

ABSTRACT

This qualitative research study documents the lived, observed, and reported **mentor/mentee** experiences of a high school English teacher and the novice teachers within an English department of thirty-one teachers at a public high school of approximately three thousand students. The goal of **mentoring**, as stated by Brooks in **Scherer** (1999) is "to provide expertise and ongoing support and professional growth opportunities to enhance the skills and effectiveness of beginning teachers" (p. 54). The focus of the study is one teacher with whom, because of scheduling arrangements, the mentor was able to have the most regular contact, but also includes excerpts of professional interaction with an additional four teachers. The study documents the ordinary and extraordinary events that confront novice teachers and their mentor, ranging from preparing for the excitement of the first day in class to coping with the grief of the unexpected death of a colleague. The study suggests that camaraderie and incorporation of the novice into the school culture, and the resulting absence of a sense of isolation, are vital components to a novice's initial success in the classroom.