Research Question 5

Do practicing educators perceive a change in the experience of mentoring preservice teachers since COVID-19 PHE?

Similar to the first qualitative research question, a COVID-19 PHE-related question was intentionally integrated in the interview protocol. The original interview question was, “*Has mentoring preservice teachers changed since the pandemic for you?*” and evolved into encouraging them to speak to experiences before and since as well as to include experiences with their own students and personal lives. The expansion from the asked question was chosen for a more comprehensive understanding of the participants teaching and mentoring experiences surrounding the pandemic. The subsequent quotes demonstrate how participant responses answered the final qualitative research question.

Yes, but... The first emergent answer for this question shows how three educators have noticed a difference since COVID-10 PHE; however, they did not necessarily believe the changes were due to the pandemic.

- “I do believe it has changed since the pandemic; however, I think the pandemic can also be a crutch... I took on practicum teachers during the pandemic... I saw one that was very passionate, and I saw one that I questioned whether or not he should be in the profession... How have we changed the way we do things to keep inspiring these students because that is our job as educators.” (Dr. Two)
- “When it comes to like practicum students or student teachers, I feel like the ones I had right around the time of the pandemic practicum students I felt like were doing a better job than student teachers. I felt like the student teachers I had just right after the pandemic were just not prepared, and I think that a lot of that comes down to they just didn’t have the opportunity to be in the classroom as often.” (Mrs. Seven)
- “I would say, overall... some of the knowledge they come in with now is different than what maybe they previously had... good and bad. Sometimes they come in, maybe with more kind of tech background... which is great.” (Mrs. Eleven)

Yes. These participants (n = 5) indicated that they have indeed observed changes since the pandemic in relation to mentoring PSTs.

- “It felt like there was a drastic shift because of so much that they missed out on, and they continued through their program, but they were just sort of exempt from some of the experiences that they were required to have before.” (Mrs. Four)

- “Risk taking has been something I have seen more reluctance, like just the willingness to go out and try something and see if it works or not.” (Mr. Five)
- “I do feel like post-COVID there’s been a change in the... preparedness level. But then also, like the work ethic level... I do feel like some of them just aren’t as prepared.” (Mrs. Seven)
- “I think it’s been, before and after, it’s been urgent... there’s a greater sense of urgency afterwards, I feel because I’ve watched so many of my colleagues slip away. I don’t know if that’s because of the pandemic necessarily, but a lot of great teachers that I used to work with are not teaching anymore and so I feel like there’s kind of a vacuum that needs to be filled. I felt like a personal sense of urgency kind of which training new folks and instilling a passion for them to... practice good work-life balance, which is the reason I’ve lost so many of my friends.” (Mr. Eight)
- “Sometimes I look at their conducting and think, ‘Oh, my God, you gotta breathe with the kids, like, this is the worst, like, you’re wondering why the kids don’t breathe and play with you because I can’t follow your pattern.’” (Mrs. Eleven)

Shifting back to normal. The following participants (n = 3) indicated that, although they did initially observe pandemic-related struggles in relation to mentoring PSTs, their experiences appear to be normalizing.

- “I had three practicum students that year, immediately post-COVID, and just the foundational skills that they had and how to process a lesson or how to pace a lesson with different grade levels was severely lacking. And now, I’m starting to see it shift back.” (Mrs. Four)

- “The farther we’ve gotten away from it... the better prepared they seem to be.”
(Mrs. Seven)
- “I think things are starting to get back to normal again, or whatever normal can be.” (Mr. Twelve)

My own students. Some participants (n = 5) went beyond speaking about their mentoring experiences by sharing their experiences with their own classes of students. Some participants provided detailed insights in this area, which will be further explored in Chapter Five.

- “I could talk for hours about the student we teach.” (Mr. Three)
- “I have changed, student needs have changed like how I approach practicum students is different, the skills that I feel they need to enter a classroom now versus a classroom five years ago are different, they’re different... I could talk for hours about the student we teach.” (Mrs. Four)
- “I think the figuring out how students are going to organize themselves has been the biggest thing for me cause, I feel like my students are in general still trying to figure out how to motivate themselves. They don’t have as strong of a grasp of how to self-motivate and self-organize and plan as they did pre-pandemic. I think that’s true for my kids. I think it’s also true for some of the pre-service college students.” (Mr. Five)
- “I can see that things are improving as far as like just the attitude and the demeanor of the kids.” (Mrs. Seven)

- “Honestly, if I was still teaching Title I, I would say, yes, but things are easier the wealthier, more well-adjusted kids made it through the pandemic easier.” (Mrs. Nine)

No. Two participants indicated that they did not observe any change prior to and since COVID-19 PHE.

- “I had a student teacher during the pandemic, and then a couple since then. No, I don’t feel like anything’s changed in how I operate with student teachers. I don’t think that’s been an issue to be honest.” (Mr. One)
- “I have not noticed a big difference in the student or practicum students that I can think of. Frankly, I had one... that struggled a lot, but I don’t think it was COVID that did it. She had a lot of mental health problems that I think we going on before the pandemic.” (Mrs. Nine)

Too hard to say. Similar to the *Yes, but* answer given by participants, this answer, given by one participant, spoke to how very different each mentoring experience can be.

The first person that I had come in after the pandemic was last year... it’s hard to make a statement because it’s only one person... I think of them individually rather than collectively, and so it’s hard to make a statement about that. (Mr. Three)

The pandemic impacted individuals and their experiences with students distinctively and formidably. A comprehensive examination of these diverse responses, complemented by additional insights gleaned from the open-ended statements collected during the quantitative phase, is further explained in Chapter Five.

Mixed Methods Results

In selecting an explanatory sequential design for this study, data analysis and integration were conducted at various stages (Creswell & Plano Clark, 2018). Initially, the qualitative interview protocol was developed following the quantitative analysis. Subsequently, the addition of the EVCT to the quantitative analysis necessitated further exploration of participant experiences to elucidate the quantitative findings. The study employed a mixed-methods approach, integrating quantitative and qualitative data within the framework of EVCT (Plano Clark & Ivankova, 2016). Rigorous SEM was undertaken to assess the CFA model to fit with EVCT. Utilizing a codebook derived from EVCT literature and the CFA results, qualitative data were systematically coded to enhance the comprehensiveness of the findings. Table 10 shares the codebook, frequencies of each code from the twelve interviews, and examples of each code.

Table 10*Qualitative Codebook Analysis Examples (N = 337 codes)*

Codebook	Example quote	Frequency, n (%)
EAB: Self-Efficacy	“I feel that my skill set is such that I can work well with young teachers and provide them a positive experience.” (Mr. Three)	26 (7.7%)
EAB: Giving Back	“Just knowing that somebody else helped me out to learn how to teach, so you know, I should probably turn around and do the same thing” (Mr. Twelve)	26 (7.7%)
EAB: Positive Previous Experience	“Most of the student teachers I’ve had have been really top notch, really prepared, more like a co. teacher, able to work things out seamlessly.” (Mr. One)	18 (5.3%)
EAB: Sharing One’s Experience	“I really like the experience. I liked the opportunity of just being able to share and get close with another adult.” (Mrs. No. 10)	14 (4.1%)
STV: RLB	“For teachers to do and to take on the task of [mentoring], it’s something that doesn’t necessarily take away from your practices, it’s something that adds to your professional practices. You learn from it and your class gains from it.” (Mr. Five)	34 (10.1%)
STV: Attainment	“I’m just a learner at heart. I’m just passionate about the experience of learning for everyone, for myself, for my students, for preservice teachers, and so I love to be able to be a part of that process, and that’s probably what drove me to be a teacher in the first place.” (Mrs. Four)	23 (6.8%)
STV: UVPA	“It’s the future of the system, you know, if we don’t have successful young teachers, then we’re not gonna have successful older teacher because they’re just gonna get burnt out and not enjoy it.” (Mrs. Six)	15 (4.4%)
STV: UVIB	“Because you’re taking on a student teacher, we would love to give you \$200 for some supplies in your classroom. I think that would be kind of a neat thing to look into.” (Mrs. Ten)	10 (3%)
SE: Building Relationships	“I have told them, ‘You know, this relationship doesn’t have to stop here when you leave, this door is always open. You have my email, you have my phone number, if you have questions...’ we do so much networking as teachers.” (Mrs. Seven)	43 (12.8%)

SE: Being Asked	“So, my love language is words of affirmation, so... being intentionally asked, that to me is huge. Because that is everything.” (Mrs. Ten)	20 (5.9%)
C: Negative Beliefs	“I spent a lot of time trying to make the experience positive for the person, and just couldn’t seem to connect with them very well, and finally asked them, ‘Do you want to be a teacher?’ and they said, no. So, yeah, it was kind of a rude awakening.” (Mr. Three)	43 (12.8%)
C: Effort-Related	“I had a different set of expectations than he did. I think he still expected me to treat him like a practicum student and hold his hand through things and like, guide him. And I’m like, dude, ‘this is the last thing you do, like you’re to the point where you should be in front of the class, doing all of the things,’ and he didn’t want to have any of that.” (Mrs. Seven)	26 (7.7%)
C: Effort-Unrelated	“I’ve got classes full of eighth graders that don’t wanna sing, and when I do force them to sing, it’s like pulling teeth. It’s hard.” (Mrs. Nine)	16 (4.7%)
C: Negative Value	“[They] didn’t totally take away the incentives, but when they shifted the incentives that definitely, I think, made it so that a lot of people didn’t really want to do it anymore.” (Mr. Twelve)	12 (3.6%)

Note. EAB = Expectancy-Ability Beliefs. STV = Subjective Task Value. RLB = Reciprocal Learning Benefits. UVIB = Utility Value Incentives Based. UVPA = Utility Value Pragmatic Assistance. SE = Social Element. C = Cost.

Mixed Methods Research Question 6

(Method focus) How do the qualitative findings provide an enhanced understanding of the quantitative results?

To explore the first mixed methods question, responses from the optional, open-ended questions from the survey instrument were compared with similar questions from the interview protocol. Responses of non-music educators were included in order to establish similarities. Additionally, one particular statement was pulled from the questionnaire to discuss further with the qualitative participants. Details regarding these results are provided in Chapter Five.

Additional factors. Quantitative phase participants were given the opportunity to write about additional aspects that influenced their decision to become a PST mentor. These statements have been associated with statements given by the qualitative phase participants which will be provided in the discussion in Chapter Five. Quantitative participants were identified by the level (Elem = Elementary, MS = Middle School, HS = High School) and content in which they teach, how many total years they have been teaching, and if they would currently be willing (CW = Currently Willing, NCW = Not Currently Willing) to mentor a PST. Statements have been organized by similar theme within motivating and deterring statements.

Additional motivating influences by quantitative participants. All of the following statements were provided by educators who would currently accept PSTs (music = 11, non-music = 6). Many remarks expanded upon the 20 motivating scale items. The common thread among these participant responses started with a constant willingness to mentor.

- “I am always willing to be a cooperating teacher, I think it is a great experience not only for the teacher in training, but also for me, the mentor/cooperating teacher.” (K-12 Music, 4 years, CW)
- “I have never said ‘no’ to being a cooperating teacher.” (HS, 24 years, CW)
- “I consider it to be like Jury Duty-- it's part of the job to do that every so often.” (Elem Music, 9 years, CW)
- “I will always accept when asked. I feel like it's my duty to help out as others have helped before me. If it's a "bad experience", it should at least be one that the preservice teacher and myself both learn from.” (HS Band, 8 years, CW)
- “I always accept a request to be a cooperating or mentoring teacher.” (Elem, MS Specials, 20 years, CW)

Qualitative educators discussed a similar motivation. In the interview with Dr. Two and Mrs. Seven, they both spoke of being around PSTs since the very early days of their career. Even when they were not assigned a PST, they were given early opportunities to mentor PSTs that were assigned to their colleagues. Dr. Two stated, “I think it was just a part of our experience as an educator” in those early years. While Mrs. Seven added, “I wanna do my part in helping. So, I feel like it wasn’t really ever a question of like, oh, do I really want to do this? It’s like, oh, when can I start taking someone on myself.”

The next theme that emerged related to their desire to give back as well as being asked.

- “I really think we need to give back and be cooperating teachers if we want to keep inspiring new teachers. Unfortunately, I've had a few who did not plan on continuing teaching when they completed their degree.” (Secondary Choir, 22 years, CW)
- “Accepting a preservice teacher is a way to pay back the school I attended and ensure the future of the profession.” (Elem Music, 31 years, CW)
- “A positive reference from within the college (professors, directors, coaches, or even colleagues of the student) hold a lot of weight in deciding whether or not to accept a preservice teacher.” (HS Choir, 5 years, CW)

Several participants in the qualitative phase mentioned that their willingness to mentor typically results from being approached and asked. Mr. Five revealed that was how he began, “I remember it was [the lead district supervisor who] reach out and was saying, ‘hey, we are short on people and need somebody. Are you willing to do it?’ And so, I just took on the opportunity.” Mr. Eight added his experience, “It was like in my second year of teaching and [the university] sent a couple of practicum students to me in my general music classroom. And it was great.” Mrs. Nine spoke highly of her college professors who not only helped her find her true calling, teaching elementary school, but also asked her to begin mentoring.

The third common motivator for quantitative participants came with the need to ensure the PST would be a good fit.

- “I always ask more about the student to make sure that they are a hard worker and will be a good fit” (Elem General, 7 years, CW)

- “I do some research about the potential student to see if they would be a good fit.” (High School, 20 years, CW)
- “I also want to make sure the student teacher will be a good fit for our program and will be successful with our kids.” (High School, 18 years, CW)
- “If the preservice teacher has a strong work ethic, is competent in the content, and if they are a good match for my teaching style/personality.” (HS Elective, 24 years, CW)
- “The only way that I would feel comfortable taking on a student teacher would be if I was already familiar with the student and could feel confident in their ability to enter the teaching world.” (HS Band, 6 years, NCW)

Mr. One spoke the most about this particular theme. In fact, from his first experience as a mentor he noted that the specific individual “was a good match for the community ... [and] it was a very positive experience.” Since it was a good experience and a good fit, he was adamant to ensure similar situations in future mentoring experiences.

The fourth common topic that emerged related to RLB construct by having opportunities for professional development.

- “It is a great way to think about and refine my own teaching” (Elem Music, 29 years, CW)

- “I definitely feel you have to be open to having a preservice teacher. Even as a seasoned educator, I look forward to learning from new teachers and getting fresh ideas, not all teachers are like that. I would welcome a preservice teacher with open arms, but we are so far away from Nebraska institutions, we rarely get asked.” (Elem Music, 23 years, CW)

Many educators from the qualitative phase shared great pleasure from the reciprocal benefits from mentoring. For example, Mr. One shared, “I wanna gain something from the experience as well. So, one of the things that I think is really great about having a student teacher, is I get to see my own program through a different set of eyes.” While Mr. Three added,

I’ve learned from the students that come in because they’re always learning, you know, the new things that are happening in education... Watching the things they’ve been taught when they’re working, you know, that was exciting for me to see.

During his interview, Mr. Five frequently emphasized the reciprocal benefits of mentoring. He highlighted how having extra eyes and ears in the classroom helps him, as well as the value of gaining fresh ideas from the young PSTs who enter his classroom. He recommends mentoring for practicing teachers as “it’s something that adds to your professional practices. You learn from it and your class gains from it.”

The final commonality was related to the EAB construct by having prior positive experiences.

- “I’m more apt to say ‘yes’ after having a positive experience with a student teacher/ practicum student. I’ve had many amazing ones, but after one that really wasn’t prepared to be in the classroom, I was less enthused to participate soon after.” (MS Choir, 17 years, CW)
- “At a former district, I was a mentor teacher often. It was a neat experience.” (K-12 Choir, 18 years, CW)

The qualitative participants emphasized the significance of the EAB construct in shaping their willingness to mentor. They highlighted how positive past experiences and their confidence in mentoring abilities motivated them to share their experiences and contribute to the profession. “You know, somebody did it for me, I should do it for somebody else” (Mr. Twelve). Mrs. Nine added,

I was finally starting to feel more comfortable as a teacher and I felt like I can give somebody the experience. I don’t know how good I’ll be at mentoring, but you know, I’ll provide them with a classroom, at least I thought I could do that.

Additional deterring influences. The following statements by quantitative phase participants provided additional insight or elaboration on why they might choose to not mentor a PST. Although the statements are deterring in nature, many educators still indicated that they would be willing to mentor student teachers or practicum students (CW = 19, NCW = 6). This finding will be discussed further in Chapter Five. Similar to the motivating statements above, these statements have been organized by content and include remarks from both music and non-music educators. Commonalities among statements included dependence upon which college or university the PST is from,

- “It can depend on which college program they are coming from. There have bad experiences from certain colleges.” (MS Orchestra, 5 years, CW)
- “What college the preservice teacher would be coming from and their time commitment/expectations in my classroom from their university.” (Elem General, 3 years, CW)
- “It depends which institution they are from. In my experience there are some institutions that haven't prepared their students for student teaching. It becomes too much work for me and takes from my students.” (Elem Specials, 12 years, CW)

Although a couple of the qualitative phase educators did mention an allegiance to a particular university, this was not an overwhelmingly present idea. Mr. Eight did speak humorously about being a “snob” from his alma mater when referring to a PST who struggled with matching pitch by stating, “you never would have passed freshman theory where I came from.” Although he does not turn down individuals from various institutions, he felt that some students are more prepared, particularly in their musicianship, when they are from his alma mater. Mrs. Eleven also spoke of her allegiance to her alma mater due to having more positive experiences with their PSTs than those from other institutions.

The next commonality between quantitative participants related to why they do not mentor involved a lack of desirable incentives.

- “It is so much work and am not compensated for that extra work in any way from most institutions. One college offers me a voucher for one credit hour but offers no courses of use to me.” (Elem General, 31 years, NCW)

- “Providing some type of compensation I feel needs to happen because taking on these students is extra work with little to no compensation. Also, due to the sub shortage, mentor teachers often get pulled to sub in other rooms in the building, which is a deterrent.” (Elem General, 35 years, NCW)
- “There is little benefit when mentoring a teacher like this. Often, the opportunities are not presented because there is a lack of communication with interested veteran teachers and the university or the school picks/highlights specific teachers over others for student teaching with (this is very common in my school that the same teachers get chosen to have a student teacher). I have also seen it where the school hires the student teacher to student teach and teach on their own, which is a VERY difficult task even for the best and brightest of teachers.” (Elem Specials, 7 years, CW)
- “Most of the time there are no incentives offered, so often it comes down to how well do I have relationships and routines established before bringing in another adult and am I feeling burn out.” (Elem Music, MS Choir, 7 years, NCW)
- “As you have previously described there are two major incentives that are currently missing and is a large factor in my change of no longer taking practicum students or student teachers at this time. University and school district financial incentives are not currently available so it is hard to justify the additional work load necessary that do not align with my job description. If that changed, I would strongly consider the opportunity.” (Elem General, 11 years, NCW)

A few qualitative phase participants acknowledged that their initial motivation to mentor was guided by the ability to obtain credits to use towards their master's program (Mr. Three, Mrs. Nine). However, most indicated that incentives were not a factor when it came to deciding to mentor.

The third topic that emerged related to negative prior experiences.

- “I have reason to believe that the university that is close to where I teach is sending out preservice teachers who are wildly unprepared (in skills needed and in general teaching knowledge). I have lost my trust in their ability to pre-screen their student teachers to determine if they are actually ready to take on a student teaching assignment.” (HS Band, 6 years, NCW)
- “I haven't had too many positive experiences with young teachers. I'm willing to have one again, but I'm not quite as excited to do it. It seems to me that teachers in training are struggling as much as my students with the idea of ‘sometimes you have to do things you don't want to do at your job, but you can't just not do those things.’” (HS, 22 years, CW)
- “My whole team use to take in student teachers and practicum students but we have all had such bad experiences that we rarely do anymore. The supervisor pretends to care and listen but really doesn't. There are not high expectations for student teachers. Students we have worked with have not come in ready to learn and work. It is really discouraging.” (Elem General, 16 years, NCW)

- “Student teachers generally don't do a good job and when you take back over the class is acting out and you never fully get their behavior back. I did do it once thinking I would help people new to the profession but the person I worked with when I thought that really didn't want to do anything I asked her to or to learn, so it was discouraging. Usually, I do it because someone has to and no one else is willing to. I REALLY WISH THEY WOULD PAY US. They are paying the university, and we are the ones doing the teaching and allowing our classrooms to be turned upside down.” (HS, 26 years, CW)
- “Lately, it seems that the practicum students don't come fully prepared to teach and often need so much assistance with planning lessons and being fully prepared that I just don't have time to worry about my own obligations to also worry about theirs.” (Elem General, 8 years, CW)

The educators from the qualitative phase did not disagree that negative prior experiences caused them to pause before agreeing to mentor again. Mrs. Nine went so far to say that in one instance, where she shared a ST with another music teacher, she determined that the ST was no longer allowed to teach her sixth grade class.

I'm losing students because of the student teacher, like, he was so bad and he was so disengaged. And he had decided he wasn't going to teach. ... He never should have student taught; he never should have been passed on.

Mrs. Seven spoke about two STs whom she had who did not accept the feedback she was giving them. Not only did it cause her to pause in relation to continuing as a mentor, but it also made her doubt her abilities.

[My colleague] ... can attest to the many times that I have doubted myself, and I have said over and over again, like, 'am I doing a good job,' like, 'am I saying the right things? Am I actually, like, you know, doing what I'm supposed to do for these kinds to make them a better teacher?' And then [my colleague] was like, 'Yeah, I don't know what else you should do.'

The fourth similarity among deterring responses included curricular changes or needs.

- "I've only had one student teacher, but it was very difficult at first to incorporate the approach I use with someone who has never heard of it." (Elem Music, 13 years, CW)
- "Worrying about conflicting teaching styles / teaching philosophies. Will me and the preservice teacher agree on classroom management? Will they have the same approach to education?" (HS Electives, 5 years, CW)
- "Most of the classes I teach are required or core classes, so if a concept is missed or mistaught, it could affect students' future school success." (HS, 8 years, CW)
- "I have switched curriculums and teaching assignments frequently over the last few years. It's tough to feel comfortable getting a practicum or student teacher when you aren't comfortable with your own curriculum." (MS, 25 years, CW)
- "Changes in curriculum sways me to say no to being a cooperating teacher. I would love to host a student teacher, but I've never been asked." (Elem Music, 6 years, CW)
- Teaching someone to be a teacher is hard work. Teaching someone the ins and outs of itinerant music teaching is really difficult. I have only offered to take a

student-teacher once and that was a major undertaking. I have not offered to take a student teacher since. I prefer older practicum students versus first semester practicum students. If they can come in and run a sectional or just be useful is helpful. I do not take observation only practicums because I don't want to babysit another body. I also expect my practicums to be active and work alongside my students. What is the fun of just sitting and observing? How is "observation" considered a practicum experience? (Elem, MS Band, 15 years, CW)

Similarly, the fourth theme that emerged from the quantitative participants as deterring them from becoming a mentor was school or district policies.

- For the first four years of my teaching career, I didn't feel settled in my own teaching. The next seven years did not do much to aid in a settled feeling. Now that I am not a brand-new teacher AND in a supportive district, I feel settled enough in my teaching skills to be worthy of observing and learning from. Now I just need to wait until I am tenured in order to accommodate a practicum or student-teacher. (Elem, MS Band, 13 years, CW)
- “My district limits the number of student teacher within the district.” (Elem Music, 11 years, CW)
- I have only agreed to be a cooperating teacher for a student teacher one time because cooperating teachers are often asked to cover last minute classes when we don't have subs in the building. It is an added stress that is taken advantage of in many school buildings. That is also a liability in my opinion to have a student teacher subbing if they do not fully feel comfortable in doing so. The cooperating

teacher also doesn't get to observe and support the student teacher as often if being pulled to cover other areas of the building. (Elem General, 17 years, (CW)

Participants from the qualitative phase spoke at length of their thoughts on university policies and opportunities. One of the most difficult challenges that many cited was the scheduling challenge: students have only so much time to be at the K-12 school, and that time may not be the best for the practicing teacher's schedule. Mrs. Four is going above and beyond, working with a local university to make changes to how their practicum experiences are completed at the elementary level. "I had a conversation, maybe a year and a half ago, with the coordinator of the field experiences at [a midwestern university], and they have made a change based on my recommendation [in] those early practicum experiences." Mrs. Four goes beyond discussing what she believes to be working and is fortunate to have a university TEP professor who is willing to see if the different strategy will benefit their music education majors.

The final theme observed by participants was related to personal reasons.

- "What I have going on in my personal life and if I feel like I might not have the space in my life to be an effective mentor." (Elem Music, 34 years, CW)
- If I'm too busy as a mom and wife with two part-time jobs, the mental load can be too much, depending upon how many activities my own children are in. If the class is demanding or hard to manage, I can't handle the mental load of a student teacher. At my particular building, the "favorite" teacher usually gets first dibs on the student teacher candidates. Even if I've asked for one, I've only gotten ones that personally requested me. (Elem General, 29 years, CW)

- I have declined practicum students and student teachers in semesters when I am just returning from maternity leave or when I have had 2 practicum students the previous semester. I feel it is important to return my classroom environment to the consistency students were previously accustomed to before making adjustments again with another pre-service teacher. (Elem Music, 14 years, CW)

Dr. Two shared how it was her intention to not be a mentor due to family obligations; however, the need for mentors still made her willing to agree.

This is my daughter's first year in high school, and I wanted to make sure that my focus was on her and her success ... but then, when somebody reached out to me personally about taking [a specific student teacher], you know, I was okay with that.

Illuminating a singular response. As previously mentioned, while analyzing participant responses from the optional open-ended questions during the quantitative phase, a particular statement caught my attention. When respondents were asked to elaborate on additional factors influencing their decision to become a PST mentor, one response from an elementary music teacher with 16 years of experience gave me pause.

I no longer mentor developing teachers. I cannot support intelligent, talented young individuals to enter the teaching profession. Teacher pay in Nebraska has fallen in comparison to the rate of inflation, and it simply is not a valid return on investment. It is unlikely with the rising cost of college that the young teacher will ever have the opportunity to earn enough money to pay off their education.

Becoming an electrician, plumber, or other skilled labor job would contribute to greater salary and benefits as well as a significantly greater net-worth at the time

of retirement. I struggle to afford food and support my family, and I don't want to encourage anyone to be doing a job this tough when it doesn't provide a living wage. In my district, as well as others, teachers are not allowed to work a second job, so they remain trapped in near poverty with a wage low enough that it qualifies them for government benefits, even after earning a master's degree and moving up the pay scale with education and experience. Whereas in the past, teachers could retire early in the State of Nebraska, new teachers don't have the early retirement option. I can retire at 55, get a second full time job, and try to scrape enough money together to send my children to college. A new entering teacher doesn't even have that option.

Due to the strong emotion within this statement, I chose to add a question in the phase two interview protocol in order to obtain perspectives from additional educators: *If a teacher said they would not mentor preservice teachers as they do not feel this is a career in which individuals can thrive or barely survive financially, what would be your thoughts?* Although the interviewed participants did not disagree with the motivation of the statement, they had profound reactions. Participant, Mrs. Eight discussed how this individual should consider being a stronger advocate within the teachers' union to help make change rather than not encourage others to join the workforce, "You need to get some skin in the game from an advocacy standpoint ... if you can't have enough skin in the game to want to teach the next generation, then what are you even doing?" Mrs. Four added

What are you, what are we doing about it? Are you advocating at a policy level? Are you engaging in the political process? Are you raising awareness around just

what the issues are facing this? And are you helping the general public become aware of what will happen if people, if high quality teachers, what we are seeing happen? If high quality teachers aren't entering the profession, this is a deterioration of education, of the general public in the future. If we're not advocating for high quality people to be entering the profession.

Both Mrs. Seven and Mr. Five expressed this as being such a “pessimistic” view of the profession. While Mr. One, Dr. Two, and Mr. Three both agreed that it is not the place of a potential mentor to dissuade an individual from choosing the path of an educator, “I wouldn’t discourage somebody to do something that they love for financial reasons” (Dr. Two). Mrs. Six, Mrs. Nine, and Mr. Twelve all agreed that although one will not make a lot in this career, you can get by, and it can be worse. Mr. Twelve spoke about his experience teaching in a private school out of state where he was \$500 above the line for receiving food stamps. He and his wife then moved to Nebraska and were able to survive on one teacher’s salary while his wife finished school.

The educators I spoke with in the qualitative phase did not discount this educator’s experience, nor did they disagree that teachers should be compensated for the time and work they do. However,

If that student... chose to get this degree, and they chose to be a teacher ... We go into it as a service and a lot of people will say a calling or whatever ... if you have the ability to help people ... we should do it. As opposed to telling them ‘Hey, you’re stupid for getting into this in the first place.’ (Mrs. Seven)

Mixed Methods Research Question 7

(Content focus) How do the perspectives of music educators who choose to be or not to be mentoring teachers explain the factor statements from the quantitative results?

Related to the content-focused mixed methods research question, the addition of the participants' descriptions of why specific items made an impression on them aided the understanding of how items loaded in relation to EVCT in the CFA. The CFA factors related strongly to the previous literature, which I used to create the qualitative codebook, with an exception for the cost factors. The CFA did not include a specific factor for "effort-related" to being a mentor but rather split the "effort-unrelated" items between two factors. As shown in Table 11, literature-related cost groupings (Flake et al., 2015) were retained in the qualitative analysis to best explore the participant deterrents.

Table 11

Summary of Integrated Results Matrix for Understanding Factors of Willingness

CFA Factor	Qualitative Result	Example Quote
EAB	EAB with Four Subsets	“I had agreed, because I had already had a previous relationship with the student.” (Dr. Two)
RLB	Subset of Subjective Task Value	“I’ve learned from the students that come in because they’re always learning... the new things that are happening in education.” (Mr. Three)
UVIB	Subset of Subjective Task Value	“It could have been somebody calling attention to me that you get graduate credit or... financial credit to pay for it.” (Mrs. Nine)
UBPA	Subset of Subjective Task Value	“They see things I don’t see ... and they brought it to my attention.” (Mr. Five)
NBBE	Negative Beliefs Cost	“The two student teachers that I did not have a good experience with were people I did not know beforehand, and people I hadn’t interacted with... who had just been recommended to me.” (Mr. One)
EUDT	Subset of Effort-Unrelated Cost	“There are other times of the year like first quarter when... we have marching band and concert band and jazz band all happening at the same time. And so, there’s just a lot going on and that plan time goes real fast.” (Mrs. Seven)
EUN	Subset of Effort-Unrelated Cost	“I’m planning the rep I’m choosing with a class that has been challenging because of their huge differentiation and skill.” (Mr. Five)
NV	Negative Values Cost	“I want to start the kids and make sure they get into the routines that I want, and I don’t always feel like I want to hand that over at the beginning of the year.” (Mr. Three)

Note. EAB = Expectancy-Ability Beliefs. RLB = Reciprocal Learning Benefits. UVIB = Utility Value Incentives Based. UVPA = Utility Value Pragmatic Assistance. NBBE = Negative Beliefs, Bad Experience. EUDT = Effort-Unrelated, Distract from Teaching. EUN = Effort-Unrelated, Needs Based. NV = No Value.

Summary

The quantitative results from this mixed methods inquiry indicate that there is no statistically significant difference in teachers' willingness to mentor or influential factors for mentoring between music and non-music educators. While there was a significant result between a teacher's willingness to mentor and their proximity to their alma mater, this relationship was only statistically significant after accounting for other distance-related variables. Additionally, the EAB construct was consistently highlighted in statistical significance with teachers' indicated willingness to mentor, particularly between levels of teaching.

Qualitatively, music educators spoke highly of the reciprocal benefits of mentoring PSTs and frequently referenced their self-efficacy in relation to mentoring, which also relates to the EAB construct. These educators spoke boldly about their past experiences and how negative previous experiences have made them question continuing as mentors.

Many of the findings from this mixed methods investigation require further explanation and discussion. Even quantitatively insignificant findings can be helpful in determining future directions for MTEPs. Therefore, conclusions and recommendations based on the findings will be considered in Chapter Five.

CHAPTER FIVE: SUMMARY, IMPLICATIONS, DISCUSSION

“Your students get to see that you are making the effort to improve and help other people, and I think that’s a good community mindset for your classroom.” — Mr. Five

This final chapter begins with an overview of the study before discussing the findings that were presented in Chapter Four. Next, I present a discussion of the implications of these findings in light of the preservice mentoring literature for music teacher education programs (MTEPs). Finally, conclusionary elements related to music education practices and recommendations for future research are presented.

Review of the Study

Overview of the Problem

Teaching today is not the same as it was five and ten years ago. This is especially true due to the transformative impact of the pandemic on education. Mrs. Four so poignantly stated,

I have changed, student needs have changed, like, how I approach practicum students is different. Because the skills that I feel like they need to enter a classroom now versus a classroom five years ago are different, they’re different. Yeah, we could teach a So-Mi song all day long. Great, go ahead, fine. Is that what kids need? Is that what kids need right now when they leave your classroom? What’s the most important thing that you need them to know? And I would argue that a So-Mi song is part of that, and not all of it.

Attrition, turnover, and teacher burnout are present all throughout the United States, and Nebraska teachers spoke to that reality. Mrs. Nine and Mrs. Eleven both

spoke about the challenges they saw, and how moving from one position to another helped them remain invested in their careers.

I've been able to make changes so that I can thrive, you know, like I started out my first year, and it was really, really hard. And then I moved to another school, and it got better. And then I switched to middle school, and it actually got a little worse because it was harder. But then I switched to a non-Title I school, and it got better... I feel like you can, with education, or especially with a K-12 certificate, there's so many things you can do, and you can't expect your first five to ten years to be like you're gonna breeze through it. – Mrs. Nine

Mr. Eight spoke about the urgency he feels in the attempt to keep positions filled to keep music education in the mix. He discussed that this urgency may have increased since the pandemic but presumed a larger issue.

I think it's been, before and after, it's been urgent, but there was like, there's a greater sense of urgency [after the pandemic], I feel. Because I've watched so many of my colleagues slip away. And I don't know if that's because of the pandemic necessarily, but a lot of great teachers that I used to work with are not teaching anymore. And so, I feel like there's kind of a vacuum that needs to be filled. And so, I felt like a personal sense of urgency, kind of, with training new folks and instilling a passion for them, to like, practice good work-life balance. Which is the reason I've lost so many of my friends, I think, to the profession, because they didn't necessarily practice that.

With this downward trajectory that practicing teachers are feeling and observing, recruiting students to go into teaching and find the resilience to stay in the field is a challenge.

Purpose Statement

The purpose of this explanatory sequential mixed methods inquiry was to better understand the factors that influence the decisions of practicing educators to act as mentor or cooperating teachers for PSTs. Additionally, I sought to compare responses between and among MTs from different levels, content areas, and years of service.

Review of the Theory

In order to examine the phenomenon of one's willingness to mentor, Expectancy-Value-Cost Theory (EVCT) was employed to explore the nuanced factors that influence individuals' motivational processes (Eccles & Wigfield, 2020). Both quantitative and qualitative data were analyzed with the following constructs: (a) Expectancy and Ability Beliefs (EAB), (b) Utility Value based on incentives (UVIB), (c) Utility Value based on pragmatic assistance (UVPA), (d) Reciprocal Learning Benefits (RLB), (e) Negative Beliefs due to negative prior experiences (NBBE), (f) Effort Unrelated Cost to mentoring with perceived deterrents from teaching (EU DT), (g) Effort Unrelated Cost to mentoring due to school or individual needs (EUN), and (h) Negative Value from the mentoring experience (NV).

The constructs underwent rigorous confirmation through structural equation modeling (SEM) and were subsequently applied to analyze the quantitative research questions. They were also utilized in conjunction with the hypothesized theoretical framework to analyze the qualitative data.

Review of the Methodology

Employing an explanatory sequential mixed methods design, this dissertation sought to investigate the phenomenon of mentoring PSTs through two distinct phases. The preliminary quantitative phase surveyed music and non-music educators across Nebraska exploring statements that motivate or deter them from mentoring preservice educators. This phase then informed the protocol for the subsequent qualitative phase with purposively selected Nebraska music educators. The qualitative phase involved twelve structured, phenomenology-driven interviews, offering a more in-depth exploration of the role of music educators in the mentoring process. The analysis and integration of findings from both phases contributed to addressing the aforementioned research questions, as elaborated upon in the subsequent sections. Note that I have deliberately integrated qualitative findings into the discussions of the quantitative research questions.

Discussion

Quantitative Research Question 1

What factor constructs may best predict whether music teachers indicate an interest in mentoring preservice teachers?

Sinclair et al. (2006) conducted a survey of Australian educators in order to obtain what motivated them to become mentors of PSTs. They used “boosters” to refer to positive motivators, “guzzlers” to indicate deterrents, and “enticers” to describe what would motivate teachers in the future. The current study adapted items from their mailed survey and followed their suggestion to build on previous findings by employing a Likert-type rating scale to assess various factors, instead of solely relying on educators to

determine if reasons are relevant or not. This study may have improved its results by incorporating a "not applicable" option for items that did not affect teacher decision-making.

The findings of the Sinclair et al. study suggested that mentoring teachers who have a strong commitment to their own professional growth, to the growth of their students including PSTs, and to the success of the profession were more positively influenced to take on mentoring obligations. In this study, the EAB construct consistently appeared as a statistical predictor of a teacher's willingness to mentor. In this construct, teachers believe in the abilities they currently possess in order help future music educators, and they expect the future interactions to be positive. Thus, if mentors are set up for positive mentoring experiences, they will likely grow in their self-efficacy to mentor, and will be more likely to believe in positive future experiences. Below are additional EAB-related comments from the qualitative phase, specifically related to previous experience:

- I think of several individuals who had come in and you know, that they were really good... You could see in them that they had a future in education, and I think that, you know, was exciting for me to see. It's like, wow, education's in good hands with these people. And... gave me a lot of hope. (Mr. Three)
- "You know, a couple of them, one in particular, just blew it out of the water and had such energy, such a passionate breath of fresh air to see. Like, oh my gosh, wow!" (Mr. Eight)

- “She would have been a senior and she was just one of these outstanding students, like really outstanding. So, I have a feeling that kind of spoiled me, you know, for other kids. But she was just very competent.” (Mrs. Nine)

A literature connection was established through these qualitative findings as educators delved into how their past experiences shaped their future mentoring decisions. Among them, 5.3% showed positive coding for EAB, while 12.8% exhibited negative coding for NBBE. Notably, the NBBE construct was initially conceived as contrasting the EAB construct, as positive and negative prior experiences can influence one's future choices. “Alongside availability (including position, busyness, and not being asked), negative experiences with practicum students may ‘guzzle’ teachers’ motivation” (Sinclair et al., 2006, p. 272) to serve as a PST mentor. Below are participant examples of such guzzlers:

- “It was kind of an interesting experience for that person and for me. ... I spent a lot of time trying to make the experience positive for the person, and just couldn't seem to connect with them very well, and then finally asked them, ‘Do you want to be a teacher?’ and they said, no, and so, yeah, ... it was kind of a rude awakening, and I told the University, I said, ‘Don't send me anybody who doesn't want to teach again.’” (Mr. Three)
- “The ones who don't take the feedback, those are the really hard ones for me, because it does make me doubt what I'm doing, even though I feel like I'm doing a good job. But it still make me doubt it.” (Mrs. Seven)

While no other theory-based construct emerged as a statistically significant predictor for willingness to mentor, it remains prudent for MTEPs to mitigate the

possibility of a negative experience. As Sinclair et al. (2006) shared, negative experiences relate to what detracts teachers from mentoring, even if not significantly seen in the current study.

Quantitative Research Question 2

Is there a difference in factor construct scores and indicated willingness to mentor between music and non-music teachers? Across educational teaching levels?

Given the current lack of literature focusing on the motivations of music educator mentors, I sought to ascertain whether there would be a significant difference in construct scores between music and non-music educators. Due to either an accurate account or the small sample size, no significant difference was detected between educator types. Thus, the null hypothesis for this main effect, H_{0a} : *There is no difference in mean factor construct scores between music and non-music educators*, was retained. While not generalizable, this sheds light on the potential application of general education literature in the field of music education, highlighting common motivators and deterrents for mentors despite the diversity of individual experiences. The remainder of the null hypotheses told a different story.

The first null hypothesis, H_{0a} : *There is no difference in mean factor construct scores between across educational teaching levels* was rejected as a significant main effect was observed with the *teaching level* variable. Further exploration led to discovering a significantly higher EAB construct score for K-12 educators, specifically when comparing their factor construct scores to elementary and high school teachers. This is regardless of their actual past experiences as a mentor. In this first example, this K-12 Band director shares how distance stands in the way of having PSTs in his

classroom, “I would love to, but our distance from colleges usually don't lead to student teachers in our building” (16 years of experience, currently willing). The next K-12 educator discussed how rural experiences should be implemented into Nebraska MTEP experiences.

I actually would love to be one, our local college just does not have that many education students. Based on my experiences, I actually would recommend that the larger universities in Nebraska ensure that the people learning to be a teacher have at least one practicum experience in a K-12 school setting instead of just the larger school districts. Most of Nebraska is K-12 schools and I never had that experience until I got a job. (K-12 Music, 15 years of experience, currently willing)

Both of these K-12 music educators from the quantitative phase indicate a willingness and confidence to become mentors but lack the opportunity. These findings warrant further exploration not only to assess their practical significance but also to delve into the creation of such experiences.

The second null hypothesis, *H_{0b}: There is no difference in mean factor construct scores between an indication of willingness to serve as a mentor teacher* was also rejected with a statistically significant main effect with the dichotomous *willingness to mentor* variable. As was mentioned in Chapter Four, the small sample size made it impractical to assess the data with the varied versions I had originally created for this variable. Thus, this finding shows that if a participant had any level of current willingness, they significantly separated themselves from those who indicated that they

were not currently willing. Further study could arise from this result, focusing a qualitative portion on individuals who no longer mentor.

The final null hypothesis, *H_{0c}: There is no difference in mean factor construct scores based on the interaction between the type of educator and an indication of willingness to serve as a mentor teacher* was also rejected with a statistically significant interaction between the *willingness* and *teaching level* variables. Further investigation revealed a significant interaction effect with EAB. Specifically, if a teacher is confident in their current (ability) and future (expectancy) abilities, and has positive prior experiences, they are more likely to complete the task.

This finding aligns with the findings of Qin and Tao (2021) in their investigation of PSTs which suggested that PSTs are more likely to stay in the profession longer when they hold a positive attitude towards it. Consequently, if MTs maintain a positive attitude towards mentoring PSTs and have confidence in their ability to do so, they are more likely to continue serving as mentors over time. In integrating with the qualitative findings, multiple music educators noted a need to be positively driven in this career. In this first quote, Mr. Three described the advice he would give a new mentor.

Talk to your person that you're mentoring about keeping a sense of humor about, you know, understanding, you know, not to take everything personally. I think sometimes building up, that, oh, I don't know, I hate using the term 'thick skin,' because that sounds like you're callous and not caring, but I think instilling in you people a hopeful, positive outlook. ... Keep a sense of humor, cause it's crazy sometimes. ... In general, like as an educator, I think it's important to presume positive intentions from other colleagues, from administrators, from parents, from

students, because ... you can take yourself into a dark place if you're always thinking about the negative, or because there's a lot of stress in the job, and if you presume positive intentions, it takes some of that away and helps you interact with people in a more productive way.

Mrs. Ten added advice, especially for novice teachers, to be weary of the negative energy that can exist around school buildings.

There are a lot of teachers out there right now that live in that kind of 'toxic bubble' and they are, you know, kind of that, you know, that little poison that kinda runs through the school, and that never has anything nice to say, and kinda negative and grumpy. ... I remember telling myself, like, yup, this is somebody that you have to stay away from ... don't bring your negativity into my positive energy bubble, because you know, we're all working through our own stuff.

Finally, EAB was not only a significant construct from this portion of the inquiry.

During the SEM process, EAB exhibited a notable negative relationship with the deterring overall construct (as depicted in Figure 6), suggesting that stronger educator self-efficacy and beliefs in the mentoring process corresponded with lower deterring influences. As reiterated previously, this underscores the importance for MTEPs to foster a supportive relationship and positivity with local practicing teachers.

Quantitative Research Question 3

Is there a relationship between a music teacher's proximity to a collegiate education program and their willingness to become a mentor teacher?

The final quantitative research question warrants further investigation with a larger and more geographically diverse sample. As revealed in Chapter Four, the

individual scale item, "*I work in close proximity to my alma mater, and want to give back,*" exhibited a significant relationship with individuals' indicated *willingness to mentor*. However, this relationship became statistically significant only after controlling for variance with three other distance-related questionnaire items. Although 30.9% of music educators selected that the proximity to their alma mater was either *definitely* or *probably* influential in their decision-making, it is important to note that this item did not exhibit statistical significance on its own, thereby complicating the findings.

Given his limited financial resources, Mr. Three from the qualitative phase saw mentoring as a valuable alternative to contributing financially to the university. Being a mentor appeared to be the next best option for him.

I don't have a lot of money to donate to the university. So, this is a way where I feel like ... it's a service, and I feel like young people need a place where they can have a positive experience, and I hope that I can give that to them.

This topic is not well-developed in educational research. I propose that MTEPs would gain valuable insights from further exploration of this topic, potentially fostering an even stronger reciprocal bond.

Qualitative Research Question 4

What do practicing educators find meaningful from the experience of mentoring preservice educators?

Five themes emerged to characterize the meaningful aspects of mentoring PSTs for these educators: (a) facilitating growth in PSTs' skills, (b) feeling optimistic about the future of music education based on PSTs' progress, (c) witnessing community-building as PSTs establish rapport with K-12 students, (d) reconnecting with the initial motivations

for becoming teachers, and (e) building professional relationships with the PSTs. In connection with the quantitative findings, several of these elements connect with the EAB construct, indicating educators' confident beliefs in their capacity to provide valuable experiences for PSTs.

Understanding these educators' perceptions of meaningful experiences directly pertains to the essence of the phenomenon under investigation. The essence of the PST mentoring experience encompasses a multifaceted interplay of factors. Central to this dynamic is teachers' self-efficacy and confidence in their abilities to guide and nurture PSTs effectively. These educators drew upon their positive prior experiences, while leveraging them to create enriching and constructive learning environments for PSTs. In turn, the process of mentoring serves as an opportunity for educators to impart their knowledge and wisdom while simultaneously learning from PSTs, thus fostering reciprocal benefits. Furthermore, mentors derive satisfaction from witnessing their own students learn and grow through interactions with PSTs, facilitating the building of rapport between college students and K-12 learners. This reciprocal exchange of knowledge, skills, and experiences lies at the heart of the PST mentoring experience, embodying a symbiotic relationship that fosters growth and development for all involved parties.

Qualitative Research Question 5

Do practicing educators perceive a change in the experience of mentoring preservice teachers since COVID-19 PHE?

The overarching findings regarding the impact of the COVID-19 PHE on mentoring preservice teachers indicate that the pandemic affected individuals in diverse

ways. Not all observed changes are solely attributed to the pandemic; rather, some are considered symptomatic of broader shifts that have been evolving over the years. A positive aspect evident from the findings is observed among the participants as a quarter of them who initially noted a negative shift subsequently reported a return to normalcy. I particularly appreciated the response of Mr. Twelve who stated, “I think things are starting to get back to normal again, or whatever normal can be.”

These findings do not imply that the pandemic had no impact on the mentoring experience or that there is not a broader issue regarding teacher attrition and burnout at play. It would be advisable to continue checking on this area of research, particularly the long-term effects of K-12 music experiences leading to students who choose to major in music and music education.

Mixed Methods Research Questions

The first mixed methods research question was method focused: *How do the qualitative findings provide an enhanced understanding of the quantitative results?*

While the second mixed methods research question was content focused: *How do the perspectives of music educators who choose to be or not to be mentoring teachers, explain the factor statements from the quantitative results?*

Numerous instances occurred where qualitative participant experiences enriched the comprehension of the quantitative findings. One notable aspect was educators' willingness to mentor, even as they acknowledged moments of hesitation, driven by their powerful motivators. This trend seemed consistent with findings from the open-ended questions in the quantitative phase, where 76% of responses, even when listing additional deterrents, still expressed current willingness to serve as mentors if approached.

The findings also connect with the SEM findings where a significant negative relationship existed between the RLB and EAB constructs and the overall construct of deterring. If educators perceive positive reciprocal benefits from mentoring or have had favorable prior experiences that bolster their confidence in their mentoring abilities, specific deterrents are less likely to significantly influence their decision-making process. While acknowledging that this finding may not apply universally to every educator, it presents an advantageous insight for MTEPs aiming to attract and retain practicing educators as mentors.

Conclusion

In conclusion, the findings of this study underscore the importance for MTEPs to focus on enhancing mentors' self-efficacy to effectively recruit and retain mentors for their PSTs. It is evident that positive experiences, supported by university personnel, significantly contribute to mentors' willingness to continue mentoring in the future. The qualitative participants in this mixed methods inquiry spoke at length about the reciprocal benefits of mentoring. Previous research on mentoring PSTs has highlighted these reciprocal benefits, such as gaining new ideas and opportunities for reflective practice for MTs (Snell et al., 2019). Moreover, the qualitative insights suggest that prospective mentors should maintain an open-minded approach, recognizing and embracing the valuable contributions that PSTs bring to the mentoring relationship (Snell et al., 2019). These findings collectively advocate for proactive strategies within MTEPs to cultivate mentors' self-efficacy, foster positive experiences, and encourage an open-minded mindset among prospective mentors, thereby enriching the mentoring experience for both mentors and PSTs alike.

Limitations

One of the main limitations to the first phase of the current study is the small sample size that reduces the power of the statistical tests. Thus, it would be negligent to overgeneralize the findings of this study. While valuable insights can be gleaned from the experiences of the participants, certain aspects, such as the distance to a TEP, could not be thoroughly explored due to a limited number of respondents residing outside a 90-mile radius or being unaware of their proximity to a TEP ($n = 7, 4.4\%$). This particular topic holds significant relevance for further investigation in Nebraska, given that a considerable portion of the state comprises rural school districts facing unique challenges that prospective teachers would need to be equipped to handle if their career led them in that direction. Purposively requesting participation from educators in rural communities would have aided answering the third quantitative research question and provided a more comprehensive picture of responses from a broader spectrum of Nebraska educators.

Further refinement of the quantitative instrument was deemed necessary following implementation. Despite demonstrating satisfactory internal consistency (Cronbach's $\alpha = .88$), it is plausible that a shorter assessment could have yielded a larger participant pool. For future use of this instrument, leveraging CFA findings to merge correlated statements and streamlining demographic inquiries to reduce completion time to a minute or two would be advisable.

The qualitative phase was quite fruitful, but also not without fault. I quickly came to realize that I should have provided definitions prior to the interviews. While some participants were on the same page as I was, there were a few who did not quite understand terminology like "preservice teacher" or "practical experience" as I have

researched and defined within my own study. Providing clear definitions to the participants before the interviews could have helped in preparation and ensured that we all shared a common language.

Finally, a more finalized examination of the quantitative CFA before qualitative analysis would have had a greater impact on integrating the findings more quickly. Having a more concrete understanding of the quantitative results before I began the qualitative analysis would have narrowed and melded the codes I chose to use from EVCT. Though the codebook for the qualitative analysis was fully driven by previous literature with EVCT, a more efficient mixing of the analysis could have been accomplished by using the constructs that emerged from the SEM and CFA work.

Implications

We cannot ignore the power of social influence when it comes to making decisions. It is crucial for university personnel to have a strong connection with practicing teachers. As stated by Mr. One, “The university supervisor makes or breaks the experience.” Without trust and open communication, signals can be misinterpreted, leading to potential challenges for all parties involved in the three-party system (PST, MT, MTEP). Furthermore, these relationships can shape the expectations of practicing teachers regarding future experiences. They gain insight into the preparation of PSTs in college classrooms and the support available to them from the university as mentors. Like Mrs. Four stated, “I have a great relationship with the university faculty who place practicum students and student teachers, and they always assure me the students they place with me are well-prepared.” Even if an experience will likely be challenging, if

there is a foundational relationship, teachers may be more likely to agree to the challenge. As an example of foundational relationships that led to accepting PSTs, Dr. Two shared,

The music ed person at that time came to me and said, ‘you know, this is a student that, you know, that’s in your voice studio. He’s really struggling with his student teaching experience... Can you take him and help him?’ And so, I had agreed.

Recommendations

The findings of this study underscore a crucial correlation: as practicing educators' belief in their mentoring abilities grows through positive experiences with PSTs and MTEP personnel, their likelihood of agreeing to mentor in the future increases. In light of this, I strongly advocate for colleges to prioritize the establishment of reciprocal relationships with practicing educators in their regions. These communities of practice serve as invaluable platforms for educators, fostering a deeper understanding of expectations and facilitating meaningful dialogue between educators and MTEP professors. Discussions, such as those reflected above by Mrs. Four and a local MTEP, hold the potential to nurture positive change. These specific conversations involved collaborative efforts aimed at revising the practicum schedule to enhance the overall experience of PSTs. This serves as just one example of the conversations that hold promise for enhancing conditions within practical experiences for everyone involved.

Such relationships not only benefit practicing educators but also hold substantial advantages for MTEPs seeking to recruit and retain high-quality mentors for their college students. By nurturing a strong bond between MTs and MTEPs, colleges can create a supportive environment conducive to effective mentorship. This, in turn, translates to PSTs benefiting from safe and nurturing learning environments, enabling them to apply

and refine their skills acquired through methods courses with confidence. Thus, fostering collaborative relationships between colleges and practicing educators is not just beneficial—it is essential for the continued growth and success of all involved stakeholders in the field of education.

Future Research Opportunities

Areas in this chapter have alluded to potential avenues for future research. Specifically, there is a need for further exploration into teachers' motivations to serve as mentors for their alma mater compared to other local MTEPs. Such investigations could shed light on the significance of fostering ongoing connections with former graduates and on strategies to engage individuals who did not graduate from the institution.

Future research could explore avenues for providing collegiate students with more varied practical experiences, particularly in surrounding rural communities. These communities not only require graduating educators to fill vacant positions but also have practicing educators eager to serve as mentors to PSTs. Each teaching context, whether urban, suburban, or rural, presents unique challenges and advantages. While MTEPs equip future educators with a toolbox for their careers, opportunities to gain insights into teaching across various settings beyond various grade levels could enhance their preparation. By exposing them to a range of teaching environments, students may acquire additional skills applicable regardless of their first teaching position's location.

Final Remarks

In conclusion, the findings of this study highlight the indispensable role mentors play in shaping the future of TEPs and the preparedness of educators. The challenges faced by practicing educators, especially in the wake of the pandemic, emphasize the

urgent need for effective mentorship programs. Mrs. Four's reflection on the evolving needs of students and the profession echoes the sentiments of many educators facing changing conditions in education. Additionally, Mr. Eight's sense of urgency in retaining passionate educators highlights the pivotal role mentors play in shaping the future of music education.

As we navigate through these challenges, it becomes evident that mentorship is not just about passing on knowledge but about fostering resilience, passion, and a sense of community among music educators. It is through the guidance and support of mentors that aspiring educators find their footing, develop their skills, and ultimately thrive in their careers. As we think of the future of music teacher education, let us remember the profound impact mentors have in shaping the trajectory of education and renew our efforts to cultivate a culture of mentorship excellence through support and positive collaborations.

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APPENDIX A: JONES ET AL. FIGURE PERMISSION

Non-NU Email

Hi Emily;

Thank you for your kind words. Yes, you have our permission to use the figure in the article mentioned below.

Best of luck with your research,

Best,

Kay

Dr. Kay Kelsey, Professor, Evaluation Specialist
Global Food Systems Institute
2250 Shealy Drive, Rm 125D
POB 110910
Gainesville FL 32611-0910

<https://foodsystems.ifas.ufl.edu/>

From: Emily Chapman [redacted]
Sent: Wednesday, September 6, 2023 3:12 PM
To: Kay Kelsey <[redacted]>
Subject: Figure Usage Permission

[External Email]

Good afternoon Dr. Kelsey,

May I begin by hoping this email is accurate; it is exciting and a bit awkward working to track wonderful authors down.

I am reaching out as a third-year Ph.D. student from the University of Nebraska-Lincoln currently writing my dissertation. My topic involves looking at factors that influence K-12 music educators' decision to mentor preservice teachers. In my review of related literature, I came across your article with Jones and Brown from 2014, "Climbing the Steps Toward a Successful Cooperating Teacher/Student Teacher Mentoring Relationship." There are so many general studies articles discussing the CT/PST relationship, and it was wonderful to find your article as I feel we have many possible connections between ag ed and music ed.

My reason for reaching out is that I could not find current contact information for Cameron Jones and was fortunate to find this email through Google Scholar. Would you consider allowing me to include the figure on the bottom of page 38, "Metaphorical stair steps representing themes for successful mentoring relationships?" This beautifully simple illustration would tie in well within my second chapter, discussing positive elements of this relationship. You are the first for me to contact for such permission if there is anything specific you would like me to do if allowed to include beyond proper citation, please do not hesitate.

Thank you very much for considering this request, and I hope you have a wonderful rest of your week,
Emily

APPENDIX B: QUALTRICS SURVEY INSTRUMENT

Understanding Cooperating Teacher Experiences by Exploring Multiple Factors

Start of Block: Welcome

Q1.1

University of Nebraska-Lincoln

Research Study

IRB #: 22607

Study title: Preparing the next generation: Examining factors that lead music educators towards mentoring preservice educators

Authorized Study Personnel:

Principal Investigator: Emily Chapman, echapman5@huskers.unl.edu

Secondary Investigator: Dr. Rhonda Fuelberth, rfuelberth2@unl.edu

You are invited to take a research questionnaire that is completely voluntary. There are no negative consequences if you do not want to take it. If you start the survey, you can choose to stop at any time.

My name is Emily Chapman and I am in my second year of study working towards a Ph.D. in Music (Music Education) at the University of Nebraska - Lincoln. I am interested in understanding the phenomenon of why teachers agree to be cooperating teachers, the factors that may influence that decision, and if there are common challenges that may be more evident since 2020. For this study, you will be asked to provide general demographic information to aid in describing the data.

This questionnaire seeks to understand your thoughts when deciding to be available to be a mentor or cooperating teacher. Having been a cooperating teacher in the past is not required. If you currently do not have enough years of service in your district to be eligible to be a cooperating teacher, you may still choose to participate in this study. Your responses will be kept confidential and pseudonyms will be used in a way that will keep your institution anonymous.

Having clicked on the survey link from the Informed Consent Email, you have confirmed your consent to participate in this research study. Please remember that you may choose to terminate your participation at any point without penalty or prejudice.

Thank you for your time and expertise.





End of Block: Welcome

Start of Block: Years of Service

Q2.1 Your years of service as an educator.

Not Applicable

0 3 5 8 11 13 16 19 21 24 27 29 32 35 37 40

How many total years have you been teaching? ()	
How many years have you been at your current teaching assignment? ()	
About how many years have you had at least one practicum student? ()	
About how many years have you had at least one student teacher? ()	

Display This Question:

If Q2.1 [How many total years have you been teaching?] > 3

And Q2.1 [About how many years have you had at least one practicum student?] =

0

And Q2.1 [About how many years have you had at least one student teacher?] = 0

Q2.2 Have you ever been asked to be a mentor, cooperating teacher?

- Yes (1)
- No (2)
- Hypothetically only (3)

Q2.3 Under district policy and regardless of your desire to do so, are you currently eligible to be a cooperating teacher?

- Yes, I am fully eligible (1)
- Yes, I am eligible for practicum students only (4)
- No, I am not currently eligible to take any preservice teachers (2)
- I am not sure (3)

Q2.4 In what level(s) do you currently teach?

- Elementary School (1)
 - Middle / Junior High School (2)
 - High School (3)
-

Display This Question:

If Q2.4 = Elementary School

Q2.5 In what area do you teach?

- General Education, Classroom Teacher (1)
 - Specials Teacher (2)
 - Special Education Teacher (3)
-

Display This Question:

If Q2.5 = Specials Teacher

Q2.6 Do you teach music?

- Yes (1)
 - No (2)
-

Display This Question:

If Q2.4 = Middle / Junior High School

Q2.7 In what area do you teach?

- Core Subject Classroom Teacher (1)
 - Electives or Specials Teacher (2)
 - Special Education Teacher (3)
-

Display This Question:

If Q2.7 = Electives or Specials Teacher

Q2.8 Do you teach music?

- Band (1)
 - Orchestra (4)
 - Choir (5)
 - No (2)
-

Display This Question:

If Q2.4 = High School

Q2.9 In what area do you teach?

- Core Subject Classroom Teacher (1)
 - Electives Teacher (2)
 - Special Education Teacher (3)
-

Display This Question:

If Q2.9 = Electives Teacher

Q2.10 Do you teach music? (the lead researcher is a music educator)

- Band (1)
- Orchestra (4)
- Choir (5)
- No (2)

End of Block: Years of Service

Start of Block: Influential Factors

Q3.1 Do these factors influence your decision to say Yes? Remember, your name is not on this; please be brutally honest. (Randomly ordered)

Five-point, Likert Scale Options:

Definitely Yes, Probably Yes, Might or Might Not, Probably Not, Definitely Not.

To "Pay it Forward" - I received a good education and I want to do the same for the next generation (7)

To help the profession by sharing my expertise with the next generation of educators (1)

To help preservice educators learn about the "real world" of teaching (23)

To have an extra set of eyes and ears in my classroom (2)

To have a second teacher in the room to aid my students' success (3)

To have a guaranteed substitute teacher when I must be absent (4)

To help preservice educators learn to be great first-year teachers (26)

To give my students an opportunity to learn from another teacher other than myself (22)

To gain new ideas from the preservice educators (6)

To be reflective in my own teaching while mentoring and observing a preservice educator (8)

I teach in a competitive environment and having an additional staff member would be helpful (27)

Receiving incentives from the university or school district (10)

Receiving mentor training from the university or district (11)

Receiving Professional Development hours for mentoring a preservice educator (12)

Receiving a stipend for mentoring a preservice educator (13)

Getting the opportunity to establish a collaborative teaching relationship with a preservice educator (20)

Receiving tuition for a university course for mentoring a preservice educator (14)

I am in a good place in my life, and feel I can be a great mentor for a preservice educator (21)

I am a good teacher and it is the right thing to do (9)

Being intentionally asked or encouraged by my administration or a university representative as a compliment to my teaching (24)

Q3.2 Do these factors influence your decision to say No? Again, your name is not on this; please be brutally honest. (Randomly ordered)

Five-point, Likert Scale Options:

Definitely Yes, Probably Yes, Might or Might Not, Probably Not, Definitely Not.

-
- I do not have the time to mentor a preservice educator (1)
 - I feel burnt out and do not have it in me to mentor another (2)
 - My class needs my full attention, not a teacher who is learning to teach (3)
 - I like running my class my way. Giving control to someone else is not in the plan (13)
 - We have high-stakes evaluations of which a preservice educator would make more complicated (16)
 - We have high-stakes testing of which a preservice educator would make more complicated (17)
 - My class is very challenging and I do not have the energy to balance them and a preservice teacher (4)
 - There are no incentives that I am interested in to influence me to be a mentor teacher (5)
 - Required mentor training from the university or district (10)
 - I had a bad experience with a preservice teacher and do not want to go there again (6)
 - I had a bad experience with a university supervisor or coordinator and do not want to go there again (7)
 - The parents of my students expect me to teach their children, not a teacher in training (8)
 - I teach in a competitive environment and having a preservice educator would distract from the goal (22)
 - Completing additional paperwork needed by the university or state certification agency (9)
 - Additional planning meetings for the preservice teacher (11)
 - I do not want to feel as if the preservice teacher is judging my teaching (12)
 - Preservice teachers I have been around are not ready, it's just too much work (18)
 - Preservice teachers I have been around are lazy or make excuses to not do the needed work (19)
 - I have health concerns that keep me from doing anything extra (15)
 - I have family obligations that keep me too busy for anything extra (23)

Q3.3 Are there any additional factors, positive or negative, that you consider when deciding to be a cooperating or mentor teacher?

Q3.4 Would you currently indicate "yes I would" to mentor practicum or student teachers? (regardless of district eligibility rules)

- Yes, for practicum students only (1)
- Yes, for student teachers only (3)
- Yes, for both practicum or student teachers (4)
- Yes, but considering a future "No" (6)
- No, not currently (7)

Display This Question:

If Q3.4 = Yes, for practicum students only

Q3.5 Optional: Why might you prefer to not teach student teachers specifically at the moment?

Display This Question:

If Q3.4 = Yes, for student teachers only

Q3.6 Optional: Why might you prefer to not teach practicum teachers specifically at the moment?

End of Block: Influential Factors

Start of Block: What-if, Incentives

Q4.1 Rank your interest in hypothetical incentives by dragging and dropping the following options from most interested to least.

- _____ Monetary incentive per preservice educator experience (1)
 - _____ Professional development hours (2)
 - _____ Excused from certain district/school professional development obligations (3)
 - _____ College course tuition (4)
 - _____ The ability to be recognized within the district for outstanding mentoring service (5)
-

Q4.2 Do you believe that having consistent incentives could change the interest level of potentially outstanding cooperating teachers?

- No, I believe it would be about the same (1)
- Yes, I believe meaningful incentives may attract a larger pool of teacher mentors (2)
- Unsure or it depends (4)

End of Block: What-if, Incentives

Start of Block: Optional: Your Lived Experiences being a Mentor Teacher

Display This Question:

If Q2.1 [About how many years have you had at least one practicum student?] > 0

And Q2.1 [About how many years have you had at least one student teacher?] > 0

Q5.1 Optional: What challenges have you experienced with practicum or student teachers, or with the local universities?

End of Block: Optional: Your Lived Experiences being a Mentor Teacher

Start of Block: Demographics to help describe the data set

Q6.1 Please indicate your gender.

- Male (9)

- Female (10)
- Non-binary (11)
- Transgender (13)
- Prefer not to say (12)

Q6.2 Please indicate your race(s).

- White (9)
- Black or African American (10)
- American Indian or Alaska Native (11)
- Asian (12)
- Native Hawaiian or Pacific Islander (13)
- Other (14)

Q6.3 What is your age?

- 19 - 24 (10)
- 25 - 34 (11)
- 35 - 44 (12)
- 45 - 54 (13)
- 55 - 64 (14)
- 65 - 74 (15)
- 75 - 84 (16)
- 85 or older (17)

Q6.4 What is your highest level of education currently completed?

- Post-Baccalaureate Teaching Certificate (12)

- Bachelor's degree in Education (13)
 - Master's degree (14)
 - Doctoral degree (15)
-

Q6.5 How much longer do you intend to remain in k-12 education

- 6 months or less (9)
- Over 6 months, up to 1 year (10)
- Over 1 year, up to 3 years (11)
- Over 3 years, up to 5 years (12)
- Over 5 years, up to 10 years (13)
- Over 10 years, up to 15 years (14)
- Over 15 years, up to 20 years (15)
- Over 20 years, likely until retirement (16)

End of Block: Demographics to help describe the data set

Start of Block: MUED Optional Qualitative Follow-up

Display This Question:

If Q2.6 = Yes

Q7.1

Thank you ever so much for taking time to complete this survey.

APPENDIX C: QUANTITATIVE COVER LETTER

Greetings Nebraska Educators!

Thank you for considering to participate in this doctoral study. Music and non-music educators are equally important for this study. Your time and individual experiences are needed regardless of your prior experience. Please see the informed consent and questionnaire link below and follow this link if you choose to participate. Thank you ever so much for your precious time!

https://unleducation.az1.qualtrics.com/jfe/form/SV_7VYzUvObA7DsW90

IRB Project ID#: 22735

Participant Study Title: Preparing the next generation: Examining factors that lead music educators towards mentoring preservice educators statewide

My name is Emily Chapman, and I a PhD Candidate in Music Education at UNL. Prior to this, I taught elementary and middle school-aged students for ten years. I am conducting a research inquiry and obtained your email via the Nebraska Department of Education public directory website. The purpose of this study is to better understand the willingness of practicing educators to aid the training of preservice educators by acting as a mentor or cooperating teacher. I seek to compare responses between educators from different levels, content, and years of service as I dive into this subject matter.

I am seeking participation from interested music educators as well as a similar sample size of non-music educators. If you are a current, full-time K-12 educator within Nebraska with at least two years of teaching experience under your belt, and an English-speaking adult, nineteen years of age or older, you are invited to participate in this research. If you have mentored twenty preservice educators before, fantastic, I am excited to hear about your experiences! If you have never been a mentor teacher before, excellent, I would love to hear your thoughts. If you are somewhere in the middle, in your third year of teaching or this will be your last year, wonderful, I need and want all perspectives for this study.

Participation in this study will require approximately ten minutes of your time. There is a block of questions that asks for demographic information. This will aid the researcher in completing descriptive statistics of the data set.

Participation will take place online at a location and device of your choosing.

The only risk of participation might be the risk of deductive disclosure. However, if differences or commonalities exist with particular groups, these will be generalized in the data to best maintain participant anonymity. Schools or districts will not be identified.

Reasonable steps will be taken to protect the confidentiality of your study data; however, in some circumstances, we cannot guarantee absolute privacy and/or confidentiality.

Research records will be stored electronically through University approved methods. Records will only be seen by the research team and/or those authorized to view, access, or use the records during and after the study is complete.

If you have questions about this project, you may contact the principal investigator, Emily Chapman, at echapman5@huskers.unl.edu or the secondary investigator, Rhonda Fuelberth at rfuelberth2@unl.edu.

If you have questions about your rights or complaints about the research, contact the Institutional Review Board (IRB) at (402) 472-6965 or irb@unl.edu.

You can decide not to be in this research study, or you can withdraw at any time before, during, or after the research begins for any reason. Deciding not to be in this research study or deciding to withdraw will not affect your relationship with the investigator, or the University of Nebraska- Lincoln. You will not lose any benefits to which you are entitled.

You are voluntarily making a decision whether or not to participate in this research study. By completing and submitting your survey responses, you have given your consent to participate in the research. You should print/keep a copy of this page for your records.

https://unleducation.az1.qualtrics.com/jfe/form/SV_7VYzUvObA7DsW90

If you are a current full-time K-12 educator in Nebraska with at least two years of experience, nineteen years of age or older, and willing to participate in this graduate student study, please complete the above questionnaire no later than December 25th, 2023.

Many thanks for your time and assistance as I complete my dissertation journey,

Emily M Chapman
(she/her/hers)
BME, BM, MM
Music Education Graduate Assistant
University of Nebraska–Lincoln
echpman5@huskers.unl.edu

APPENDIX D: QUALITATIVE COVER LETTER

IRB Project ID #: 23090

Participant Study Title: Preparing the next generation: Examining factors that lead music educators towards mentoring preservice educators - Qualitative Phase

Greetings!

My name is Emily Chapman, and I am a music education PhD candidate working on my dissertation at UNL. For this, I am conducting an interview inquiry to follow-up a previous quantitative survey. The purpose of this study is to better understand the willingness of practicing educators to aid the training of preservice educators by acting as mentoring or cooperating teachers. The current inquiry aims to deepen the results of the first phase with the lived experiences of music educators.

If you are an adult music educator within the state and have served as a mentor to either collegiate practicum or student teachers, you are encouraged to participate in this research. Eligible participants will be asked if they are familiar with my first quantitative phase as a nested sample is desired.

Participation in this study will require approximately an hour of your time. You will be asked to participate in an interview that should last 30-45 minutes. Participation will take place over *Zoom* in order to use the university-provided transcription service. If you desire to participate in person rather than *Zoom*, please let me know. You may also choose to participate in short email correspondence to check the initial codes and themes after analysis.

Reasonable steps will be taken to protect the privacy and the anonymity of your study data; however, in some circumstances we cannot guarantee absolute privacy and/or confidentiality.

In the case of future publication, individual-level data would be shared in a de-identified manner.

Research records will be stored electronically through University approved methods. Records will only be seen by the research team and/or those authorized to view, access, or use the records during and after the study is complete.

If you have questions about this project, you may contact the principal investigator, Emily Chapman, at echapman5@huskers.unl.edu or the secondary investigator, Rhonda Fuelberth at rfuelberth2@unl.edu.

If you have questions about your rights or complaints about the research, contact the Institutional Review Board (IRB) at (402)472-6965 or irb@unl.edu.

You can decide not to be in this research study, or you can withdraw at any time before, during, or after the research begins for any reason. Deciding not to be in this research study or deciding to withdraw will not affect your relationship with the investigator, the University of Nebraska-Lincoln, or your school or district. You will not lose any benefits to which you are entitled.

You are voluntarily making a decision whether or not to participate in this research study. By responding “yes,” you have given your consent to participate in the research, and we will work to schedule our interview time. You should print/keep a copy of this page for your records.

If you are interested in participating, I will be ever so excited to schedule our interview in December or January. Please let me know yes or no as soon as you decide.

Thank you ever so much for your time and service to teaching the next generation of music educators,

Emily M Chapman
Music Education PhD Candidate
University of Nebraska–Lincoln
echapman5@huskers.unl.edu

APPENDIX E: QUALITATIVE INTERVIEW PROTOCOL

Interview Protocol

Please feel free to answer questions partially or choose to pass.

1. Talk to me about your first mentoring experience of a preservice teacher.
 - a. *from how you came to have a mentee to how you felt the experience worked out.*
2. What motivated you to begin mentoring in the first place?
 - a. *What has motivated you to continue, or to decide to stop?*
3. Describe some of your mentoring experiences.
 - a. *maybe ones that caught you by surprise, excited you, made you a better mentor, challenged you, or made you doubt being a mentor.*
4. From the initial questionnaire, which of the twenty motivating statements stuck out to you the most and why?
5. What do you enjoy the most about being a mentor? What is most meaningful about mentoring?
6. Have you had any official mentoring training? (please explain)
 - a. *Do you believe that training would have changed anything for you?*
7. From the initial questionnaire, which of the twenty deterring statements stuck out to you the most and why?
8. As a practicing educator, what do you think of current requirements for quantity and type of practical experiences before the student teaching semester?
 - a. *What would you say are your current views regarding preservice music teacher preparation? (What is teacher education doing well? And what is still a problem?) (Conway, 2012, p. 328)*
9. *Maybe* – Would you like to see anything change regarding clinical experiences that you have assisted with, from a policy standpoint?
10. Has mentoring preservice teachers changed since the pandemic for you?
11. Do you believe placements would be more successful if teachers could meet prospective mentees ahead of time? Or do you believe this could set up a harmful precedence?
12. If a teacher said they would not mentor preservice teachers as they do not feel this is a career individuals can thrive or barely survive financially, what would be your thoughts?
13. What advice would you give individuals about to become mentors for the first time?

APPENDIX F: THEORY BASED QUALITATIVE CODEBOOK

Codebook derived from the expectancy-value-cost theory.

Social Elements

SE: Being Asked

SE: Building Relationships

Expectancy & Ability Beliefs

EAB: Positive Previous Experience

EAB: Sharing One's Experience/Expertise

EAB: Helping or Giving Back to the Profession

EAB: Confidence in One's Ability

Subjective Task Value

STV: Attainment Value or Meaningfulness

STV UVPA: Utility Value or Usefulness

STV UV Ex: Professional Development or Reciprocal Learning

STV UVIB: Receiving Incentives

Cost

C: Effort-Unrelated to Mentoring: No Time, Classroom Needs

C: Effort-Related to Mentoring: Extra Work & Time

C: Negative Value: Need or Desire to Control, No Incentives

C: Negative Beliefs: Bad Previous Experience, Burnout, Negative Belief of Self

Opportunity: Lack Of or Too Much

APPENDIX G: COMPREHENSIVE THEORY-BASED CODING

Quote	Participant	Quote	Primary EVCT Code	Secondary EVCT Code
1	Mr. One	And so, I mean, I remember it being a positive experience. It was a student from the [midwestern university] which was just right up the road, and I was familiar with her and her abilities.	EAB: Positive Previous Experience	
2	Mr. One	I didn't know enough to be a student, a cooperating teacher at that point, but they trusted me enough.	C: Negative Beliefs: Bad Previous Experience, Burnout, Negative Belief of Self	EAB: Confidence in One's Ability
3	Mr. One	I've always found that set up to be frustrating, because by the time you really figure out what they're good at and what they need work at, they're gone right. It's time to move on.	C: Effort-Unrelated to Mentoring: No Time, Classroom Needs	
4	Mr. One	So I felt like that was something you just did, right. You gave back to the profession. And if they ask you to, to host a student teacher, that's what you did. I mean, I think in our district you had	EAB: Helping or Giving Back to the Profession	SE: Being Asked
5	Mr. One	so kind of felt like I had arrived, cause I had the student teacher.	EAB: Confidence in One's Ability	
6	Mr. One	and in 2 instances just really just disappointed like it just did not meet the expectation that I, that I would have even expected for a student teacher to be, but they were. They were the best product that that school was sending out. So it's just it kinda made me a little gun shy about accepting student teachers.	C: Negative Beliefs: Bad Previous Experience, Burnout, Negative Belief of Self	
7	Mr. One	I've also had some that they're just so good that, like I would, they could replace me the next day, you know.	EAB: Positive Previous Experience	
8	Mr. One	Most of the student teachers I've had have been really top notch really prepared.	EAB: Positive Previous Experience	
9	Mr. One	More like a Co. Teacher. Able to work things out seamlessly. And it's been great experiences.	STV UVPA: Utility Value or Usefulness	
10	Mr. One	Yeah, I think the phrase I'm in a good place in my life, and I feel like can be a great mentor for a pre-	EAB: Confidence in One's Ability	

		service educator. I'm confident enough in my teaching		
11	Mr. One	I can be a mentor and and it's the right thing to do.	EAB: Helping or Giving Back to the Profession	
12	Mr. One	that you know, I wanna gain something from the experience as well. So one of the things that I think is really great about having a student teacher is, I get to see my own program through a different set of eyes.	STV UV Ex: Professional Development or Reciprocal Learning	
13	Mr. One	I mean, I've done what I've always done. But when I have a student teacher, who then says, Why, why do you do it this way? I can say this is why I do this way, or I can say Gosh! I don't know. Maybe there's a better way to do it, or I've always done it this way. So I've always felt like student teachers help me see my own teaching better.	STV UV Ex: Professional Development or Reciprocal Learning	
14	Mr. One	My students at [high school] just really latch onto student teachers and welcome them into the family. And it's fun to watch my kids rally around and support the student teacher and treat them like they're like, they're already a teacher. And I love watching that that relationship happen	STV: Attainment Value or Meaningfulness	SE: Building Relationships
15	Mr. One	I had a student teacher from [small midwestern university], and I kind of had to sit in on an orientation session with their faculty. And I know that [a large midwestern university] does that as well, but I've always skipped it so.	C: Effort-Related to Mentoring: Extra Work & Time	
16	Mr. One	I think the only thing is, I, you know, when you have a bad experience you're a little more hesitant to go there again.	C: Negative Beliefs: Bad Previous Experience, Burnout, Negative Belief of Self	
17	Mr. One	And the other the other part about when they come and join a second semester, and we're in the heat of show choir competition season. It's high stakes, right you. There's not a lot you can turn over to them at that point. So sometimes it feels like, I know you should be doing these things, but I've got to get us ready for competition. So finding what that magic balances.	C: Negative Value: Need or Desire to Control, No Incentives	

18	Mr. One	takes a lot of your time and energy. And then you're like, I just don't think I need to do this, which is why I'm not having one this year.	C: Effort-Related to Mentoring: Extra Work & Time
19	Mr. One	I got kind of student teacher fatigue by having them back to back and so this year they	C: Effort-Related to Mentoring: Extra Work & Time
20	Mr. One	approached me about student teacher. And I just said, I just I need to. I need the time for myself	C: Negative Value: Need or Desire to Control, No Incentives
21	Mr. One	I'm in a situation where kids want to. Student teach with me.	EAB: Confidence in One's Ability
22	Mr. One	And they're usually kids that I know. Most of them have been camp counselors, or they've been at a different high school, and they've interacted.	Social Elements
23	Mr. One	The 2 student teachers that I did not have good experiences with. or people I did not know beforehand.	C: Negative Beliefs: Bad Previous Experience, Burnout, Negative Belief of Self
24	Mr. One	And people I hadn't interacted. And and people who had just been recommended to me.	Social Elements
25	Mr. One	I didn't think it was going to be a good personality match. I knew who she was. I talked to other people about it. I just didn't think it was going to work.	C: Negative Beliefs: Bad Previous Experience, Burnout, Negative Belief of Self
26	Mr. One	But most of the time I know them, and I know they're not supposed to go out and ask about it.	Social Elements
27	Mr. One	I'm great friends with all of them, and I would do anything for any of them because of the experience that we had.	SE: Building Relationships
28	Mr. One	I've been doing this for for a very long time, and it II never expected compensation for it. It wasn't a thing but our district just in the last 2 years are now compensating the cooperating teachers	STV UVIB: Receiving Incentives
29	Mr. One	I get credit for having student teachers, for my renewal of my license as staff development, or whatever I mean, our district does all that. So I don't even know	STV UVIB: Receiving Incentives

30	Mr. One	But so I think there's the that's the other side of of a positive that can be gained is, you know, you are showing that you're giving back to the profession.	EAB: Helping or Giving Back to the Profession	
31	Mr. One	But it is nice to get, you know, a little, a little bit of money as a thanks. [small midwestern university] gave us a free credit hour	STV UVIB: Receiving Incentives	
32	Dr. Two	It was an interesting schedule. Because our schedule did not align with the University's. And so when the students came, we actually had a planning period during that time	Opportunity: Lack Of or Too Much	
33	Dr. Two	It was always a shared experience. In my early career.	EAB: Sharing One's Experience/Expertise	
34	Dr. Two	I have often been used as a a mentor that helps struggling pre-service music teachers. And so I there was one year when I was at [my first] middle school, where the music. Ed person at that time at [small midwestern university] came came to me and said, you know this is a student that had, you know, that's in your voice studio. He's really struggling with his student teaching experience. He's been kicked out of 2 schools. Can you take him and help him? And so I had agreed, because I had already had a previous relationship with the student.	SE: Being Asked	EAB: Positive Previous Experience
35	Dr. Two	And so she asked the student teacher to go get a movie. Well, the movie that he chose was was not appropriate for for the classroom, and so that sparked lots of controversy.	C: Negative Beliefs: Bad Previous Experience, Burnout, Negative Belief of Self	
36	Dr. Two	This is a music teacher, you know this. This is somebody that is so positive about music, education. She couldn't wait to help out. All she wanted to do was was plan and talk with me, and every time she taught she had a positive attitude she was smiling. She wanted feedback all the time. She would just jump right in I didn't need to ask her to do things.	STV UVPA: Utility Value or Usefulness	EAB: Positive Previous Experience
37	Dr. Two	She just would help out when needed. Just because she'd become part of our our community.	Social Elements	

38	Dr. Two	I think to help the profession. Especially with retention and resilience concerns at the present time would be my number one	EAB: Helping or Giving Back to the Profession
39	Dr. Two	I also think that it. It's also important, that teachers are also compensated for their mentoring. Cause that means that those teachers	STV UVIB: Receiving Incentives
40	Dr. Two	are building relationships. And because of that will hopefully stick with the profession and enjoy their time.	SE: Building Relationships
41	Dr. Two	was most important about my mentoring situation was that it was a collaboration more than a mentorship. I learned from them. They learn from me.	STV UV Ex: Professional Development or Reciprocal Learning
42	Dr. Two	However, I think the reason why I chose not to take a student teacher this year. Originally, was because of family obligations. This is my daughter's first year in high school, and I wanted to make sure that my focus was on her and her success, and also the success of the program that I'm running	C: Effort-Unrelated to Mentoring: No Time, Classroom Needs
43	Dr. Two	but then, when I was when somebody reached out to me personally about taking [a student teacher]. You know I was I was okay with that. But generally I am. I am open to taking student teachers,	SE: Being Asked
44	Dr. Two	but Often I am placed with a teacher that has more challenges than gifts.	C: Effort-Related to Mentoring: Extra Work & Time
45	Dr. Two	I have had not so positive experiences with supervisors. With University supervisors.	C: Negative Beliefs: Bad Previous Experience, Burnout, Negative Belief of Self
46	Dr. Two	But I've had great experiences with some.	EAB: Positive Previous Experience
47	Dr. Two	You know, I have had trouble filling out paperwork before. Because of unique software systems and then reading all the directions for those software systems, and also having to do all of my other teaching duties and obligations is is tricky.	C: Effort-Related to Mentoring: Extra Work & Time

48	Dr. Two	<p>So I think the because they don't embrace those practicing experiences that student teaching can be quite challenging, even though I know that they have been given the materials in their methods courses, choral methods, instrumental methods. I know. I know what those look like. I know that they've been taught steps to be successful in those situations. I know that they conduct in front of their their peers.</p>	<p>C: Effort-Related to Mentoring: Extra Work & Time</p>	<p>C: Negative Beliefs: Bad Previous Experience, Burnout, Negative Belief of Self</p>
49	Dr. Two	<p>you know. So II think it. It starts with building the relationships with those pre-service music teachers to build their confidence in in courses and make them feel like they will that they can do anything that they set their mind to and use their and and their choices are okay.</p>	<p>SE: Building Relationships</p>	
50	Mr. Three	<p>The first first time was when I was at [a small town]. and I had. Actually, it was a student teacher. And the that particular student wasn't really interested in becoming a teacher. So it was kind of a an interesting experience</p>	<p>C: Negative Beliefs: Bad Previous Experience, Burnout, Negative Belief of Self</p>	
51	Mr. Three	<p>I spent a lot of time trying to make the experience positive for the person, and just couldn't seem to connect with them very well, and then finally asked them, Do you want to be a teacher? And they said, No, and so, yeah, it was. It was kind of a rude awakening, and I told the University I said, Don't send me anybody who doesn't want to teach again. So you know, I'm surprised that they had gone that far through the program and and didn't want to teach.</p>	<p>C: Negative Beliefs: Bad Previous Experience, Burnout, Negative Belief of Self</p>	
52	Mr. Three	<p>beginning of my career to where I am now at the beginning of my career. The university off, you know, offered credit, and I knew I was getting a Master's degree, and being an young married person and kids coming along, and all that sort of thing, I was like, II need to find ways to pay for my masters and so that was one of the initial things that encouraged me to do it.</p>	<p>STV UVIB: Receiving Incentives</p>	

53	Mr. Three	But I also liked the connection, meeting young teachers and getting to know them providing an opportunity for them to hopefully have a positive experience. So it was kind of a dual thing initially. In general, one of the things that I, you know, enjoyed about the experiences. What I've learned from the students that come in because they're always learning. You know the new things that are happening in education. And so watching the things they've been taught when they're working, you know, that was exciting for me to see. I think of several individuals who had come in, and you know that they were you know, really good what they you could tell you could see in them that they had a future in education. I think that, you know, was exciting for me to see. It's like, Wow, education's in good hands with these people. and made it a lot of, you know, you know. Gave me a lot of hope.	SE: Building Relationships	EAB: Helping or Giving Back to the Profession
54	Mr. Three	I think that, you know, was exciting for me to see. It's like, Wow, education's in good hands with these people. and made it a lot of, you know, you know. Gave me a lot of hope.	STV UV Ex: Professional Development or Reciprocal Learning	
55	Mr. Three	Sometimes when students come in and don't have certain skills that you expect them to have.	EAB: Positive Previous Experience	
56	Mr. Three	And seeing how they get that charge about working with young people. And you know. Same reason I got into it. And and so that's a really cool thing to see	C: Negative Beliefs: Bad Previous Experience, Burnout, Negative Belief of Self	
57	Mr. Three	This is a way of serving specifically the university and serving educators. Who are coming out giving them	STV: Attainment Value or Meaningfulness	
58	Mr. Three	hopefully a positive experience. So the I guess the pay it forward thing is probably the number.	STV: Attainment Value or Meaningfulness	
59	Mr. Three	I don't have a lot of money to donate to the university. So this is a way where I feel like I'm it's a service, and I feel like	EAB: Helping or Giving Back to the Profession	
60	Mr. Three	young people need a place where they can have a positive experience, and I hope that I can give	EAB: Helping or Giving Back to the Profession	
61	Mr. Three	I feel that my skill set is such that I can work well with young teachers and provide them a positive experience. And hopefully,	EAB: Confidence in One's Ability	
62	Mr. Three		EAB: Confidence in One's Ability	

		something that you know they'll they'll learn from being with me	
63	Mr. Three	Really, it's kind of the same thing that I get it for as being a teacher, it's seeing it's that spark when the you know the student teacher or the practicum student goes. you know how the music community is that we're tight. So conversations about this sort of thing happen all the time informally. You know, because the majority of my friends are music educators. And so when we get together, we talk about things.	STV: Attainment Value or Meaningfulness
64	Mr. Three	as a young teacher, if the the credit bank hadn't been there, that would have been one thing. Especially when I was a young teacher I think, having somebody who doesn't do a good job when they come out. If you're sent, someone who's not qualified to be teaching, that's a real negative experience. You don't wanna	Social Elements
65	Mr. Three	I also think it's sometimes it's just nice. It's you. Wanna be the one working with your own students. And it's like, don't wanna share them. Sometimes I you know, II not necessarily that I like doing it my own way. But I just	STV UVIB: Receiving Incentives
66	Mr. Three	I also think it's sometimes it's just nice. It's you. Wanna be the one working with your own students. And it's like, don't wanna share them. Sometimes I you know, II not necessarily that I like doing it my own way. But I just miss being with the kids working with the kids. And that's a now doing the itinerant band. You wanna you don't. I want to start the kids and make sure they get into the routines that I want and I don't always feel like I want to hand that over at at the beginning of the year. I think, like, specifically, I I've stuck with the university just because of my connection there.	C: Negative Beliefs: Bad Previous Experience, Burnout, Negative Belief of Self
67	Mr. Three	I initiated contact with my mentee already. We went and had coffee. I for me. I think it's just like any any student. One works with you, wanna	C: Effort-Unrelated to Mentoring: No Time, Classroom Needs
68	Mr. Three		C: Negative Value: Need or Desire to Control, No Incentives
69	Mr. Three		Social Elements
70	Mr. Three		SE: Building Relationships

		build rapport and and getting to know them in advance.	
71	Mr. Three	know, in our sense of we have a responsibility to provide some to provide an opportunity for young teachers to come out and work. being open to different ways of teaching. I think we get pretty ingrained in our own way of doing things, and finding the positive in what a a young teacher does, or	EAB: Helping or Giving Back to the Profession
72	Mr. Three	even if it's different than the way that you would do it, you know, offer your suggestions, but also understand that they have to teach in within their own personality and beliefs.	STV UV Ex: Professional Development or Reciprocal Learning
73	Mr. Three	I think you know that you have, you have to. really, focus on relationships and that between. And so does to tell the person who's going to be mentoring someone, really get them to real and get, you know, help the student to real the student teacher to realize that.	SE: Building Relationships
74	Mr. Three	It's about before you can teach how to with fingering. It is this student has to trust you. And I. So yeah, that's that's kind of where I would go. Mostly. That's the best advice I ever received was before I student to taught was, keep a sense of humor cause you, it's it's crazy sometimes.	EAB: Sharing One's Experience/Expertise
75	Mr. Three	there's a lot of stress in the job. And but if you presume positive intentions, it takes some of that away and helps you interact with people in a more productive way.	Social Elements
76	Mrs. Four	I'm just a learner at heart. I'm just passionate about the the experience of learning for everyone, for myself, for my students, for preservatives, teachers, and so I love to be able to be a part of that process, and that's probably what drove me to be a teacher in the first place	STV: Attainment Value or Meaningfulness
77	Mrs. Four	a whole different level of being able to be a part of someone's learning process.	EAB: Sharing One's Experience/Expertise

78	Mrs. Four	<p>the first questions I ask. Where do you see yourself? You know, if you were offered any like the position that you want tomorrow. What would that be? Because then that sort of shifts my approach to how I want to sort of guide them through the experience.</p> <p>I know that even if I give up control to a practicum student or a student teacher that I can it. It'll be fine</p>	EAB: Confidence in One's Ability	
79	Mrs. Four	<p>when we they come back to me, so I can give them that opportunity to say, do what you want. It might be great, and it might crush and burn in either way. That's okay.</p> <p>I want to provide them a safe environment for them to to try what they think might work, and then to learn and grow from that. So yeah, it's it's interesting that. but also to pay it forward because I</p>	EAB: Confidence in One's Ability	
80	Mrs. Four	<p>just the whole process, just seeing people develop and grow, and how different they</p>	EAB: Helping or Giving Back to the Profession	
81	Mrs. Four	<p>are as a teacher and the skills that they have and the confidence that they have from the first time that they step in front of kids to when they leave is really I don't know. It's really valuable and fulfilling to see</p>	Social Elements	
82	Mrs. Four		STV: Attainment Value or Meaningfulness	
83	Mrs. Four	<p>If I were to deny a practicum student or student teacher, "I had a bad experience with a</p>	C: Negative Beliefs: Bad Previous Experience, Burnout, Negative Belief of Self	
84	Mrs. Four	<p>I have a great relationship with the University faculty who place practicum students and student teachers, and they always assure me the students they place with me are well-prepared.</p> <p>So I'm having these practicum students come in, and they only ever see first grade, or they only ever see, you know fifth grade, and like teaching who I am as a teacher.</p>	Social Elements	STV UVPA: Utility Value or Usefulness
85	Mrs. Four	<p>In the morning, when I'm teaching fifth and sixth grade versus who I am when I'm teaching primary grades in the afternoon. I'm an entirely different teacher. It requires a totally different skill set</p>	Opportunity: Lack Of or Too Much	

86	Mrs. Four	I also I trust the university sponsor, like the the person who does the placements for field experiences, to be able to know their teachers, that you know their supervising teachers and to know their students well enough to say, this is going to be a good match.	Social Elements
87	Mrs. Four	I still lean on my cooperating teacher. She's still one of my dearest friends. 15 years later, and like, what do I do? And she's still a resource for me, and I appreciate that.	SE: Building Relationships
88	Mr. Five	I remember it was [lead district supervisor] reached out and just was saying, Hey, we are short on people and need somebody. Are you willing to do it? And so I just I took on the opportunity.	SE: Being Asked
89	Mr. Five	I've I love all the ideas I get from different groups when they're coming through.	STV UV Ex: Professional Development or Reciprocal Learning
90	Mr. Five	they spur me to think a lot more about ways to differentiate my instruction and ways to reach learners. I maybe I'm not reaching right away. There's a they see things I don't see. I specifically last year I'm thinking of that when I was asking them about, what were you seeing that maybe I'm not seeing. And they they brought it to my attention.	STV UVPA: Utility Value or Usefulness
91	Mr. Five	there's that the I do a lot more rhythm stuff by voice now, because of a couple of teachers that did that their first year and brought, and we're bringing kids more into the loop of like what they wanted to say.	STV UV Ex: Professional Development or Reciprocal Learning
92	Mr. Five	and it like became their like weird slogan for the rest of the year. That entire group	Social Elements
93	Mr. Five	to give my students an opportunity to learn from another teacher. To be reflective in my own teaching.	STV UV Ex: Professional Development or Reciprocal Learning
94	Mr. Five	at least initially, that being intentionally asked or encouraged by my administration.	SE: Being Asked

95	Mr. Five	to be reflective in my own teaching. but it really is closely knit with that getting ideas from pre-service teachers,	STV UV Ex: Professional Development or Reciprocal Learning
96	Mr. Five	I and I enjoy seeing the new ideas and the bright future that we have ahead of us for	STV UV Ex: Professional Development or Reciprocal Learning
97	Mr. Five	beginning practice students just start to get more comfortable, and start to find their own footing a little bit.	STV: Attainment Value or Meaningfulness
98	Mr. Five	But my class is very challenging. I don't have the energy to balance them. it's partially my own doing it. I have to do a better job of planning for the impact that having a	C: Effort-Unrelated to Mentoring: No Time, Classroom Needs
99	Mr. Five	with a class that is has been challenging because of their huge differentiation and skill. so that's kinda that. Finding that balance is the thing I probably worry about most year to year.	C: Effort-Unrelated to Mentoring: No Time, Classroom Needs
100	Mr. Five	find time to talk with the mentees about what you are doing. Allow them to ask questions. And answer honestly.	SE: Building Relationships
101	Mr. Five	It's something that doesn't necessarily take away from your practices. It's something that adds to your professional practices. You learn from it and your class gains from it.	STV UV Ex: Professional Development or Reciprocal Learning
102	Mr. Five	Your students get to see that you are making the effort to improve and help other people, and I think that's a good community mindset for your classroom. In the first place.	EAB: Helping or Giving Back to the Profession
103	Mrs. Six	studies that they never really got attached to the classroom, but they were expected to teach, which always felt really awkward.	C: Negative Beliefs: Bad Previous Experience, Burnout, Negative Belief of Self
104	Mrs. Six	It's the future of the system, you know, if we don't have successful young teachers, then we're not gonna have successful older teachers because they're just gonna get burnt out and and not enjoy it.	STV UVPA: Utility Value or Usefulness
105	Mrs. Six	you know, staying in contact with them throughout the year is important.	SE: Building Relationships

106	Mrs. Six	I definitely get that communication is an issue. Like it would be at least the practicum students I've had. They just show up. I don't have information for them. I don't have. I usually find out the day before that. I even have a practical teacher.	C: Effort-Related to Mentoring: Extra Work & Time
107	Mrs. Six	Yeah. I was thinking about sharing my experience,	EAB: Sharing One's Experience/Expertise
108	Mrs. Six	they have kind of a glassy goggles on that. Everything's gonna be great. And a and it does help	Social Elements
109	Mrs. Six	your overall outlook to be around someone that's positive.	STV UVPA: Utility Value or Usefulness
110	Mrs. Six	sometimes the you know, they're not ready, not not ready for the	C: Effort-Related to Mentoring: Extra Work & Time
111	Mrs. Six	You know that type of. So it's not that they're necessarily ill-prepared for subject matter. You know that type of. So it's not that they're necessarily ill-prepared for subject matter. It's they just aren't given enough time before they're actually given that And a lot goes into teaching, and we shouldn't expect some one just to come in and be able to do it. because then that almost defeats what we do. And that's almost what the practicum model has become. They have a required class at like. I think it's 8 A. M. 2 or 3 days a week. Well, the problem is most bands, because a marching band have rehearsal at 8 Am. You know. So then, finding scheduling times with those students because they have a required class like that should be moved to make it more efficient.	Opportunity: Lack Of or Too Much
112	Mrs. Six	I love teaching, I love it, and I wish I could go my whole life just teaching music and the students. But it's all of the other crap that you have to put up with that that's where the thrive and barely survive.	Opportunity: Lack Of or Too Much
113	Mrs. Six	contact, just be in contact, you know. even if it's a text message once a week that says, Hey, thinking about you? To that Mentee, that would be the most important	C: Effort-Unrelated to Mentoring: No Time, Classroom Needs
114	Mrs. Six		Social Elements

115	Mrs. Seven	<p>you know, when it's all day, every day I feel like either. I wasn't expecting the amount of stuff I needed to talk about. You know what I mean, like every single day having those conversations because it does get to be a lot when it's like, Yeah, I have my own things I need to do. But I also wanna make sure you're improving.</p>	C: Effort-Related to Mentoring: Extra Work & Time
116	Mrs. Seven	<p>But I just don't know that it was as thorough as maybe she was hoping for. So I was glad she said something, because then that kind of helped me to then ask them the questions like: What do you want from me like? How can I help you to improve like? What are you wanting to get out of this? You know those types of things. So I feel like her speaking up about what she needed from me helped me to be better.</p>	STV UV Ex: Professional Development or Reciprocal Learning
117	Mrs. Seven	<p>I feel like I've always had sort of that. you know. Let's talk about things which I enjoy. I like talking to people about stuff.</p>	Social Elements
118	Mrs. Seven	<p>you know, it was like, Oh, yeah, like, I wanna do my part in helping. So I feel like it wasn't really, ever a question of like, Oh, do I really want to do this? It's like, Oh, when can I start taking someone on myself</p>	EAB: Helping or Giving Back to the Profession
119	Mrs. Seven	<p>it's such a big program that we always utilized them. You know, cause even the choir folks they would always have one either practicum or student teacher. And so it was just like.</p>	STV UVPA: Utility Value or Usefulness
120	Mrs. Seven	<p>I've had a lot of practicum students over the years, and I feel like for a practicum student. I've had a lot of really good ones. They've been really prepared, and they're not shy about getting in front of the students</p>	EAB: Positive Previous Experience
121	Mrs. Seven	<p>I feel like I always learn something from them. You know whether it's like, maybe a new technique or you know how, just how they address a certain situation or musical issue, or whatever.</p>	STV UV Ex: Professional Development or Reciprocal Learning
122	Mrs. Seven	<p>I like it when I can see the light bulbs going off for them, too, you know,</p>	STV: Attainment Value or Meaningfulness

123	Mrs. Seven	<p>then see them get excited about. Oh, it worked, you know, like. That's what I enjoy seeing is when when they're understanding the process. And then they're adding those tools to their tool box and like, you can see that happening in real time like that's what I think is really exciting.</p>	STV: Attainment Value or Meaningfulness
124	Mrs. Seven	<p>the feedback that you're giving them like, if you're able to have that sort of camaraderie,</p> <p>With my last couple of student teachers that I've had who haven't been taking feedback very well. Or at all you know, I've been trying to instill that of like this isn't just gonna happen with me like you're going to get this when you get a job like you're going to be observed.</p>	Social Elements
125	Mrs. Seven	<p>You're going to be told to do things better. To try new things like this is a field in which you are growing all the time, and if you aren't continuing to grow, then maybe you shouldn't be a teacher.</p> <p>But my my last 2 that I've had have been really challenging. And it's mostly because of the ability to take feedback and to apply that feedback</p>	C: Effort-Related to Mentoring: Extra Work & Time
126	Mrs. Seven	<p>into. you know their own teaching and their own growth. So I will say that the last 2 that I've had have made it really challenging for myself.</p> <p>I have doubted myself, and I have said over and over again, like, Am I doing a good job like, am I saying the right things? Am, I actually like.</p>	C: Negative Beliefs: Bad Previous Experience, Burnout, Negative Belief of Self
127	Mrs. Seven	<p>you know, doing what I'm supposed to do for these kids to make them a better teacher.</p> <p>I wanna make sure that I'm helping people so when that person that I'm trying to help</p>	C: Negative Beliefs: Bad Previous Experience, Burnout, Negative Belief of Self
128	Mrs. Seven	<p>isn't taking my assistance, I'm sort of that that comes back to me as well. Maybe I'm doing something wrong.</p>	EAB: Helping or Giving Back to the Profession
129	Mrs. Seven		C: Negative Beliefs: Bad Previous Experience, Burnout, Negative Belief of Self

130	Mrs. Seven	I had a different set of expectations than he did. I think he still expected me to treat him like a practicum student and hold his hand through things and like, guide him. And I'm like dude. This is the last thing you do like you're you're to the point where you should be in front of the class, doing all of the things and he didn't want to have any of that, and then he didn't want to take the feedback	C: Effort-Related to Mentoring: Extra Work & Time	
131	Mrs. Seven	that's been really hard for me is like I've been doing everything I can to help two specific individuals that I've had. That have been hard. And it's like there's just not that connection.	C: Negative Beliefs: Bad Previous Experience, Burnout, Negative Belief of Self	Social Elements
132	Mrs. Seven	Is it? Is it me? Is it that like I'm just not connecting with them? And you know, I do think as I get older, and I get farther apart in age, like there is this distancing of like. I don't know. If, like they just don't. We're not on the same wavelength	C: Negative Beliefs: Bad Previous Experience, Burnout, Negative Belief of Self	
133	Mrs. Seven	I think it's just a a individual personal thing, but those the ones who don't take the feedback. Those are the really hard ones for me, because it does make me doubt what I'm doing. even though I feel like I'm doing a good job. But it still makes me doubt it.	C: Negative Beliefs: Bad Previous Experience, Burnout, Negative Belief of Self	
134	Mrs. Seven	so like the first few like paying it forward, helping the profession. Those I feel like are probably my strongest ones	EAB: Helping or Giving Back to the Profession	
135	Mrs. Seven	I think, my reason for taking in people is I want. I want people to do. to go into teaching like I want our profession to continue to grow.	EAB: Helping or Giving Back to the Profession	
136	Mrs. Seven	you know, and hopefully I can help them to find that passion by letting them into the classroom and letting them work with my students.	EAB: Confidence in One's Ability	
137	Mrs. Seven	I mean, I do think the to be reflective in my own teaching. You know I do think that in seeing them work it helps me to analyze what I'm doing so that I can help them to be successful	STV UV Ex: Professional Development or Reciprocal Learning	
138	Mrs. Seven	I mean, I do. I like to help people and so like having people in my classroom like II have told them. You know.	STV: Attainment Value or Meaningfulness	

139	Mrs. Seven	this relationship doesn't have to stop here like when you leave like, this door is always open like you have my email, you have my phone number, like, if you have questions like teaching is a like we do so much networking as teachers, and so like. This is your first step in networking, you know. Ask the	SE: Building Relationships
140	Mrs. Seven	questions because no one expects you to know everything when you go out and go teach, you know, but people do expect you to utilize your resources to figure things out. Please reach out to us like we're here to help you. so yeah, the	Social Elements
141	Mrs. Seven	opportunity to have that collaborative relationship with someone.	SE: Building Relationships
142	Mrs. Seven	I feel like as I've as I've grown as a teacher like this is year 19 for me, which seems crazy. But you know like I feel like I have things to offer, and I feel like	EAB: Confidence in One's Ability
143	Mrs. Seven	I do a good job, and that I'd like to help others. So you know the whole, I feel like I can	EAB: Sharing One's Experience/Expertise
144	Mrs. Seven	be a good mentor. I feel like I'm a good teacher. So those things are definitely things that grab me.	EAB: Confidence in One's Ability
145	Mrs. Seven	I mean, I like like, I said. I like helping people, and I like guiding. And so	EAB: Confidence in One's Ability
146	Mrs. Seven	you know, having that opportunity to work with someone and see them grow. It's just like what we do with kids, you know. I mean, that's why, I think a lot of us become a teacher is, you know, we want to see that growth.	SE: Building Relationships
147	Mrs. Seven	we wanna help instill those, you know the the lifelong love of music and things like that. So if we can help those pre-service teachers to gain the confidence, to be a teacher, to help. you know, perpetuate that in generations to come.	EAB: Confidence in One's Ability
148	Mrs. Seven	The amount of time needed to work with a pre-service teacher, it depends on the time of year. So like right now. it's not super crazy and hectic. And so it's like, Yeah, it's fine, like, I don't. I don't have any issues with spending a bunch of my plan. Time talking to you. Right?	C: Effort-Unrelated to Mentoring: No Time, Classroom Needs

149	Mrs. Seven	<p>But you know there are other times of year like first quarter when we have marching band, and, like here at our school, we have marching band and concert band and jazz band, all happening at the same time. And so there's just a lot going on. And that plan, time goes real fast.</p>	C: Effort-Unrelated to Mentoring: No Time, Classroom Needs
150	Mrs. Seven	<p>And so having somebody during that time is sometimes very challenging. Just because I feel like I just don't have as much time to talk to them.</p>	C: Effort-Related to Mentoring: Extra Work & Time
151	Mrs. Seven	<p>Let's see the one about having a bad experience there. There was a slight deterrent after one that I had a couple of years ago, where I was just like I don't know. Maybe I should take a break,</p>	C: Negative Beliefs: Bad Previous Experience, Burnout, Negative Belief of Self
152	Mrs. Seven	<p>having that really bad experience does kind of leave a bad taste in your mouth of like, oh, man, like I just need a break right? So I'm glad that I continued to take people, because then, you know,</p>	C: Negative Beliefs: Bad Previous Experience, Burnout, Negative Belief of Self
153	Mrs. Seven	<p>that time and energy that you're spending, helping them. You're not spending and planning for your own students. So it does kind of pull you a</p>	C: Effort-Unrelated to Mentoring: No Time, Classroom Needs
154	Mrs. Seven	<p>if you've had somebody who's a lot more challenging, it does make it a lot harder to want to accept somebody again, just because it just drains so much of your energy. In dealing with that.</p>	C: Negative Beliefs: Bad Previous Experience, Burnout, Negative Belief of Self
155	Mrs. Seven	<p>just work ethic level, maybe. And you know, I we've seen it slightly in our own just students, but then also at the student teacher level.</p>	C: Negative Beliefs: Bad Previous Experience, Burnout, Negative Belief of Self
156	Mrs. Seven	<p>I do feel like some of them just aren't as prepared at least some of the ones that we've seen recently.</p>	C: Negative Beliefs: Bad Previous Experience, Burnout, Negative Belief of Self
157	Mrs. Seven	<p>I feel like we're we're at least a few years out from it now, and I can see that things are improving as far as like just the attitude and the demeanor of the kids.</p>	C: Effort-Unrelated to Mentoring: No Time, Classroom Needs

158	Mrs. Seven	I feel like the student teachers. I had just right after the pandemic. We're just not prepared, and I think that a lot of that comes down to they just didn't have the opportunity to be in the classroom as often.	Opportunity: Lack Of or Too Much
159	Mrs. Seven	that's one thing that I try and get them to understand is like we need to get outside of ourselves. Then get into what do the kids need to know? And how can I help them get there? And so by having them have all of these experiences with students Yeah, so it was like in my second year of teaching and [large midwestern university] sent a couple of practicum students to me in my general music classroom. And it was great, but also like kind of, I was like touched that they wanted my help with young teachers,	EAB: Confidence in One's Ability
160	Mr. Eight	but I also felt like woefully ill-prepared at that point to be sharing expertise.	SE: Being Asked
161	Mr. Eight	I think I benefited from such good mentors when I was like learning the ropes And it's if you want to have colleagues around you that are good and see music through the same lens that you do it's important to take a part in that like growth and mentorship and just seemed like an important role.	C: Negative Beliefs: Bad Previous Experience, Burnout, Negative Belief of Self
162	Mr. Eight	it didn't go great for most of them because they had no relationship with the kids and were in masks and like it was just a it was a total mess.	EAB: Helping or Giving Back to the Profession
163	Mr. Eight	But, you know, a couple of them one in particular just like blew it out of the water and had such energy such a passionate breath of fresh air to see like, Oh my gosh, wow.	EAB: Confidence in One's Ability
164	Mr. Eight	but also like I've had some really tough ones that haven't had good attendance or have had like issues with, you know, singing and parts of the job that are kind of like beyond my control.	Opportunity: Lack Of or Too Much
165	Mr. Eight		EAB: Positive Previous Experience
166	Mr. Eight		C: Negative Beliefs: Bad Previous Experience, Burnout, Negative Belief of Self

167	Mr. Eight	I'm sort of like, you never would have passed freshman theory where I came from.	C: Negative Beliefs: Bad Previous Experience, Burnout, Negative Belief of Self
168	Mr. Eight	It's not really my job like I don't feel like to end the road for anybody either, because it's like, well, that's, I'm not getting paid for this. This is that's not my job. And so as a, you know,	C: Negative Value: Need or Desire to Control, No Incentives
169	Mr. Eight	I've never claimed a credit back or anything because it's sort of a lot of hoops to jump through. I mean, if I just got like cash for it or something, I'd take that.	C: Negative Value: Need or Desire to Control, No Incentives
170	Mr. Eight	It's more of the like the top ones. There were some up there. One I really liked was in the middle,	EAB: Helping or Giving Back to the Profession
171	Mr. Eight	They just come from different backgrounds than me, culturally, and that I think is like so good.	STV: Attainment Value or Meaningfulness
172	Mr. Eight	that young teacher to like learn new stuff myself. Be like, oh, wow, okay, thank you for opening my eyes to something that I, you know, as through my lens was unaware of. So I definitely love that getting new ideas and like new opportunities for my kiddos. It's good PD for me.	STV UV Ex: Professional Development or Reciprocal Learning
173	Mr. Eight	I think I just like getting to help young educators be like where the rubber hits the road.	EAB: Helping or Giving Back to the Profession
174	Mr. Eight	It's just kind of fun challenge for me. I feel comfortable in what I teach my kids every day	EAB: Confidence in One's Ability
175	Mr. Eight	Let's see. And the next part was meaningful. I mean, I think it's just, some of the relationships that I've gained through taking on mentees and have just been really, really nice.	SE: Building Relationships
176	Mr. Eight	You know, you get to watch somebody take off in their career. And I mean, I'm getting to a point now where like some of them are, they've been teaching for like 10 years or more,	STV: Attainment Value or Meaningfulness
177	Mr. Eight	and it's like, oh man, old. But it's cool to have like a, you know, kind of a friend at that point through,	SE: Building Relationships
178	Mr. Eight	It's nice when they stick. I've lost a lot of them too.	STV: Attainment Value or Meaningfulness

179	Mr. Eight	<p>Boy, ugh yeah. I think the ones that I could speak, because we have a variety of where we can take people from, I mean, I have sworn off a couple of places now,</p>	C: Negative Beliefs: Bad Previous Experience, Burnout, Negative Belief of Self	
180	Mr. Eight	<p>Never. Not the students' fault, but just like they weren't prepared adequately. So I think I need to give that place a rest, which is, I feel really bad about because I know they're</p>	C: Effort-Related to Mentoring: Extra Work & Time	
181	Mr. Eight	<p>still going to crank out students and I'd kind of like to have a hand in molding them, but I just, I felt burned.</p>	C: Negative Beliefs: Bad Previous Experience, Burnout, Negative Belief of Self	
182	Mr. Eight	<p>I've noticed over the years seems like some of those institutions haven't had a strong enough focus on that and so the end product is a student teacher who is not like really ready for primetime.</p>	C: Effort-Related to Mentoring: Extra Work & Time	
183	Mr. Eight	<p>And so I feel like there's kind of a vacuum that needs to be filled. And so I felt like a personal sense of urgency kind of with training new folks and instilling a passion for them to like, A, practice good work-life balance, which is the reason I've lost so many of my friends, I think, to the profession because they didn't necessarily practice that.</p>	EAB: Helping or Giving Back to the Profession	
184	Mr. Eight	<p>I think with my students, it has actually become harder to have student teachers since the pandemic, just because I feel they have changed quite a bit. The kiddos are still suffering from, I think, some developmental gaps in their social skills and their ability to just like play music games and activities that used to go really smoothly, I've noticed don't as much anymore.</p>	C: Effort-Unrelated to Mentoring: No Time, Classroom Needs	
185	Mrs. Nine	<p>She would have been a senior and she was just one of those outstanding students like really outstanding. So I have a feeling that kind of spoiled me, you know, for other kids. But she was just very competent.</p>	EAB: Positive Previous Experience	
186	Mrs. Nine	<p>She came with her own ideas, which is something not all practicum students have. You know what I mean. That kind of sets them apart,</p>	EAB: Positive Previous Experience	STV UV Ex: Professional Development

		the ones who have their own ideas, and then the ones who just defer to the teacher, me but she did stuff like that.		or Reciprocal Learning
187	Mrs. Nine	She wanted to do her own things, but she was just very competent in front of kids. Very good musician, all of that. And then there was	EAB: Positive Previous Experience	
188	Mrs. Nine	happened, I had a guy from [small private school], and he was very good.	EAB: Positive Previous Experience	
189	Mrs. Nine	[small private university] does things different. I had to sign a paper every time he was there, to show how many hours he was there.	C: Effort-Related to Mentoring: Extra Work & Time	
190	Mrs. Nine	I didn't love that one. She didn't. She was pregnant, which is totally fine. I've been pregnant 3 times, but you know, because of that, she was like. I don't feel good. I'm tired, you know that kind of stuff. So I just, I kind of like, I got it. Okay, [self], you gotta be more careful next time.	C: Negative Beliefs: Bad Previous Experience, Burnout, Negative Belief of Self	
191	Mrs. Nine	It was weird cause they had to do zoom, and if that made it kind of weird for a while, but when they came in person they were young girls. I think they were sophomores [that university] get them started early, but I tell you they they were. They were just they were there. You know what I mean. They were there. I can't remember. It was probably	Opportunity: Lack Of or Too Much	
192	Mrs. Nine	like somebody emailed me like [a college professor] or somebody. Maybe like we don't have anybody, or it could have been somebody	SE: Being Asked	
193	Mrs. Nine	calling a attention to me that you get graduate credit or not credit financial credit to pay for it.	STV UVIB: Receiving Incentives	
194	Mrs. Nine	and I felt like I can give somebody the experience. I don't know how good I'll be at mentoring, but you know I'll provide them with a classroom. At least I thought I could do that.	EAB: Confidence in One's Ability	
195	Mrs. Nine	I had one guy from [from the university]. He was incredibly confident like I would have loved to have him for a student teacher. He was unbelievable. He was a senior fall senior. He was just. He. He was a good classroom manager	EAB: Positive Previous Experience	

196	Mrs. Nine	<p>he just came in like it was a breeze. You know. He knew how to be tough with the kids, things that I was still frankly trying to figure out. But anyway, he was a conscientious person, you know. He showed up on time and all that stuff</p>	STV UV Ex: Professional Development or Reciprocal Learning
197	Mrs. Nine	<p>That was fun then, to recommend him for his first job, and he's really making a big splash where he is now. So that's been kind of fun being a mentor, though I mean, I don't know how much.</p>	STV: Attainment Value or Meaningfulness
198	Mrs. Nine	<p>Again I felt like I was almost facilitating an opportunity for him than anything, and then, just being there to catch him when weird stuff happened, you know. Make sure the kids are, you know, acting somewhat decent for him so he could try things out.</p>	EAB: Helping or Giving Back to the Profession
199	Mrs. Nine	<p>But I'd say, the thing that's surprising is that I didn't realize I would get ideas from the kids. I saw it as it might have been.</p>	EAB: Confidence in One's Ability
200	Mrs. Nine	<p>it's just all a learning experience. But I guess that surprised me that I can get something out of it. I don't mean to sound selfish, but it is nice to get new songs, new warmups. lots of things like that.</p>	STV UV Ex: Professional Development or Reciprocal Learning
201	Mrs. Nine	<p>But I guess that surprised me that I can get something out of it. I don't mean to sound selfish, but it is nice to get new songs, new warmups. lots of things like that.</p>	STV UV Ex: Professional Development or Reciprocal Learning
202	Mrs. Nine	<p>Hmm! The new ideas. I love that.</p>	STV UV Ex: Professional Development or Reciprocal Learning
203	Mrs. Nine	<p>You know, it's kinda like having people over at your house. You do it every once in a while, and it clean your house up. And you make sure your kids are behaving. Well, I that's it, does help me kind of stay on top of my game a little bit</p>	STV UVPA: Utility Value or Usefulness
204	Mrs. Nine	<p>I don't know about: I'm a great teacher, and I want to mentor students. I feel like it's a little more of. I always take the practicum students lead. And I'd I'd really rather seeing it as I'm providing them with a place. I'm gonna teach the way I kind of normally do.</p>	EAB: Confidence in One's Ability
205	Mrs. Nine	<p>What if you have something you want to do. Let's do it. I keep inviting and say, Show them my lesson plans. I give them access to my spreadsheet and say, this</p>	EAB: Sharing One's Experience/Expertise

206	Mrs. Nine	is this is my plan. I'd love to hear your ideas, you know. What are your professors saying right now? Sometimes I say, stuff like that like, what? What are your? You know	STV UV Ex: Professional Development or Reciprocal Learning
207	Mrs. Nine	But II would say II prefer to see it more of a partnership than anything. I'm pretty sure the first student I took was because either [university professors] asked me to, I'm pretty sure. so I remember telling them,	SE: Building Relationships
208	Mrs. Nine	Are you sure me, you know, anyway? So I guess I kinda like that. You don't have to be a perfect teacher to host a practicum student. I really love meeting these these college kids. They're also different.	SE: Being Asked
209	Mrs. Nine	I mean, they're really like our students, too.	Social Elements
210	Mrs. Nine	I had a very stressful student teaching experience, and I know it made me better. I know it did. I had a very tough lady, and she was not kind or nice, you know.	C: Negative Beliefs: Bad Previous Experience, Burnout, Negative Belief of Self
211	Mrs. Nine	I'm very aware of that. So that's meaningful to me that I really wanna make sure and give them a good experience so that they push through the rest of their last year or last 2 years.	STV: Attainment Value or Meaningfulness
212	Mrs. Nine	Hmm. I had a bad experience with a student teacher, a practicum student one time, and I did. I was real hesitant the year after that, but somebody talked me into it again.	C: Negative Beliefs: Bad Previous Experience, Burnout, Negative Belief of Self
213	Mrs. Nine	don't know if I'm fit for mentoring, you know. That would be one that I know deterred me sometimes.	C: Negative Beliefs: Bad Previous Experience, Burnout, Negative Belief of Self
214	Mrs. Nine	But then, you see, some 20 year old kid trying to do what you do every day, and you go. Okay. Maybe I'm not so bad after this is kinda hard. Maybe this is just plain hard	EAB: Confidence in One's Ability
215	Mrs. Nine	I do like having the extra set of eyes. I've never felt like there's a practical student that takes my attention and that it's taking me away from my work.	STV UVPA: Utility Value or Usefulness

216	Mrs. Nine	<p>I've got classes full of eighth graders that they don't wanna sing, and when I do force them to sing, it's like pulling teeth, you know. It's hard. It's possible. But when I do we're working on matching pitch. We are not working on 2 and 3 part music</p>	<p>C: Effort-Unrelated to Mentoring: No Time, Classroom Needs</p>	<p>Meaningful, useful, and reciprocal</p>
217	Mrs. Nine	<p>I feel bad for my practicum kids sometimes that they think they're gonna come see a choir. And you know, maybe they come to one of my classes, and the kids will all sing, and it does actually feel like a choir. It's wonderful, but I really am at the mercy of the individual dynamics of whoever grouped that one class that one semester</p>	<p>Opportunity: Lack Of or Too Much</p>	
218	Mrs. Nine	<p>If they're not improving, that's that's hard. I let that one girl that was struggling so much for me that one year I let it go on too long, and I really learned my lesson, but I got it was, you know, when you asked about going to colleagues, I went to actually a non-traditional student. She was in her late forties and came to me and she was really great. I really liked the experience. I liked the opportunity of just being able to share and get close with another adult and also have another adult in the room that you can share stories with</p>	<p>C: Effort-Related to Mentoring: Extra Work & Time</p>	
219	Mrs. Ten	<p>having that experience underneath her belts was really nice, being able to really talk through some of those curriculum standpoints. And I just I really I love sharing how awesome it is to teach elementary school music</p>	<p>EAB: Sharing One's Experience/Expertise</p>	
220	Mrs. Ten	<p>Hey, you should try this, you know, and so getting people excited about that and she was also there for me. And she was so great, I think,</p>	<p>SE: Building Relationships</p>	
222	Mrs. Ten	<p>having that non-traditional student of being able to jump in and say, I got you, you know, and and then coming back and and having some really great conversations with her about how did that go jumping in and making that happen? And so that was that was really great.</p>	<p>Subjective Task Value</p>	

223	Mrs. Ten	she was an outstanding mentor, and I have always wanted to be [my mentor]. So, kinda watching how her experience with me and and never leaving my side, is never still. Leave my side. I could call her today and ask her anything really was like, well, I really want to do that, too. I really want to and ask her anything really was like, well, I really want to do that, too. I really want to have you know, people that you know, you can come back, and you can say, not just with students, but with the grown ups, too. And so I that was, that was a big motivation for me	SE: Building Relationships	
224	Mrs. Ten	my first one came from [large midwestern university], so I had this person for the entire semester. But when you are at [medium midwestern university] you have to do 8 weeks of of a secondary and 8 weeks of an of an elementary and so I got this student in early March. There were some things that being young in my only my fourth year of teaching that felt frustrating like always being tardy and not just like being late, but 20 min late, you know,	Opportunity: Lack Of or Too Much	
225	Mrs. Ten	Rollin on, if if the workdays at 8 o'clock and you're rolling in at like 8:17	C: Effort-Related to Mentoring: Extra Work & Time	
226	Mrs. Ten	I think from the mentor standpoint, I I love relationships with people, and I love building positive relationships. And it made me really nervous like, how do I mentor somebody keeping a positive relationship?	C: Negative Beliefs: Bad Previous Experience, Burnout, Negative Belief of Self	
227	Mrs. Ten	so, after my first 2 student teachers, and then taking some, not time off of school, but taking some time off from having student teachers having my children	SE: Building Relationships	
228	Mrs. Ten	things that like caught me by surprise and excited me as I do love the relationship with adults. I'm always super nervous. I think it's that like Middle school girl feeling of like I hope they like me, you	C: Effort-Unrelated to Mentoring: No Time, Classroom Needs	chosen time away
229	Mrs. Ten		SE: Building Relationships	

		know. I hope I don't. Maybe you know, I hope I hope I'm cool,		
230	Mrs. Ten	I think some things honestly, I will be honest. That made me a better mentor, too, was I think some things honestly, I will be honest. That made me a better mentor, too, was getting into therapy for myself and realizing things like I am a perfectionist. I am always worried about what other people think and and like just just growing in in my anxiety of severe anxiety.	C: Negative Value: Need or Desire to Control, No Incentives	
231	Mrs. Ten	I just, you know, the more growth I think that we have, and being able to take a step back, and being more human and understanding things being more patient and more calm I love the pay it forward. I really feel like that's, you know. Again, II feel like a lot of our I don't. I don't know how old you are. I'm sorry, but like people coming up. I feel like you know it's kind of like. No, I need to worry about me and my mental health, and and my stuff too, but I think it is important for us to continue nurturing the generation because we are. We are we don't have all the teachers we need.	EAB: Helping or Giving Back to the Profession	
232	Mrs. Ten	I love the reflect on my own teaching while mentoring. I feel like, even in my earlier stuff. I've really did a lot of that in this summer, like as I'm talking to other teachers, there's so many great ideas to be had, even like I call them like little nuggets that I'm	EAB: Helping or Giving Back to the Profession	
233	Mrs. Ten	You are the teacher and the student, and we go through this this process together. And I'm gonna learn from you. And you're gonna learn from me. So I really like that.	STV UV Ex: Professional Development or Reciprocal Learning	reflective practice
234	Mrs. Ten	know if there's a stipend looks like, but I think it would be really cool. I mean, I know financially, that's probably hard but even if it was like, Hey, we're gonna give you like a club play like our club play is like \$500. That would be like, really nice, just like, Oh, that's really cool and or something that says, hey? Because you're taking on a student	STV UV Ex: Professional Development or Reciprocal Learning	
235	Mrs. Ten		STV UVIB: Receiving Incentives	

		teacher. We would love to give you. you know, \$200 for some supplies in your classroom.		
236	Mrs. Ten	I love the establishing a collaborative teaching relationship. It would not have made it my first year without my mentor teacher. So just being able to have somebody that you can talk to we live again.	SE: Building Relationships	
237	Mrs. Ten	So my love language is words of affirmation, so that last one being intentionally asked that to me is huge. Because	SE: Being Asked	
238	Mrs. Ten	know, knowing that you've made a difference in someone's life that you know, someone, you know, wants to continue on this path	STV: Attainment Value or Meaningfulness	
239	Mrs. Ten	what other students have written about you. And all this positivity really just makes you feel so good, know that you're really doing a great job, and that you've made a difference. And I think I think that's really, really important, really, really cool.	EAB: Confidence in One's Ability	words of affirmation and encouragement: Doing a good job
240	Mrs. Ten	kids, learning and getting them to find joy in music, not necessarily objectives in music, but the joy that it brings. So then they want to continue on, because they know this is a joyful place and a happy place. And I think when you can help, adults know that you're making a massive difference for students to know that it's not about the 5 Line staff, you know. It's not about, you know, being able to read rhythms perfectly. It's about like,	STV: Attainment Value or Meaningfulness	
241	Mrs. Ten	does do the kids come here? And do they feel safe and loved and full of joy?	STV: Attainment Value or Meaningfulness	
242	Mrs. Ten	it's about finding joy and building a musical child and making them love and enjoy music. They're gonna keep going on. They're gonna be concert attendants, and they're gonna buy that music, and they're gonna encourage their own children to start violin, you know, and and those kinds of things cause they know it. It just was a happy, safe,	STV: Attainment Value or Meaningfulness	

		wonderful, joyful place. So I wanna keep making sure. Other adults know that that go into the classroom.	
243	Mrs. Ten	I am somebody who is always worried about time. I can. Just I feel like that is always something that I'm I'm struggling with just making sure that I have enough time, and I know it's my fault, cause I have a lot that I do I do sometimes have a little trouble giving up control. and so just I. I've got a couple of music programs that'll be happening when my student teacher is there. And so just kind of making sure to know, like she can do this. You've got this, you know, and walking her through. And you know, [my district] really talks about too. It really is. 80% of the time is Co-teaching	C: Effort-Unrelated to Mentoring: No Time, Classroom Needs
244	Mrs. Ten	there and helping I have this student teacher as a practicum. So I know she is really great, and that's why I'm really excited about that.	C: Negative Value: Need or Desire to Control, No Incentives
245	Mrs. Ten	giving up control to somebody who is constantly late. So we're not having the time to	EAB: Helping or Giving Back to the Profession
246	Mrs. Ten	walk through what she's teaching today and stuff was, you know, and just kinda being a little flighty that was a little nervous.	C: Negative Beliefs: Bad Previous Experience, Burnout, Negative Belief of Self
247	Mrs. Ten	yep. So I had a bad experience with a pre-service teacher and was like nervous about going there again.	C: Effort-Related to Mentoring: Extra Work & Time
248	Mrs. Ten	The planning meeting that we went to over, you know. Christmas break, I was like grrr, you know. But the district did pay for that. So I was like, Okay, it's fine, you know, and my kids are old enough. Now, I don't have kids in diapers, and who are nursing	C: Negative Beliefs: Bad Previous Experience, Burnout, Negative Belief of Self
249	Mrs. Ten		C: Effort-Related to Mentoring: Extra Work & Time

250	Mrs. Ten	<p>my teaching. But now that I've had so much experience and so much positive affirmation. I don't feel that anymore. But I could see a younger teacher. Maybe feeling that way for sure.</p>	EAB: Confidence in One's Ability
251	Mrs. Ten	<p>So there's the potential that she's going to be going through an interview and getting a job even before I get the opportunity to see her. And so I just there was a in our conversations, just, you know, randomly, we were just talking about how I wish that student teaching came in the fall.</p>	Opportunity: Lack Of or Too Much
252	Mrs. Ten	<p>changed, like, I really value that time to be with them, and to have those meaningful conversations with them. and to just like treasure to really treasure the time that you have being out there and getting that opportunity to to teach and make a difference</p>	Social Elements
253	Mrs. Ten	<p>The mentality going into it of I'm the teacher and the learner, and you're the teacher and the learner, I think, is crucial. I think.</p>	STV UV Ex: Professional Development or Reciprocal Learning
254	Mrs. Ten	<p>Thank you. I didn't know that. And now that I can know better, I can do better. So I think that that is a huge part, too, because students 20 years younger than me are gonna have a very different knowledge base than I am. And so if if you, as the mentor, are not continuously growing and learning,</p>	STV UV Ex: Professional Development or Reciprocal Learning
255	Mrs. Ten	<p>I think I think, having the relationship of like being on the same level, the same plane with that person as they're there is really important</p>	SE: Building Relationships
256	Mrs. Ten	<p>and how to work through that. So I think I just think that's so powerful for mentors to be human. As well. So that would be nice.</p>	STV: Attainment Value or Meaningfulness
257	Mrs. Ten	<p>Okay, so an example would be, we are in site planning right now, which causes a lot of extra meetings for us because we are all in these different meetings, committees and things like that. And I'm already involved in like way too many things as it is. And so I just think it would be nice, maybe, if if a mentor teacher who has a student teacher.</p>	C: Effort-Unrelated to Mentoring: No Time, Classroom Needs

		The idea of like, hey? You don't have to serve on Xyz committees	
258	Mrs. Ten	Hey, we're going to we're gonna cover your bus duty for this semester or that your front door duty, because you're taking on this extra thing.	STV UVIB: Receiving Incentives
259	Mrs. Eleven	No, you know, being given being able to give those opportunities. And You gotta open up your classroom to the college students so that there is another generation and future co-workers to work with.	EAB: Sharing One's Experience/Expertise
260	Mrs. Eleven	I've had really strong practicum students and student teachers that I love because I learned from them or I always encourage them to try something like, come up with your own unit, try something new. Don't do what you see me doing. And I've learned a lot of cool things that I do now.	STV UV Ex: Professional Development or Reciprocal Learning
261	Mrs. Eleven	I've also had some not so good experiences which sometimes makes it hard to bring someone back. And this was actually not. My was one of those shared student teachers, but the main collaboration teacher. By the end of the semester I turned to the main and said, he can't teach my sixth graders anymore. I'm losing students because of the student teacher like he was so bad and he was so disengaged. And he had decided he wasn't going to teach. He was like had taken him 8 years. He never should have been. and I'm not going to say what college, but he never should a student taught, he never should have been passed on.	C: Negative Beliefs: Bad Previous Experience, Burnout, Negative Belief of Self
262	Mrs. Eleven	He was a trombonist, the student team, and he wasn't catching this fact, you know, like, so, things like that are really frustrating. but not because of the like one. He never should have been student teaching, but we weren't getting the support from the University. University is like, just pass them.	C: Negative Beliefs: Bad Previous Experience, Burnout, Negative Belief of Self

263	Mrs. Eleven	she was an amazing student teacher. She gave it her all, even though she knew she was taking a different route once she graduated so.	EAB: Positive Previous Experience
264	Mrs. Eleven	but on my side it was also a little hard. because that's a lot of time to spend with someone when they're not gonna go on in the field.	C: Effort-Related to Mentoring: Extra Work & Time
265	Mrs. Eleven	real world of teaching, or at least to give them that experience.	EAB: Sharing One's Experience/Expertise
266	Mrs. Eleven	stuff. And I'm like, Oh, that's a good question. Why do I do that?	STV UVIB: Receiving Incentives
267	Mrs. Eleven	also? Just and I think it was maybe like to share experience to help kinda	EAB: Sharing One's Experience/Expertise
268	Mrs. Eleven	you said for help. Pre-service teachers learn to be great first year teachers and just teachers in general. I think we learn a lot in our first 5 years. That's really where we decide what type of teacher and be.	EAB: Helping or Giving Back to the Profession
269	Mrs. Eleven	yeah. And just getting the the new ideas from pre-service educators learning new things from them.	STV UV Ex: Professional Development or Reciprocal Learning
270	Mrs. Eleven	but you're still teaching just in a different way. And so as a teacher, you enjoy teaching, so,	Social Elements
271	Mrs. Eleven	watching the growth from the beginning of this semester to the end, watching them to come in and start out observing you, and by the end hopefully could teach a whole period	STV: Attainment Value or Meaningfulness
272	Mrs. Eleven	That's hard for me sometimes to step completely back. But	C: Negative Value: Need or Desire to Control, No Incentives
273	Mrs. Eleven	Oh. sometimes that giving control to someone else can be hard, and I know that about myself, so I just have to watch myself with that one. It's I don't know if it totally deters me, but sometimes	C: Negative Value: Need or Desire to Control, No Incentives
274	Mrs. Eleven	I would have a student teacher or practicum, and then have a semester off or 2, and then in [the city] I have someone in my classroom every single semester, and we have the option to say no. And sometimes I have said no like I just need a semester just to do my thing.	C: Negative Value: Need or Desire to Control, No Incentives

275	Mrs. Eleven	I had a student teacher already, cause they really needed it. And they did come and talk to me about that one like we need you with the student, and I knew the. I knew the University Supervisor. and I was willing to work with them, and I knew it was fine. It all worked out great.	SE: Being Asked
276	Mrs. Eleven	I was like Oh, my gosh! I still don't even know how to run the copier barely, and I have a you know. I was still trying to learn my own job.	C: Effort-Unrelated to Mentoring: No Time, Classroom Needs
277	Mrs. Eleven	So I'm trying to teach hybrid with the student teacher in the room. And I was. It was that burnt out. I didn't think I had it in me to take on anything else.	C: Negative Beliefs: Bad Previous Experience, Burnout, Negative Belief of Self
278	Mrs. Eleven	But I did. and luckily it was an it ended up being a a pro, because he was so much help in this really tough situation.	STV UVPA: Utility Value or Usefulness
279	Mrs. Eleven	I have any like down feelings of taking one is just that extra time that it takes away from my own students. And just say, Is it kind of an energy zapper. Sometimes You don't always feel like you have a lot of energy..	C: Effort-Related to Mentoring: Extra Work & Time
280	Mrs. Eleven	I don't even know if it's the extra paperwork. I think it's just you have to be on kinda all the time. More so with practicum than student teacher. After a while the student teacher kind of but that practicum. You don't really get to have a bad day of teaching so, or just a bad day. So that's probably why.	C: Effort-Related to Mentoring: Extra Work & Time
281	Mrs. Eleven	But the saxophones transpose well, they haven't had woodwind methods. They don't know how to transpose. They haven't had the theory backing to even know, go up the so you know some of them haven't had that yet. so they need to be out there. But I think we need to. Maybe our expectations. What they do in the classroom maybe needs to be adjusted a little bit.	Opportunity: Lack Of or Too Much

282	Mrs. Eleven	the kids don't breathe and play with you because I can't follow your pattern. So I feel like sometimes the conducting, actually. And I'm not talking about like beautiful cues. Or I'm just talking like, can I see the pattern, you know, just some of the basic or the other thing I've noticed with pre-service teachers like the proactive in that problem solving and the ability to kind of look ahead.	C: Effort-Related to Mentoring: Extra Work & Time	lacking proactivity and problem solving
283	Mrs. Eleven	sometimes it's it's basic stuff like classes done. I'm resetting chairs and stands. And they're like watching me do it. And I'm like, Oh, see those fans. You wanna put them on the rack for me and they wanna help. But I, you know, like that ability to. And I've seen that kind of change some. And I think it's just a societal thing, too	C: Effort-Related to Mentoring: Extra Work & Time	humanity aspect
284	Mr. Twelve	I had had 2 students, and you know, I've had a variety of students over the years, and I really enjoy the experience, you know. At at first, you know, they asked them like,	EAB: Positive Previous Experience	Pay it forward
285	Mr. Twelve	well, sure, you know, somebody did it for me. I should do it for somebody else. But	EAB: Helping or Giving Back to the Profession	
286	Mr. Twelve	then I started realizing what a great benefit it is doing that I mean, you know. Yes, it	STV UV Ex: Professional Development or Reciprocal Learning	
287	Mr. Twelve	takes time out of my teaching, and I have to teach them while they're, you know, and	C: Effort-Related to Mentoring: Extra Work & Time	
288	Mr. Twelve	everything. But I found it when we're able to sit down and actually have conversations.	SE: Building Relationships	
289	Mr. Twelve	It was really enjoyable, because there, as I tell them, they're on the cutting edge of of	STV UV Ex: Professional Development or Reciprocal Learning	
290	Mr. Twelve	everything happens. And then I get a chance to learn from them as well. So that's what I've that's why I've actually kept on doing that.	STV UV Ex: Professional Development or Reciprocal Learning	
291	Mr. Twelve	actually really good. I had some great great people to work with, and They actually help open my eyes to that fact of how they can actually help my teaching.	Social Elements	

292	Mr. Twelve	I would say in the beginning was probably twofold one was just knowing that somebody else helped me out to learn how to teach, so you know, I should probably turn around and do the same thing.	EAB: Helping or Giving Back to the Profession	Pay it forward
293	Mr. Twelve	The other thing, II will totally admit, was [the large midwestern university] was giving a nice benefit of if I needed, you know, if you needed classes or something, you could	STV UVIB: Receiving Incentives	
294	Mr. Twelve	So I just started saying, All right. I've got 4 trombone students here, what would you do? And just started putting him sort of in the teachers role. And we ended up designing a trombone method of teaching. Actually, that was really helpful. And, in fact, some of the exercises I still use now for for a lot of my trombone students. So that was really nice.	STV UV Ex: Professional Development or Reciprocal Learning	
295	Mr. Twelve	You know, there's there's always the the horror situations on the flip side when you have a practicum that doesn't do anything, or you know, I've I've had	C: Negative Beliefs: Bad Previous Experience, Burnout, Negative Belief of Self	
296	Mr. Twelve	was, I think, was [the small private university] I've had in the past have both done a really good job of preparing students for this experience.what it was really interesting. And I was ha!	EAB: Positive Previous Experience	
297	Mr. Twelve	check the meter, and only 1% of them had 3/4 meter in it. So that was really eye-opening for me as an educator. But now it's something that I can share with my students and go all right. You guys haven't heard this very often	STV UV Ex: Professional Development or Reciprocal Learning	
298	Mr. Twelve	So then, alright, here's how you know we're gonna do it. And so it was that was really interesting. I thought II really enjoyed that. But I've had a lot of good, really. I had one. I've had one student teacher in the 20 years	EAB: Positive Previous Experience	
299	Mr. Twelve	you know. After doing this I think I might actually be able to feel comfortable teaching band, which I took that as as a real compliment. That you know they feel, and I've had some, also some that are instrumentalists and stuff that when	EAB: Confidence in One's Ability	

		they when they left or like, you know, I never thought of that. That's I'm gonna have to think about that some more	
300	Mr. Twelve	So so give them something to think about, too. But yeah, so it's it's been overall a really good experience for me and hopefully for them.	EAB: Confidence in One's Ability
301	Mr. Twelve	definitely, you know, you know, paying it forward.	EAB: Helping or Giving Back to the Profession
302	Mr. Twelve	Help help the profession, I mean. and I hope I have some expertise that I can share with the next generation.	EAB: Sharing One's Experience/Expertise
303	Mr. Twelve	But yeah, so so yeah, that's the real world is really nice. you know. A a lot of them are, you know, again, positive good ones, you know. Extra eyes are always good, you know. Second teacher in the classroom. Yeah.	STV UVPA: Utility Value or Usefulness
304	Mr. Twelve	but you know the the give my students an opportunity to learn another from another teacher. Another perspective is also a very good one.	STV UVPA: Utility Value or Usefulness
305	Mr. Twelve	But let's see. you know, a, actually, the the relationships with a Preservice educator. That's that's been nice and enjoyable. So I would. I would agree with that.	SE: Building Relationships
306	Mr. Twelve	Yeah, I hope I can be a great mentor for pre-service educators. I don't know. That's that's up to them. You know they make their the judgment on that.	EAB: Confidence in One's Ability
307	Mr. Twelve	I guess you know. Yeah, I believe I'm a good teacher, you know. And it's the right thing to do definitely. I think I enjoy the most getting different perspectives on things I encourage the practicing students that I have to. If they don't agree with me, or if they, you know, are,	EAB: Confidence in One's Ability
308	Mr. Twelve	you know. Ask, why? Why are you doing that? Why are you doing it that way? I've had some really good conversations with students on, you know they're like, Why do you teach it this way? It's so much more efficient and better to teach it this way and I and sometimes I'll go. Oh, well, I'll have to think about	STV UV Ex: Professional Development or Reciprocal Learning

		that. I don't really agree, and sometimes I go. You are absolutely correct, but their little minds can't handle that, you know.		
309	Mr. Twelve	you know, I think it's just the conversations that you're able to have, you know, sharing different viewpoints. Unfortunately, when you get into teaching, I mean, I teach fifth grade band. I teach at 4	SE: Building Relationships	
310	Mr. Twelve	different elementary schools. I don't get an opportunity to talk to other music teachers about. Hey? What do you do for this? What do you do for that, to other music teachers about, as well. And since I'm at so many different buildings you don't get a chance to develop that relationship. So with the with the practicum students, you get that a little bit more. So that's you know, it's sometimes it's a good sanity boost cause it's it, can. It can definitely be lonely teaching teaching what we're doing, what we do.	EAB: Sharing One's Experience/Expertise	Social Elements
311	Mr. Twelve	year, when when you guys always ask, Yeah, I'm feeling burnt out at that time, do I really? How am I gonna feel like this at the end of the year or beginning of the year? But I usually do. Anyway, you know.	SE: Building Relationships	
312	Mr. Twelve	there are some times when it is tough to give control over to somebody else. especially at the beginning of the year teaching beginning band.	C: Negative Beliefs: Bad Previous Experience, Burnout, Negative Belief of Self	
313	Mr. Twelve	take away the incentives, but when they shifted the incentives that definitely. I think, made it so that a lot of people didn't really want to do it anymore.	C: Negative Value: Need or Desire to Control, No Incentives	
314	Mr. Twelve	My class is very challenging and not have the energy to balance. I just I laugh because I teach at all title one schools. All my classes are always challenging. So it's just a state of being but	C: Negative Value: Need or Desire to Control, No Incentives	
315	Mr. Twelve		C: Effort-Unrelated to Mentoring: No Time, Classroom Needs	

316	Mr. Twelve	<p>I actually, truthfully, there's the the one in here. I do not want to feel as if the pre-service teacher is judging my teaching. I actually enjoy that. Because, like I said, I'll look forward to their conversations of why did you do that? And what are you know I so I truthfully enjoy that part that's actually a positive for me. We all have different viewpoints, and I learned a couple of things from them as well. So that's you know. Again, as I I mean, you know, share, share your views on everything that you can think of, but also listen as well. I think because I think, as far as you know, mentoring a pre-service</p>	<p>STV UV Ex: Professional Development or Reciprocal Learning</p>	<p>Enjoy the "judging my teaching" / Reflective practice</p>
317	Mr. Twelve	<p>teacher is. you know, we're trying to help them form their thoughts and ideas on how they're going to do things, and if you don't give them a chance to talk it through, they're not going to figure it out until well, it might be too late.</p>	<p>EAB: Sharing One's Experience/Expertise</p>	