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Introduction
Mentoring in Schools ........................................... 3
What Are Mentoring and Induction Programs? .......... 4
The Need for Induction and Mentoring of Beginning Teachers ... 4
Challenges .................................................. 5
Teacher Induction Programs .................................. 5
Administrator Mentoring Programs ......................... 6
The Focus of This Program .................................... 6
Summary ...................................................... 7
Intended Audience ............................................ 7
Components of the Programs .................................. 8
Role of the Workshop Facilitator .............................. 9

Workshops
Program 1: Successful Mentoring Programs ............... 13
Workshop 1A .................................................. 14
Workshop 1B .................................................. 21
Workshop 1C .................................................. 27
Workshop 1D .................................................. 33
Program 2: Effective Mentoring Practices ................. 41
Workshop 2A .................................................. 42
Workshop 2B .................................................. 47
Workshop 3 .................................................... 52

Handouts and Overheads
Handout 1. Table Group Roles ............................. 59
Handout 2. Definitions for Induction ..................... 61
Handout 3. Informal Mentoring Is Not Enough .......... 63
Handout 4. The Benefits of Induction .................... 65
Handout 5. The Essentials for Growth .................... 67
Handout 6. The Three Essential Purposes for Induction . 69
Handout 7. Orientation ................................... 73
Handout 8. Mentoring to Improve Teaching Practices . 77
Handout 9. Mentoring to Develop a Learning Community . 81
Handout 10. The Components of an Effective Induction Program .... 85
Handout 11. Existing Program Components Checklist .... 87
Handout 12. New Program Components Checklist ........ 89
Handout 13. Mentors As a Source of Timely Information and Help . . ... 91
Handout 14. Draft Guidelines for Early Mentoring Tasks .... 93
Resources

References ........................................ 173
Further Reading .................................. 174
Internet Resources .............................. 175
Mentoring in schools is not a new phenomena. For a long time, at-risk and gifted students have benefited from the intense and customized support of a caring adult or older student. Beginning and new but experienced teachers—even beginning administrators—have been supported by mentoring and induction programs, especially since the mid-1980s, when mentoring programs were developed all over the world and were required in many states (Sweeny, 1998). Few educators would question that mentoring is a very effective means of supporting someone in need of development. “Probably the most consistent finding across studies [of induction] is that the assignment of an appropriate mentor is the most powerful and cost-effective intervention” (Huling-Austin, 1986). Why, then, do many mentoring programs fail—or fail to find sufficient support among decision makers—and then disappear?

Possible explanations include the following:

- One-on-one development, such as mentoring, is very labor intensive.
- It is difficult to demonstrate the benefits of an activity that is confidential and invisible to others.
- Many decision makers have not personally experienced mentoring and have little reason to value it.
- Effective mentoring establishes new professional norms in relationships that must function within schools in which those norms are counter to the prevailing culture. If this “counter-culture” aspect of mentoring is not adequately addressed, mentoring can become uncomfortable—even divisive—and may be eliminated.
- Many programs have focused on mentoring as a complete answer and have not provided the necessary concurrent support of an induction program.
- Mentoring and induction programs often have been developed without a clear connection to a professional conception of teaching or an understanding of the relationship between facilitating effective learning in a mentoring relationship and facilitating effective learning among students in the classroom.
- Because the knowledge base for mentoring and induction has focused primarily on program development, the mentoring relationship, and a description of the tasks of the mentor, less emphasis has been placed on learning effective mentoring practices and implementing a process of mentoring that facilitates professional growth.
What Are Mentoring and Induction Programs?

Induction is a process of entering, learning, and mastering a new profession, the successful result of which is acceptance as a peer by members of that profession. As a professional practice, the process of induction is implemented as a peer support and guidance system, much like an apprenticeship.

Mentoring has roots in ancient Greece. The nature of that beginning is still evident in the role of the mentor today as a friend, guide, counselor, supporter, and teacher, usually in a one-on-one relationship. Mentoring can be used in any setting where that kind of support is desired.

Mentoring is defined as a professional practice that provides support, assistance, and guidance to teachers and administrators to promote their professional growth and success. It can be one program within a larger induction program that provides support through other activities in addition to mentoring. These other programs include orientation, support groups and activities, observation of effective experienced teachers, and customized staff development.

The Need for Induction and Mentoring of Beginning Teachers

A period of induction and the support of an experienced teacher as a mentor are necessary because even the best teacher education program cannot completely prepare one for the experience of being in this classroom full-time with 32 students, for a year, and all by myself. The reality of that experience challenges brand new teachers to apply all they have learned to the unique needs of individual and diverse students. Bringing the theory and prior learning of one’s teacher preparation to bear on the reality of one’s own classroom can be a shock. Eventually unsupported beginning teachers report that they feel completely unprepared for their responsibility and unsuccessful as teachers—and that no amount of effort seems sufficient to remedy the problem. The fact is that, in a complex and demanding profession like teaching, there is no substitute for experience, a repertoire of strategies, and drawers full of proven, successful lessons. If gaining that experience is too stressful and too long a process, the beginning teacher feels inadequate and questions the decision to be a teacher at all. For many unsupported beginning teachers, the first years are such a shock that they are eventually driven from the career in alarming numbers (Odell & Ferraro, 1992; Schlechty & Vance, 1983).
Even if unsupported beginning teachers stay in the profession, there is clear evidence that their effort to survive professionally frequently leads them to develop coping strategies and dominating methods, and to eliminate effective but harder to control student-centered strategies in favor of teacher-centered instruction. Research indicates that these adaptations of teaching can remain for the duration of the career (Lortie, 1975; Huling-Austin, Barnes, & Smith, 1985; Sandefur, 1982).

Beginning teachers—and their students—deserve the support and guidance of a skilled and experienced teacher mentor and the support of an induction program structured specifically to address their needs. That support reduces trial-and-error learning, allows the beginner to acquire effective strategies and adequate resources, and accelerates professional growth. Not only does the beginning teacher learn how to prepare and teach more effectively, but also student learning results improve, and the beginning teacher has a second reason to feel successful. For beginning teachers who are mentored and have the support and guidance of an induction program, the success rate is dramatically positive—and their students are the beneficiaries (Odell, 1989).

**Challenges**

Despite these benefits, there are challenges that make effective mentoring and induction difficult. The problems are not simple, inexpensive, or easily addressed by short-term solutions. Nevertheless, the loss of resources resulting from high teacher turnover rates, lost administrative time, wasted staff development, and the negative impact on student learning all demonstrate that the return on investment for effective induction and mentoring is considerable. Just assigning a mentor to a teacher does not change the picture. Effective, research-based programs and practices do improve the results (American Federation of Teachers, 1998; Huffman & Leek, 1986; Huling-Austin, 1990; Kilgore & Koziek, 1988; Office of Educational Research, 1993). Facing this challenge is worth the rewards.

**Teacher Induction Programs**

Most induction programs are based on a desire to assist, support, and guide beginning teachers through the difficult and stressful first years of teaching to the point where they have established some level of successful professional practice. Induction is a powerful means of achieving that result because it uses professional practitioners as mentors who share teaching expertise with beginners.
Such an approach challenges mentors to grow professionally as well and establishes a continuum of teacher development. Master teacher leaders are identified, trained, and assume the role of mentors. Beginning teachers assume the role of protégés and learn from their experienced colleagues techniques for teaching and increasing student success. Typically, the mentoring pair works for an extended time in a one-on-one relationship that evolves as the beginner develops professionally.

Although a one-on-one relationship is the predominant form of mentoring, there are many alternative strategies. A team approach to mentoring offers more structured support and resources, and it models the collaborative professional relationships most educators want beginning teachers to adopt. Another approach releases mentors from their teaching assignment for a year or two to mentor several beginning teachers full-time. In many cases, however, mentors are sufficiently challenged to find time to work with even one individual.

Teacher mentoring evolves from an orientation role into a coaching role focused on improving the instruction of teachers. When the formal mentoring relationship is concluded, many mentoring pairs continue their relationship on an informal basis, often using the peer coaching strategy as the organizing structure.

Administrator Mentoring Programs

Mentoring of beginning administrators has a number of similarities with teacher mentoring. Many of the same benefits apply to both, but administrative mentoring can often address issues of career development, promotion, and succession to higher levels of administration, a purpose that is not a focus in teacher mentoring. The tasks of an administrator are certainly different from those of a teacher, but the need remains to quickly learn and succeed at those tasks. Likewise, if administrators are to be effective instructional leaders, they will need to function as effective coaches and mentors for their own staff.

The Focus of This Program

This video program and the Facilitator’s Guide that accompanies it focus primarily on the refinement or development of a powerful induction program and effective mentoring practices for beginning teachers and, to a lesser extent, beginning administrators. The content of the videotapes and workshop activities are designed to engage participants in a review of the most effective practices in induction programming and mentoring. Participants will reach consensus and make recommendations about the
refinement or development of a powerful program and effective practices that will increase the impact of your program on teaching, student learning, and the culture of your school.

The development of the recommendations will produce participant commitment for proven practices and provide a direction for program decisions.

**Summary**

Effective mentoring is a complex process that provides customized guidance, assistance, and support to promote growth and success for beginning teachers and administrators. Those benefits make mentoring a very attractive concept. However, inadequate provisions for certain mentoring challenges and insufficient use of the research on induction often lead to inadequate program designs and mentoring practices that result in few if any improvements in teaching or learning.

By using the available knowledge base and placing mentoring within an induction program with orientation, professional development, support, and exposure to excellent practice, the components for success are present. This video program and the accompanying workshops provide access to that knowledge base to help structure the development of a mentoring program.

The video-based program is intended for anyone interested in learning how induction programs and mentoring practices can be developed to promote improved instruction, student learning, and schools that are more collaborative learning communities. The program can be used to introduce principals, supervisors, beginning and experienced teachers, mentors, parents, and community members to the underlying principles and benefits of mentoring and induction. It can also help them understand how these strategies can support teacher, administrator, and school efforts for renewal and improved student learning.

Another primary use is to help educators clarify and better achieve program purposes and identify and avoid potential problems they might encounter as they engage in the process of implementing or refining an induction program in their school districts.

An excellent use of the video programs and workshops is with an induction program design group. The sequence will provide automatic access to effective practices and research-based components. The workshops
and videos will ensure that a design group’s decisions are comprehensive, conceptually sound, integrated, and based on years of practical induction program experience. However, even if members of an induction program design committee are participants in the workshops, the group will still need to analyze the workshop recommendations, evaluate the alignment among those recommendations with program purposes, assess the need for resources, resolve many logistical issues, and finalize the decisions as a program plan to be implemented.

Components of the Programs

The programs consist of two comprehensive videotapes and a Facilitator’s Guide. The videotapes show how educators and schools approach and implement mentoring programs. Interviews and on-site observations in two school districts portray an accurate picture of the many variables involved in creating and using mentoring programs. The videotapes present examples of essential techniques and strategies needed to create and implement successful mentoring programs. Opportunities are provided to stop the videotapes and engage in group discussion.

Videotape 1, Successful Mentoring Programs, provides an overview of teacher and new administrator mentoring. It explores

- The characteristics of mentoring programs with three different purposes.
- The need for clearly defined purposes.
- The possibility of designing a variety of mentoring programs based on teacher needs and district goals.
- The importance of providing preparation and support for the mentoring process.
- The need to evaluate the mentoring program.

Videotape 2, Effective Mentoring Practices, focuses on different mentoring strategies and practices needed for a successful mentoring relationship. It shows

- How teachers and administrators use these techniques to build trusting relationships.
- The different stages of the mentoring process.
How mentors need to adjust their response as their protégé develops.

The difference between mentoring teachers and administrators.

The Facilitator's Guide provides materials that clarify and expand on the ideas presented in the videotapes. The “Workshops” section of the guide features seven workshops of different lengths that help viewers explore induction programs and mentoring practices in increasing depth and from different perspectives. Each workshop is focused on a particular goal for those interested in starting an induction program, refining an existing one, or improving the work of mentors. The “Workshops” section provides agendas, step-by-step guidelines for the workshop facilitator, and activities that can be used to promote group discussion and discovery. The “Handouts and Overheads” section contains the materials to be duplicated and distributed to participants in each workshop, along with camera-ready masters for overheads. The “Resources” section provides references and further reading suggestions, Web site information, and articles pertinent to induction programs and mentoring practices. The articles and other resources may be duplicated and distributed to participants.

The Facilitator's Guide is designed to help the facilitator and the workshop participants get the most out of this video series on mentoring. The workshop activities and discussion questions can serve as a starting point. However, the facilitator's choice of activities and questions should not be limited to those contained in these pages. Facilitators should encourage participants to raise their own questions based on the particular needs or concerns of their school, community, and students.

As the facilitator of these workshops, keep in mind that when different people view a videotape, they may see, hear, and learn different things. Consequently, discussing differing insights allows participants to gain the most from the videotapes. Because viewing videotapes can be a passive activity, much like watching television, appropriate pre- and post-viewing discussion topics and exercises are needed to make it an intellectually active experience. As participants at individual tables discuss topics and complete exercises, check with each small group to determine their progress and preparation in reporting to the whole group. Your background knowledge, preparation and familiarity with the videotapes and workshops, and openness during the discussions will help your group benefit from this program.
Read and Prepare the Program Activities

Your initial preparation should include viewing the videotape you are going to show, reading the *Facilitator’s Guide*, and studying the workshop format and materials you plan to use. Select the workshop activities you will use and modify them, if necessary, to meet the needs of your audience. Prepare an agenda, allowing time for breaks, and arrange for refreshments if desired. Duplicate enough handouts and readings for all participants. If you wish to distribute supplementary materials, be sure to comply with copyright policies for them. Prepare overheads and duplicate any that you plan to also use as handouts.

Know Your Subject

To prepare to guide a group through the workshop discussions, consider your own knowledge about mentoring. Review the information and article contained in the “Resources” section of this guide and consult other sources as necessary.

Check the Room and the Seating Arrangements

Reserve a room that is large enough and has ample seating for the number of participants you expect. Ensure that the physical arrangement is conducive to small-group discussions and video viewing.

Arrange for Equipment

Arrange for a working VCR, monitor (one 23- or 25-inch monitor will suffice for up to 25 participants), and power cords with adapters. Plug in both machines to confirm that they work and that the cables from the VCR to the monitor are properly connected, and test the electrical outlets. If the room is large, you may also need a microphone and speakers. Arrange for the use of a working overhead projector, a screen, and a writing surface—a flip chart, chalkboard, or blank transparencies. Make sure you have the right kind of pens or markers for the surface you will use.

Announce the Workshop

In your announcements or invitations, give sufficient notice and clearly specify the month, day, time, and location for the workshop. If you have invited parents, business leaders, or community members, they may need more notice than school or district staff members.
The videotape *Successful Mentoring Programs* provides an overview of the topic and a look at how schools develop, refine, and use mentoring within beginning teacher and administrator induction programs.

The video may be presented in its entirety when there is a group that only needs an overview of the topic. The program is ideal for presentation at an evening community or school meeting, a school board presentation, a parent–teacher forum, or a faculty meeting. Viewing the entire video will take (40) minutes. As facilitator, you will need to review and select the appropriate handouts and overheads for the intended audience and purpose of the meeting. Some of the workshop overheads are designed to allow participants to see the collection of data as small groups report findings and to facilitate the creation of a consensus among participants. The overheads have spaces for data collection.

The video may also be used in conjunction with the four workshops that are provided in this section. Which workshops you use will depend on whether your need is to develop a new induction program or to refine a mentoring or induction program that is already in place in your district. The program is ideal for presentation to a program planning or improvement group or for the initiation of a faculty self-study and research group.

- If your purpose is to develop a new program, use the following workshops, omitting Workshop 1B.
- If your purpose is to refine an existing program, use the following workshops, omitting Workshop 1C.
Workshop 1A

Workshop 1A (approximately 2 hours, 45 minutes) is an introduction to induction programs. It calls for viewing the first two segments of the video program and includes definitions of relevant terms and a brief discussion of the rationale for and the benefits of using a formal mentoring and induction program. Also included are a review of the essential elements of an effective induction program, the essentials for professional growth, and a brief look at the purposes of induction programs.

Agenda and Time Guide

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time (Minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome and Introductions</td>
<td>10</td>
</tr>
<tr>
<td>Opening Activities</td>
<td>5</td>
</tr>
<tr>
<td>Establish a Foundation</td>
<td>35</td>
</tr>
<tr>
<td>Video Viewing Activities</td>
<td>10</td>
</tr>
<tr>
<td>Break</td>
<td>10</td>
</tr>
<tr>
<td>Follow-Up Activities</td>
<td>90</td>
</tr>
<tr>
<td>Concluding Activity</td>
<td>5</td>
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<tr>
<td>Approximate Workshop Time</td>
<td>2:45 hours</td>
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For this workshop, you will need copies of Handouts 1, 2, 3, 4, 5, and 6 for each participant. You will also need Overheads 1, 2, 3, and 4. You will find the masters for these in the “Handouts and Overheads” section.

You may also wish to offer participants copies of the information in the “Resources” section, or from the introduction to this Facilitator’s Guide. You can give these to participants before the workshop as an introduction or after the workshop as a review. Read these materials and select the information that is relevant to your participants' needs and concerns.

Facilitator’s Note

Providing folders with all materials inside is an efficient way to distribute handouts and other resources. You may also wish to provide name tags for everyone.

Welcome and Introductions (10 minutes)

1. At the door, have a sign-in sheet for participants to record their names, addresses, and phone numbers. This will enable you to send copies of comments and questions recorded during the workshop and to notify them of opportunities to continue the discussion at future meetings.

2. Welcome all participants. Introduce yourself and explain that as workshop facilitator, you will guide the group through the session to help participants meet the workshop objectives.
3. Depending on the size of the group and whether the participants know each other, you may want to set aside time for them to introduce themselves and to state what their experience is with mentoring or induction and why they are interested in learning more.

4. Explain that this workshop is intended to provide an introduction to induction programs. Using Overhead 1, “Workshop 1A Objectives,” tell participants the expected outcomes and briefly discuss how they correspond with the participants’ expectations for the workshop.

Opening Activities (5 minutes)

Distribute Handout 1, “Table Group Roles,” and allow time for participants to read it. Ask each table to identify a facilitator, recorder, and timekeeper. Point out that these roles will be used in most of the following workshops and suggest that participants rotate roles.

Establish a Foundation (35 minutes)

1. Distribute Handout 2, “Definitions for Induction,” and explain that these definitions will be used during the workshops to provide a common language that will allow participants to work together. After the workshops, other definitions can be used as long as everyone agrees to the same meanings.

2. Ask participants to read the handout and discuss the definitions within their table groups. Allow 10 minutes for this activity.

3. Ask table groups to share their discussions. Try to reach consensus on the definitions, using the following questions to guide the discussion.

   - What is the difference between coaching and peer coaching?
   - Can a mentor also be a coach for the same beginning teacher?
   - Can a mentor also be a peer coach for the same beginning teacher?
   - Can a mentor also be a peer coach to a veteran teacher?
   - Must a coach also be a mentor?
   - Can a peer coach also be a mentor?
   - What is the difference between a beginning teacher and a protégé?
   - What is the difference between a beginning teacher and a new teacher?

Facilitator’s Note

You may wish to make copies of Overhead 1 to hand out to participants, or write the workshop objectives on a flip chart or chalkboard before participants arrive. In this way participants can continually refer to the objectives throughout the workshop and help keep their conversation focused.

Facilitator’s Note

Some of these questions are answered by the definitions, but others will require a decision by the group. The point of these questions is to promote discussion and to clarify a few key concepts. The facilitator will need to decide the extent to which time should be given to reach a consensus and answer every question.
Might a new teacher ever need a mentor?

Compare mentoring, the mentoring process, and induction. Which of these three is a guide that helps mentors decide what to do and when to do it?

Can there be mentoring without induction?

Can there be induction without mentoring?

4. Distribute Handout 3, “Informal Mentoring Is Not Enough,” and allow time for participants to read the handout.

5. Read the underlined portion of each of the seven statements in the handout. As you read each statement, ask participants to raise their hands if they have felt this way or if they have observed others saying or acting this way.

6. Emphasize the seventh statement by pointing out that nationally, one-half of beginning teachers leave the profession within their first seven years of teaching—and that this figure includes poor teachers as well as excellent, creative teachers. Tell participants that research indicates that strong formal induction programs can reduce beginning teacher attrition to around 6 percent, which is the rate for veteran teachers retiring from the career.

7. Point out the last paragraph of Handout 3 and remind participants that the number of expectations a district has for achieving its induction program purposes will determine how formal and comprehensive that induction program needs to be. The greater the expectations for results, the more support and structure are needed to help program participants accomplish those results.

Video Viewing Activities (10 minutes)

1. As participants prepare to view the first two segments of the videotape, ask them to watch for the different purposes and components of induction programs.

2. Show the first two segments of Successful Mentoring Programs (approximately 6 minutes). Stop the tape just prior to the “Mentoring to Improve Teaching” segment.

Facilitator’s Note

If you need more detail on this research, refer to the introductory section entitled “The Need for Induction and Mentoring of Beginning Teachers.”
**Break (10 minutes)**

Invite participants to use the break to informally discuss what they have seen and heard.

**Follow-Up Activities (90 minutes)**

1. Show Overhead 2, “The Five Essential Activities of Effective Induction Programs.” Read through the four activities in each corner of the diagram and then read the center activity. Point out that beginning teachers are expected to learn a great deal during orientation and the first few weeks of school. Explain that they are supposed to learn ideas from a variety of perspectives as to what’s important.

2. Read aloud the sentence on the top of Overhead 2 and ask table groups to discuss each of the five activities shown on the overhead. If an induction or mentoring program already exists, ask participants to decide which of the five activities are already in their program and functioning well, which are in place but need to work better, and which need to be added to make their program more effective.

   If participants are working to create a new induction program, ask the table groups to decide which of the five activities they think are needed in the new program. Then ask them to decide which of the selected activities are needed in the first year of the program and which are needed but could be implemented in the second year. Allow 10 minutes for the discussions.

3. Ask each table group to share the group’s answers. Use an overhead marker and the blank spaces on Overhead 2 to tally the answers.

   **Facilitator’s Note**
   You may wish to provide paper copies of Overhead 2 for each participant to facilitate the table conversation and recording decisions.

   *If an induction or mentoring program already exists*, mark the overhead with a
   - plus (+) for each activity that is in their program and functioning well
   - check (✓) for each activity that is in place but needs to work better
   - minus (–) for each activity that is not in place and needs to be added
If the participants are working to create a new induction program, mark the overhead with a

- plus (+) for each activity that is needed in the new program
- (1) for each activity that is needed in the first year of the program
- (2) for each activity that is needed but could be implemented in the second year of the program

4. Guide the group toward consensus by reviewing the tally for each activity on Overhead 2. Some consensus may already be evident, but some discussion may be needed to reach consensus on other items. Put a star near or circle the title of any activity that has whole group consensus.

5. Distribute Handout 4, “The Benefits of Induction.” State that each of these benefits requires some program activity to make it happen.

6. Ask participants to read the handout. When they have finished, have them discuss with their table group which of these benefits are needed, and have them try to reach a consensus as a table group on which two or three items are most necessary. Allow 10 minutes for this activity.

7. Ask each table to share two or three benefits from Handout 4 that they feel are currently needed in their district. Record their ideas on flip chart paper and post the results on the wall.

8. Distribute Handout 5, “The Essentials for Growth,” and tell participants that they will use this advanced organizer to explore the conditions that are needed to support professional development.

9. Display Overhead 3, “The Essentials for Growth.” Ask participants to discuss within their table group what each of the items in the picture represents to allow for growth to occur.

10. Ask participants to state what they believe each of the numbered items in the picture represents. Remove the sticky note paper covering each item on Overhead 3 and read each description as it is discussed.

11. Ask participants to discuss the following question.

- If the runner in the picture is the protégé and the coach is the mentor, which is primarily responsible for each of the five items?
12. Distribute Handout 6, “The Three Essential Purposes for Induction.” Ask participants to read the opening paragraph and the section titled “Using Induction to Address Beginning Teacher Problems.”

13. Ask participants the following questions.
   - *To what extent has a high turnover of teachers been a problem in your district?*
   - *Have you ever considered leaving teaching?*

   In case few are willing to respond, have examples ready to offer. Such examples could come from your own experience or from a friend or administrator.

14. Ask participants if they have changed their teaching or developed coping strategies such as those described in the handout, or if they know anyone who has done so. In case few participants respond, have examples ready to offer. They could be from your own experience or from a friend or administrator.

15. Ask participants to read the remaining paragraphs in Handout 6 and discuss with their table groups the following questions that are appropriate to their needs.

   If their district already has an induction or mentoring program, ask:
   - *Which of the purposes does your existing program already address?*
   - *Which purposes does it need to address to be a more effective program?*

   If their district needs a new induction program, ask:
   - *Which of the purposes should be addressed by the new program?*
   - *Which purposes should be implemented during the first, second, third, or fourth years as the program is phased in?*

   Give participants about 5 minutes to discuss and decide their answers to the two questions.

16. Using Overhead 4, “Summary: Choices for Program Purposes,” use the appropriate columns to record participants’ feelings in relation to their induction program’s purpose. Try to build consensus about whether the program should address each of the program purposes and, if so, when it should begin to do so. If discussion is needed to

**Facilitator’s Note**

Be sure to save the marked version of Overhead 4 for use later in this and other workshops and by the program design group.
reach a whole group consensus, allow about 5 minutes maximum. If consensus cannot be reached easily, give the data collected to the group that will design the program.

**Concluding Activity (5 minutes)**

Review the workshop objectives (Overhead 1) and address any questions the participants may have. Thank the participants for attending the workshop.

**After the Workshop**

Outcomes from this workshop include the recorded recommendations that reflect the participants' views for a portion of the district's induction program. Some of these recommendations will be referenced in later workshops. Copies of the data from flip charts or overheads should be sent to all participants and kept available for the next workshop.
Workshop 1B (approximately 3 hours, 35 minutes) is for refining an existing induction program. It provides a more in-depth exploration of the three purposes and the components of an effective induction program. The result of the workshop is a consensus on the purposes and components needed to refine the existing program. The organization of this workshop is based on the assumption that participants have already completed Workshop 1A. You will need the recommendations that were recorded on Overhead 4, “Summary: Choices for Program Purposes.” You may also need additional copies of Handout 1, “Table Group Roles,” for those who may need it when roles are assigned.

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<table>
<thead>
<tr>
<th>Activity</th>
<th>Time (Minutes)</th>
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</thead>
<tbody>
<tr>
<td>Welcome and Introductions</td>
<td>10</td>
</tr>
<tr>
<td>Opening Activities</td>
<td>5</td>
</tr>
<tr>
<td>Priorities for Orientation Activities</td>
<td>40</td>
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<tr>
<td>Video Viewing Activity, “Mentoring to Improve Teaching”</td>
<td>15</td>
</tr>
<tr>
<td>Follow-Up Activities</td>
<td>40</td>
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<tr>
<td>Break</td>
<td>10</td>
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<tr>
<td>Video Viewing Activity, “Mentoring to Create a Learning Community”</td>
<td>15</td>
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<tr>
<td>Follow-Up Activities</td>
<td>75</td>
</tr>
<tr>
<td>Concluding Activity</td>
<td>5</td>
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<tr>
<td>Approximate Workshop Time</td>
<td>3:35 hours</td>
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</tbody>
</table>

For this workshop, you will need copies of Handouts 7, 8, 9, 10, and 11 for each participant. You will also need Overhead 5. You will find the masters for these in the “Handouts and Overheads” section.

You may also wish to offer participants copies of the information in the “Resources” section, or from the introduction to this Facilitator’s Guide. You can give these to participants before the workshop as an introduction or after the workshop as a review. Read these materials first and select the information that is relevant to your participants’ needs and concerns.

Each table should be assigned a number that you may call later in the workshop.

Facilitator’s Note

Providing folders with all materials inside is an efficient way to distribute handouts and other resources. You may also wish to provide name tags for everyone.
Welcome and Introductions (10 minutes)

1. At the door, have a sign-in sheet for participants to record their names, addresses, and phone numbers. This will enable you to send participants copies of comments and questions recorded during the workshop and to notify them of opportunities to continue the discussion at future meetings.

2. Welcome all participants. Introduce yourself and explain that as workshop facilitator, you will guide the group through the session to help participants meet workshop objectives.

3. Depending on the size of the group and whether the participants know each other from Workshop 1A, you may want to give them a minute to introduce themselves at their table.

4. Explain that this workshop is intended to provide an opportunity to set the priorities for improving the induction program so that it is more effective.

5. Using Overhead 5, “Workshop 1B Objectives,” tell participants the expected outcomes and briefly discuss how they correspond with the participants’ expectations for the workshop.

Opening Activities (5 minutes)

1. Ask participants at each table to appoint a table facilitator to guide the discussion, a recorder for the group’s decisions, and a timekeeper to help the group finish its work in the allotted time. Tell them that these roles are the same as the previous workshop and that they can rotate the roles to new persons at the table.

2. Using Overhead 4, “Summary: Choices for Program Purposes,” explain to participants that these purposes should be in the back of their minds as they make decisions during this workshop. They will need to continually ask themselves if their decisions reflect these program purposes.

Priorities for Orientation Activities (40 minutes)

1. Distribute Handout 7, “Orientation,” and allow participants time to read the handout.

2. Using Handout 7, ask table groups to place a check in the “Have Now” column under Workshop 1B if the feature described is already
in their program or a check in the “Need” column if the feature is not in their current program but they believe that it should be included.

3. Record the results from each table group, review them, and guide the group toward consensus on what should be included in the orientation part of an induction program. Some consensus may already be evident, but some discussion may be needed to reach consensus on other items. Put a star or check mark by any item that has whole group consensus.

Video Viewing Activity, “Mentoring to Improve Teaching” (15 minutes)

1. Introduce the videotape. Ask participants to watch for the answers to the following questions.
   - What is needed for an induction program to adequately support the improvement of teaching by beginning teachers?
   - How do the induction programs shown in the videotape support the improvement of teaching?

2. Show videotape Segment 3, “Mentoring to Improve Teaching” (about 10 minutes).

3. Have participants discuss what they saw in the videotape segment, emphasizing how an induction program supports the improvement of teaching. Ask participants if they saw any other components of an effective induction program in addition to the purpose of improving teaching practices.

Follow-Up Activities (40 minutes)

1. Distribute Handout 8, “Mentoring to Improve Teaching Practices,” and allow participants time to read the handout.

2. Using Handout 8, ask table groups to place a check in the “Have Now” column under Workshop 1B if the feature described is already in their program or a check in the “Need” column if the feature is not in their current program but believe that it should be included. Allow 10 minutes for this activity.

3. Record the results from each table group. Review the results and guide the group toward consensus on which strategies should be included to improve teaching practices. Put a star or check mark by any item that has whole group consensus.
Break (10 minutes)

Invite participants to use the break to informally discuss what they have seen and heard. Prepare for the next video viewing activity by forwarding the tape to videotape Segment 5, “Mentoring to Create a Learning Community.”

Video Viewing Activity, “Mentoring to Create a Learning Community” (15 minutes)

1. Ask participants to think about the following questions as they watch the next videotape segment.
   - What should induction programs provide if their purpose is to develop a learning community?
   - How do the induction programs in the videotape segment support the development of a learning community?

2. Show videotape Segment 5, “Mentoring to Create a Learning Community” (7 minutes). Stop the tape before the narrator introduces the need for providing support and creating a method of assessing a mentoring program.

3. Have participants discuss what they saw in the videotape segment, emphasizing how an induction program supports the development of a learning community. Ask participants if they saw any other components of an effective induction program in addition to the purpose of developing a learning community.

Follow-Up Activities (75 minutes)

1. Distribute Handout 9, “Mentoring to Develop a Learning Community,” and ask participants to read it and follow the instructions at the end of the text. Allow 10 minutes for this activity.

2. Ask participants to discuss their answers with their table groups and reach consensus before reporting their results to the whole group.

3. Record the results from each table group, review them, and guide the group toward consensus. Some consensus may already be evident but some discussion may be needed to reach consensus on other items. Put a star or check mark by any item that has whole group consensus.

Facilitator’s Note

You can use the chart on Handout 9 as an overhead to tally the results.
4. Ask each table recorder to report one idea for how mentoring might increase the item. List the ideas for each item on a separate flip chart page as they are mentioned. When all tables have reported, turn back to each page on the flip chart and try to reach consensus on which idea has the most potential to cause the desired impact on the learning community. Circle that item in another color.

5. Distribute Handout 10, “The Components of an Effective Induction Program,” and Handout 11, “Existing Program Components Checklist,” and have participants read both.

6. Ask participants to complete with their table groups Columns 2 and 3 of Handout 11, indicating which induction component is already in place or currently planned for the school and district. Explain that they will need to reach consensus before reporting their results to the whole group.

7. Ask table groups to now consider which existing induction component is not as effective as it needs to be and that the component needs to be improved. Have participants record their results in the fourth column, “Improve?”

8. Ask table groups to now identify which components are missing and needed. Have participants use the fifth column, “Why Needed?” to record their results.

9. Ask table groups to now identify the negative consequences of not having the missing components in the program. Have participants use the sixth column, “Negative Consequences?” to record their results.

10. Ask table groups to report their decisions to the whole group. Have each table group report one of the missing components and their responses from Columns 5 and 6 on Handout 11. Allow for discussion.

**Concluding Activity (5 minutes)**

1. Review the workshop objectives on Overhead 5 and address any questions the participants may have.

2. Thank the participants for attending the workshop.

3. Collect all comments and lists from each group.

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**Facilitator’s Note**

Be sure to guide the table reporting so that repetition is reduced and that other groups are only offering new ideas.

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**Facilitator’s Note**

If you plan to conduct other workshops, inform participants of the content of future workshops; the date, time, and location; and invite them to attend.
After the Workshop

Outcomes from this workshop include the recorded recommendations that reflect the participants’ views for a portion of the district’s induction program. Some of these recommendations will be referenced in later workshops. Copies of the data from flip charts, overheads, and handouts should be sent to all participants and kept available for the next workshop.
Workshop 1C (approximately 3 hours, 35 minutes) is for identifying the priorities for a new induction program. It provides a more in-depth exploration of the purposes for and components of an effective induction program. The organization of this workshop is based on the assumption that the participants have already completed Workshop 1A, “Introduction to Induction.” You will need the recommendations that were recorded on Overhead 4, “Summary: Choices for Program Purposes,” and may want to have additional copies of Handout 1, “Table Group Roles.”

### Agenda and Time Guide

<table>
<thead>
<tr>
<th>Activity</th>
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<tbody>
<tr>
<td>Welcome and Introductions</td>
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<td>Opening Activities</td>
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<tr>
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</tr>
<tr>
<td>Follow-Up Activities</td>
<td>40</td>
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<tr>
<td>Break</td>
<td>10</td>
</tr>
<tr>
<td>Video Viewing Activity, “Mentoring to Create a Learning Community”</td>
<td>15</td>
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<tr>
<td>Follow-Up Activities (includes a second break)</td>
<td>75</td>
</tr>
<tr>
<td>Concluding Activity</td>
<td>5</td>
</tr>
<tr>
<td>Approximate Workshop Time</td>
<td>3:35 hours</td>
</tr>
</tbody>
</table>

For this workshop, you will need copies of Handouts 7, 8, 9, 10, and 12 for each participant. You will also need Overhead 6. You will find the masters for these in the “Handouts and Overheads” section.

You may also wish to offer participants copies of the information in the “Resources” section, or from the introduction to this Facilitator’s Guide. You can give these to participants before the workshop as an introduction or after the workshop as a review. Read these materials first and select the information that is relevant to your participants’ needs and concerns.

Assign each table a number so that you may call on its members later in the workshop.

**Facilitator’s Note**

Providing folders with all materials inside is an efficient way to distribute handouts and other resources. You may also wish to provide name tags for everyone.
Welcome and Introductions (10 minutes)

1. At the door, have a sign-in sheet for participants to record their names, addresses, and phone numbers. This will enable you to send participants copies of comments and questions recorded during the workshop and to notify them of opportunities to continue the discussion at future meetings.

2. Welcome all participants. Introduce yourself and explain that as workshop facilitator, you will guide the group through the session to help participants meet workshop objectives.

3. Depending on the size of the group and whether the participants know each other from Workshop 1A, you may want to give them a minute to introduce themselves at their table.

4. Explain that this workshop is intended to provide an opportunity to set the priorities for how the new induction program should be developed and implemented so that it is highly effective.

5. Using Overhead 6, “Workshop 1C Objectives,” tell participants the expected outcomes and briefly discuss how they correspond with the participants’ expectations for the workshop.

Opening Activities (5 minutes)

1. Ask participants at each table to appoint a table facilitator to guide the discussion, a recorder for the group’s decisions, and a timekeeper to help the group finish its work in the allotted time. Tell them that these roles are the same as the previous workshop and that they can rotate the roles to new persons at the table.

2. Using Overhead 4, “Summary: Choices for Program Purposes,” explain to participants that these purposes should be in the back of their minds as they make decisions during this workshop. They will need to continually ask themselves if their decisions reflect these program purposes.

Priorities for Orientation Activities (40 minutes)

1. Distribute Handout 7, “Orientation,” and allow participants time to read the handout.

2. Using Handout 7, ask table groups to place a check in the “Need in Year 1” column under Workshop 1C if the feature described should be initially included in their program or a check in “Need in Year
2+” if the feature should be included in the second year or later. Allow 10 minutes for this activity.

3. Record the results from each table group, review them, and guide the group toward consensus on what should be included in the orientation part of an induction program for the first year and what should be included in the second year or later. Put a star or check mark by any item that has whole group consensus.

**Video Viewing Activity, “Mentoring to Improve Teaching” (15 minutes)**

1. Introduce the videotape. Ask participants to watch for the answers to the following questions.
   - What is needed for an induction program to adequately support the improvement of teaching by beginning teachers?
   - How do the induction programs shown in the videotape support the improvement of teaching?

2. Show videotape Segment 3, “Mentoring to Improve Teaching” (about 10 minutes).

3. Have participants discuss what they saw in the videotape segment, focusing on how an induction program supports the improvement of teaching. Ask participants if they saw other components of an effective induction program in addition to the purpose of improving teaching practices.

**Follow-Up Activities (40 minutes)**

1. Distribute Handout 8, “Mentoring to Improve Teaching Practices,” and allow participants time to read the handout.

2. Using Handout 8, ask table groups to place a check in the “Need in Year 1” column under Workshop 1C if the feature should be initially included in the program or a check in the “Need in Year 2+” column if the feature should be included in the second year or later. Allow 10 minutes for this activity.

3. Record the results from each table group, review them, and guide the group toward consensus on which strategy should be included in the first year or included in the second year or later. Put a star or check mark by any item that has whole group consensus.

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**Facilitator’s Note**

You can use the chart on Handout 7 as an overhead to tally the results.
Break (10 minutes)

Invite participants to use the break to informally discuss what they have seen and heard. Prepare for the next video viewing activity by forwarding the tape to videotape Segment 5, “Mentoring to Create a Learning Community.”

Video Viewing Activity, “Mentoring to Create a Learning Community” (15 minutes)

1. Ask participants to think about the following questions as they watch the next segment.
   - What should induction programs provide if their purpose is to develop a learning community?
   - How do the induction programs in the videotape segment support development of a learning community?

2. Show videotape Segment 5, “Mentoring to Create a Learning Community” (7 minutes). Stop the tape before the narrator introduces the need for providing support and creating a method of assessing a mentoring program.

3. Have participants discuss what they saw in the videotape segment, focusing on how an induction program supports the development of a learning community. Ask participants if they saw other components of an effective induction program in addition to the purpose of developing a learning community.

Follow-Up Activities (75 minutes)

1. Distribute Handout 9, “Mentoring to Develop a Learning Community,” and ask participants to read it and follow the instructions at the end of the handout. Allow 10 minutes for this activity.

2. Ask participants to discuss their answers with their table groups and reach consensus before reporting their results to the whole group.

3. Record the results from each table group, review them, and guide the group toward consensus. Some consensus may already be evident but some discussion may be needed to reach consensus on other items. Put a star or check mark by any item that has whole group consensus.
4. Ask each table recorder to report one idea for how mentoring might increase the item. List the ideas for each item on a separate flip chart page as they are mentioned. When all tables have reported, turn back to each page on the flip chart and try to reach consensus on which idea has the most potential to cause the desired impact on the learning community. Circle that item in another color.

5. Distribute Handout 10, “The Components of an Effective Induction Program,” and Handout 12, “New Program Components Checklist,” and allow participants time to read both handouts.

6. Ask participants to discuss with their table groups which of the listed components are not needed in their induction program. Explain that they will need to reach consensus before reporting their results to the whole group.

7. Ask table groups to report to the whole group which components are not needed for the new induction program. Guide the discussion toward consensus on the components of the new induction program. Ask table groups to advocate each component or explain why the component is not needed. Be sure to keep the focus on deciding what would be the best program to meet the needs of beginning teachers and what would best accomplish the program purposes.

8. Using Handout 12, ask table groups to develop a time line for the work to be done on each of the needed program components. Have participants use the remaining columns in the handout to decide which components are needed in the planning year before the program starts and which components are needed during the implementation years.

9. Ask table groups to report their decisions to the whole group and allow for discussion. Guide the group toward consensus on when components are to be included in the new induction program.

**Concluding Activity (5 minutes)**

1. Review the workshop objectives on Overhead 6 and address any questions the participants may have.

2. Thank the participants for attending the workshop.

3. Collect all comments and lists from each group.

**Facilitator’s Note**

You can use the chart on Handout 9 as an overhead to tally the results.

**Facilitator’s Note**

You can use the chart on Handout 12 as an overhead to tally the results.

**Facilitator’s Note**

Be sure to guide the table reporting so that repetition is reduced and that other groups are only offering agreeing or new ideas.

**Facilitator’s Note**

If you plan to conduct other workshops, inform participants of the content of future workshops; the date, time, and location; and invite them to attend.
After the Workshop

Outcomes from this workshop include the recorded recommendations that reflect the participants’ views for a portion of the district’s induction program. Some of these recommendations will be referenced in later workshops. Copies of the data from flip charts, overheads, and handouts should be sent to all participants and kept available for the next workshop.
Workshop 1D (approximately 4 hours, 55 minutes) helps participants to further develop an effective induction program. It provides information and guidance for decisions on the tasks of mentors; characteristics of effective mentoring relationships; mentor training, support, recognition, and incentives; and the approaches to evaluation for use in an induction program. This workshop could be used following Workshop 1B or Workshop 1C. You will need the recommendations that were recorded on Overhead 4, “Summary: Choices for Program Purposes,” and you may also need additional copies of Handout 1, “Table Group Roles.”

This workshop will complete the development of recommendations for all necessary induction program components except the selection and matching of mentors. If you are using the full series of workshops in this video program, you will develop the two components of selection and matching in Workshop 2A. If you will not be using Workshop 2A, you may wish to incorporate into this workshop those components regarding the selection and matching of mentors and the relevant handouts and overheads.

### Agenda and Time Guide

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</tr>
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<td>Opening Activities</td>
<td>5</td>
</tr>
<tr>
<td>Selection of Early Mentoring Tasks</td>
<td>35</td>
</tr>
<tr>
<td>Guidelines for the Mentoring Relationship</td>
<td>20</td>
</tr>
<tr>
<td>Video Viewing Activities</td>
<td>10</td>
</tr>
<tr>
<td>Reaction and Discussion</td>
<td>15</td>
</tr>
<tr>
<td>Break</td>
<td>10</td>
</tr>
<tr>
<td>Priorities for Mentor Training, Support, and Recognition/Incentives</td>
<td>90</td>
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<tr>
<td>Break</td>
<td>10</td>
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<tr>
<td>Evaluation of the Induction Program</td>
<td>90</td>
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<tr>
<td>Concluding Activity</td>
<td>5</td>
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<tr>
<td>Approximate Workshop Time</td>
<td>4:55 hours</td>
</tr>
</tbody>
</table>

For this workshop, you will need copies of Handouts 13, 14, 15, 21, 22, 23, 24, and 25 for each participant. You will also need Overheads 7, 9, 10, 11, 13, and 14. You will find the masters for these in the “Handouts and Overheads” section.
Facilitator’s Note
Providing folders with all materials inside is an efficient way to distribute handouts and other resources. You may also wish to provide name tags for everyone.

You may also wish to provide participants with copies of the information in the “Resources” section. You can give these to participants before the workshop as an introduction or after the workshop. Review the section and select the information that is relevant to your participants’ needs or concerns.

Welcome and Introductions (10 minutes)

1. At the door, have a sign-in sheet for participants to record their names, addresses, and phone numbers. This will enable you to send participants copies of comments and questions recorded during the workshop and to notify them of opportunities to continue the discussion at future meetings.

2. Welcome all participants. Introduce yourself and explain that as workshop facilitator, you will guide the group through the session to help participants meet workshop objectives.

3. Depending on the size of the group and whether the participants know each other from Workshops 1A, 1B, or 1C, you may want to set aside time for them to introduce themselves at their table.

4. Explain that this workshop is intended to help participants develop some additional components of the induction program. Using Overhead 7, “Workshop 1D Objectives,” tell participants the expected outcomes and briefly discuss how they correspond with the participants’ expectations for the workshop.

Opening Activities (5 minutes)

1. Ask participants at each table to appoint a table facilitator to guide the discussion, a recorder for the group’s decisions, and a timekeeper to help the group finish its work in the allotted time. Tell them that these roles are the same as the previous workshop and that they can rotate the roles to new persons at the table.

2. Using Overhead 4, “Summary: Choices for Program Purposes,” explain to participants that these purposes should be in the back of their minds as they make decisions during this workshop, and they should continually ask themselves if their decisions reflect them.

Facilitator’s Note
You may wish to make copies of Overhead 7 to hand out to participants, or write the workshop objectives on a flip chart or chalkboard before participants arrive.

Facilitator’s Note
You may wish to make a flip chart of the data from Overhead 4 or provide copies of the recorded recommendations so that the information can remain available and visible during this workshop.
Selection of Early Mentoring Tasks (35 minutes)

1. Distribute Handout 13, “Mentors as a Source of Timely Information and Help,” and allow participants time to read the handout. Explain that the focus for mentors early in their mentorship is to help their protégés keep a sense of priority as they process new information.

2. Distribute Handout 14, “Draft Guidelines for Early Mentoring Tasks.” Ask participants to discuss within their table groups the benefits, challenges, and necessary components for creating the different strategies listed on Handout 14.

3. Ask the table groups to share some of their thoughts with the entire group. Record the comments on a flip chart.

Guidelines for the Mentoring Relationship (20 minutes)

1. Distribute Handout 15, “Characteristics of an Effective Mentoring Relationship,” and allow participants time to read the handout. Explain that a trusting mentoring relationship is needed so that protégés will be willing to take the risks of trying and making mistakes in front of another adult.

2. Ask table groups to discuss and create a list of guidelines for the mentoring relationship based on the characteristics in Handout 15.

3. Ask the table groups to share some of their thoughts with the entire group. Record the comments on a flip chart. Guide the group toward consensus on guidelines for a mentoring relationship.

Video Viewing Activities (10 minutes)

1. Introduce the videotape and tell participants that the videotape segment shows how school systems support and evaluate their mentoring program. Ask participants as they watch to note how mentoring programs require a variety of support and to look for strategies that are used to ensure that a mentoring program is accomplishing its purpose.

2. View videotape Segment 6 as the narrator introduces the need for providing support and creating a method of assessing a mentoring program (approximately 29 minutes from the beginning of the videotape).
Reaction and Discussion (15 minutes)

Ask participants to share their observations. Use the following questions to guide the discussion.

- *What kinds of support are needed for induction programs to succeed?*
- *What are some of the strategies used to make sure that a mentoring program is accomplishing its purpose?*

Break (10 minutes)

Invite participants to use the break to informally discuss what they have seen and heard.

Priorities for Mentor Training, Support, and Recognition/Incentives (90 minutes)

1. Distribute Handout 21, “Mentor Training, Support, and Recognition/Incentives,” and allow participants time to read the handout. Explain that some of the listed items are assumptions and others are activities.

2. Ask participants to discuss within their table groups which of the listed activities already exist, which are needed, and when they should occur.

3. Using Overhead 9, “Priorities for Mentor Training,” record the results from each table group. Read the items two times. The first time have table recorders report whether their group feels they already have the feature in their program. The second time have table recorders report whether their group feels they need it. On the overhead, tally the responses.

4. Review the results listed on Overhead 9 and guide the group toward consensus. Put a star or check mark by any item that has whole group consensus.

5. Using Overhead 9, read the list a third time and have each table recorder report when each activity should occur. Tally the responses.

6. Using Overhead 10, “Priorities for Mentor Support,” record the results from each table group. Read the items two times. The first time have table recorders report whether their group feels they already have the feature in their program. The second time have table recorders report...
recorders report whether their group feels they need it. On the overhead, tally the responses.

7. Review the results listed on Overhead 10 and guide the group toward consensus. Put a star or check mark by any item that has whole group consensus.

8. Using Overhead 10, read the list a third time and have each table recorder share the group’s suggested implementation year for each activity. Tally the responses.

9. Using Overhead 11, “Priorities for Mentor Incentives and Recognition,” record the results from each table group. Read the items two times. The first time have table recorders report whether their group feels they already have the feature in their program. The second time have table recorders report whether their group feels they need it. On the overhead, tally the responses.

10. Review the results listed on Overhead 11 and guide the group toward consensus. Put a star or check mark by any item that has whole group consensus.

11. Using Overhead 11, read the list a third time and have each table recorder share the group’s suggested implementation year for each activity. Tally the responses.

**Break (10 minutes)**

Invite participants to use the break to informally discuss what they have seen and heard.

**Evaluation of the Induction Program (90 minutes)**

1. Distribute Handout 22, “Introduction: The Need for Evaluation of Induction,” and allow participants to read the handout.

2. Ask participants to discuss whether they agree or disagree with the statements in the handout, and whether evaluation of an induction program should be
   - ongoing
   - done at the end of the school year
   - done annually but not at the end of the school year
   - done every 2–3 years
3. Distribute Handout 25, “Self-Evaluation by Induction Program Participants,” and allow participants time to read the handout.

4. Ask participants to discuss the handout. Use the following questions to guide the discussion.
   - When and how have you recently used a reflective, self-assessment process? Did the process you use include all of the steps described in Handout 25?
   - What additional steps should be included in the process?
   - Should such a self-assessment process be included as an expectation and in training for protégés and/or mentors? If so, when? Why or why not?
   - How useful might this self-assessment cycle be for an induction program committee to use in evaluation and improvement of the induction program?

5. Distribute Handout 23, “Evaluation of the Induction Program,” and allow participants time to read the handout.

6. Distribute Handout 24, “Evaluation of Mentoring and Induction Programs,” and allow participants time to read the handout. Have participants return to their table groups and explain that they are to discuss the 10 evaluation questions and mark those which a mentoring program must be able to answer and which assessment strategy should be used.

7. Using Overheads 13 and 14, “Summary: Selected Evaluation Strategies,” record the results from each table group. Read the assessment questions and tally those that participants felt should be answered.

8. Review the results listed on Overheads 13 and 14 and guide the group toward consensus. Put a star or check mark by any item that has whole group consensus.

9. Using Overheads 13 and 14, have table recorders report which strategies are needed to answer the selected questions. Tally the strategies.

10. Review the results listed on Overheads 13 and 14 and guide the group toward consensus. Some consensus may already be evident but some discussion may be needed to reach consensus on other items. Put a star or check mark by any item that has whole group consensus.
11. Ask participants to discuss, as a large group, if there are other assessment questions and strategies not listed on the handout. Record any additional questions and strategies on a flip chart.

Concluding Activity (5 minutes)

1. Review the workshop objectives (Overhead 7) and survey participants to determine whether the objectives of the workshop were addressed. Respond to any questions the participants may have.

2. Thank the participants for attending the workshop. Collect all flip charts and overheads that were used in the workshop.

After the Workshop

Outcomes from this workshop include the recorded recommendations that reflect the participants’ views for a portion of the district’s induction program. Copies of the data from flip charts, overheads, and handouts should be sent to all participants and also kept available for the next step in creating your program.

Facilitator’s Note

If you plan to conduct other workshops, inform participants of the content of future workshops; the date, time and location; and invite them to attend.
Mentoring to Improve Schools: Effective Mentoring Practices is the second videotape in the two-tape series. It introduces and explains the strategies and techniques mentors use within beginning teacher and administrator induction programs. Tape 1 is a helpful precursor because it establishes a common vocabulary and understanding about mentoring and induction programs and about the advantages mentoring brings to learning environments.

The videotape may be presented in its entirety when a group only needs an overview of the topic. The program is ideal for presentation at an evening community or school meeting, a school board presentation, a parent–teacher forum, or a faculty meeting. Viewing the entire video will take (25) minutes. As facilitator, you will need to review and select the appropriate handouts and overheads for the intended audience and purpose of the meeting. Some of the workshop overheads are designed to allow participants to see the collection of data as small groups report findings and to facilitate the creation of a consensus among participants. The overheads have spaces for data collection.

The video may also be used in conjunction with the three workshops that are provided in this section. Which workshops you use will depend on whether your focus is teacher mentoring practices or administrator mentoring programs. The program is ideal for presentation to a program planning or improvement group, for a mentor training or mentor support group, or for the initiation of a faculty self-study and research group.

- If your purpose is to offer guidance for the development of effective mentoring practices, use Workshops 2A and 2B.
- If your purpose is to examine new administrator mentoring programs and the mentoring of new administrators, use Workshop 3.
Workshop 2A

Workshop 2A (approximately 3 hours) examines effective mentor–protégé relationships. The workshop includes discussions of how mentors facilitate the professional growth of other adults; communication between mentors, protégés, and principals; the basic elements of mentoring; the development of mentor selection and matching criteria; and the processes that support effective professional growth for both mentors and protégés. The organization of this workshop is based on the assumption that participants have already completed Workshop 1A. You will need the recommendations that were recorded on Overhead 4, “Summary: Choices for Program Purposes.” You may also need additional copies of Handout 1, “Table Group Roles.”

Although this workshop focuses on the mentor–protégé relationship, it also includes an activity on the development of criteria and processes for selection and matching. It is possible that the topics of mentor selection and matching were already dealt with in Workshop 1D. Check on the contents of previous workshops before using this one as presented.

**Agenda and Time Guide**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time (minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome and Introductions</td>
<td>10</td>
</tr>
<tr>
<td>Opening Activities</td>
<td>30</td>
</tr>
<tr>
<td>Video Viewing Activities</td>
<td>20</td>
</tr>
<tr>
<td>Mentor, Protégé, and Principal Communication</td>
<td>20</td>
</tr>
<tr>
<td>Break</td>
<td>10</td>
</tr>
<tr>
<td>Mentor Selection and Matching</td>
<td>85</td>
</tr>
<tr>
<td>Concluding Activity</td>
<td>5</td>
</tr>
<tr>
<td>Approximate Workshop Time</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

For this workshop, you will need copies of Handouts 1, 16, 17 and 20 for each participant. You will also need Overheads 8, 12, 15, and 16. You will find the masters for these in the “Handouts and Overheads” section.

You may also wish to offer participants copies of the information in the “Resources” section, or from the introduction to this Facilitator’s Guide. You can give these to participants before the workshop as an introduction or after the workshop as a review. Read these materials and select the information that is relevant to your participants’ needs and concerns.
Welcome and Introductions (10 minutes)

1. At the door, have a sign-in sheet for participants to record their names, addresses, and phone numbers. This will enable you to send participants copies of comments and questions recorded during the workshop and to notify them of opportunities to continue the discussion at future meetings.

2. Welcome all participants. Introduce yourself and explain that as workshop facilitator, you will guide the group through the session to help participants meet the workshop objectives.

3. Depending on the size of the group and whether the participants know each other from the workshops in Program 1, you may want to set aside time for them to introduce themselves at their table.

4. Using Overhead 15, “Workshop 2A Objectives,” review with participants the expected outcomes and briefly discuss how they correspond with the participants' expectations for the workshop.

Opening Activities (30 minutes)

1. Ask participants at each table to appoint a table facilitator to guide the discussion, a recorder for the group’s decisions, and a timekeeper to help the group finish its work in the allotted time. Tell them that these roles are the same as those in the previous workshop and suggest that they rotate them to new persons at the table.

2. Distribute Handout 16, “How the Mentoring Relationship Facilitates Protégé Growth,” and allow participants time to read it.

3. In the full group, ask participants to share specific situations when they were involved in a mentor–protégé relationship. Use the following questions to guide the discussion.

- Are there specific situations you can recall when you have done any of these steps with students?

- In what situation have you had such support provided for your own professional learning? What happened in that situation?

- What can a district induction program do to try and promote mentor and protégé understanding and successful use of this model for professional development when it is so unique an experience as in our schools today?

Facilitator’s Note

You may wish to make copies of Overhead 15 to hand out to participants, or write the workshop objectives on a flip chart or chalkboard before participants arrive. In this way participants can continually refer to the objectives throughout the workshop and help to keep their conversation focused.
What role might a mentor program coordinator or mentor program committee play in supporting development of mentoring?

In case few are willing to respond, have examples ready to offer. They could be from your own experience or from a friend or administrator.

**Video Viewing Activities (20 minutes)**

1. Introduce the videotape. Tell participants that the videotape shows how mentors build a trusting relationship with their protégés.

2. Show the beginning of the videotape and Segment 2, “Building Trusting Relationships” (11 minutes).

3. Ask participants to share their observations. Use the following questions to guide the discussion.
   - *Why is effective mentoring so complex?*
   - *How is effective mentoring like a marriage?*
   - *Why is forgiveness important in mentoring?*
   - *How can mentor selection and matching help to promote an effective relationship?*

**Mentor, Protégé, and Principal Communication (20 minutes)**

1. Explain that the mentor–protégé relationship requires a safe, risk-taking environment that will encourage protégé learning and growth.

2. Distribute Handout 17, “The Necessary Communication Flow in Mentoring,” and allow participants to read the handout. Ask participants to return to their table groups and discuss the direction for the proper flow of communication between the principal, the protégé, and the mentor. Explain that they are to place arrows along some of the lines between the three boxes to indicate the direction of communication. For example, everyone can add an arrowhead on the bottom end of the line, going downward from the protégé to the mentor, because the protégé should freely communicate with the mentor. Allow 10 minutes for this activity.

3. Using Overhead 16, “The Necessary Communication Flow in Mentoring,” ask table groups to compare their designs with the overhead. Explain that this represents the communication flow that
most induction programs choose to create, and a safe, risk-taking environment that will encourage protégé learning and growth. Discuss how the overhead is similar or different when compared to table group designs. Ask participants to discuss their reasons for their designs and guide the group toward consensus.

**Break (10 minutes)**

Invite participants to use the break to informally discuss what they have seen and heard.

**Mentor Selection and Matching (85 minutes)**

1. Explain that mentor–protégé relationships can be greatly enhanced by the selection of appropriate people to serve as mentors and the careful matching of mentors to protégés. The basic idea is to assign mentors whose strengths and experiences are well-matched to the needs of the protégé.

2. Using Overhead 4, “Summary: Choices for Program Purposes,” explain to participants that these purposes should be in the back of their minds as they make decisions during this workshop. They will need to continually ask themselves if their decisions reflect these program purposes.

3. Distribute Handout 20, “Selection and Matching of Mentors,” and allow participants time to read it. Have table groups discuss each item on the handout and
   - Mark with a plus (+) each item that is important to consider.
   - Mark with a minus (−) each item that they do not want to use in the selection and matching of mentors.
   - Leave blank any item they feel neutral about.

   Explain that participants are not trying to choose the best items and that a combination of items may be the best approach. Allow 30 minutes for this activity.

4. Using Overhead 12, “Summary: Mentor Selection Approach,” read the items, record the results from each table group for Handout 20, and tally the responses, entering a zero for a neutral response.

**Facilitator’s Note**

You may wish to make a flip chart of the data from Overhead 4 or provide copies of the recorded recommendations so that this information is available and visible during this workshop.
5. Review the results listed on Overhead 12 and guide the group toward consensus. Put a star or check mark by any item that has whole group consensus.

6. Using Overhead 8, “Decisions About Mentor–Protégé Matching,” read the items, record the results from each table group for Handout 20, and tally the responses, entering a zero for a neutral response.

7. Ask participants to list any additional criteria or matching processes that were not listed in the handout.

8. Review the results listed on Overhead 8 and guide the group toward consensus. Put a star or check mark by any item that has whole group consensus.

**Concluding Activity (5 minutes)**

1. Review the workshop objectives (Overhead 15) and survey participants to determine whether they were addressed. Respond to any questions the participants may have.

2. Thank the participants for attending the workshop. Collect all flip charts and overheads that were used in the workshop.

**After the Workshop**

Outcomes from this workshop include the recorded recommendations that reflect the participants’ views for a portion of the district’s induction program. Copies of the data from flip charts, overheads, and handouts should be sent to all participants and kept available for the next step in creating your program.
Workshop 2B (approximately 2 hours, 25 minutes) provides an in-depth exploration of the stages of an effective mentoring process, information about mentoring styles, and some strategies for adjusting mentoring as the protégé develops. This workshop could be used following Workshop 2A. You may need additional copies of Handout 1, “Table Group Roles.”

For the activity “The Stages of the Mentoring Process,” you will need masking tape, two or three flip chart pages, and two different colored markers for each table group. Cut one flip chart page in half lengthwise, like a sentence strip, so that each table group will have two long strips.

### Agenda and Time Guide

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time (minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome and Introductions</td>
<td>10</td>
</tr>
<tr>
<td>Opening Activities</td>
<td>30</td>
</tr>
<tr>
<td>Video Viewing Activities</td>
<td>20</td>
</tr>
<tr>
<td>The Stages of the Mentoring Process</td>
<td>40</td>
</tr>
<tr>
<td>Break</td>
<td>10</td>
</tr>
<tr>
<td>Some Information About Mentoring Styles</td>
<td>15</td>
</tr>
<tr>
<td>The Dynamics of the Mentoring Process</td>
<td>15</td>
</tr>
<tr>
<td>Concluding Activity</td>
<td>5</td>
</tr>
<tr>
<td>Approximate Workshop Time</td>
<td>2:25 hours</td>
</tr>
</tbody>
</table>

For this workshop, you will need copies of Handouts 18, 19, 26, and 27 for each participant. You will also need Overhead 17. You will find the masters for these in the “Handouts and Overheads” section.

You may also wish to provide participants with copies of the information in the “Resources” section. You can give them this information before the workshop as an introduction or after the workshop as a review. Select the information from the section that is relevant to your participants' needs or concerns.

### Welcome and Introductions (10 minutes)

1. At the door, have a sign-in sheet for participants to record their names, addresses, and phone numbers. This will enable you to send participants copies of comments and questions recorded during the
workshop and to notify them of opportunities to continue the discussion at future meetings.

2. Welcome all participants. Introduce yourself and explain that as the workshop facilitator, you will guide the group through the session to help participants meet the workshop objectives.

3. Depending on the size of the group and whether the participants know each other from Workshop 2A, you may want to set aside time for them to introduce themselves at their table.

4. Using Overhead 17, “Workshop 2B Objectives,” tell participants the expected outcomes and briefly discuss how they correspond with the participants’ expectations for the workshop.

Opening Activities (30 minutes)

1. Ask participants at each table to appoint a table facilitator to guide the discussion, a recorder for the group’s decisions, and a timekeeper to help the group finish its work in the allotted time. Tell them that these roles are the same as those in the previous workshop and that they can rotate the roles to new persons at the table.

2. Distribute Handout 26, “Transitions in Mentoring Responsibilities,” and allow time for participants to read the handout. Explain that this handout shows changes that can occur during a mentoring relationship. Ask participants to discuss the various elements of the handout. Use the following questions to guide the discussion.
   - Why do the mentoring styles and tasks change over time?
   - What are some of the advantages of the changes?
   - What are some of the challenges?
   - What are the unique aspects?

Video Viewing Activities (20 minutes)

1. Introduce the videotape. Tell participants that the videotape shows the mentoring process and the ways that mentors adjust their mentoring methods as the protégé learns and develops professionally. Ask participants to note as they watch the segment how mentors work with their protégé and the strategies they use as needs change.

2. Show videotape Segment 2, “Stages of the Mentoring Process” (9 minutes).
3. Ask participants to discuss what they observed, using the following questions to guide the discussion.
   - What did you find most important in the videotape segment?
   - What are some of the challenges in the mentoring process?
   - What are some of the unique aspects you observed?

The Stages of the Mentoring Process (40 minutes)

1. Distribute Handout 18, “The Stages of the Mentoring Process,” and allow participants to read the handout. Explain that there is no single method of mentoring. The best style of mentoring is different at different times because the mentor adjusts in response to the development of the protégé.

2. Ask participants to return to their table groups and write one question or comment that a protégé might say during each stage of the mentoring process. Explain that they should use the flip chart paper and colored markers provided to record their ideas. Allow 10 minutes for this activity.

3. Ask table groups to share their results. Have each table recorder briefly explain the questions or comments their table developed. Post the questions or comments at different locations on the wall, each location representing a stage in the mentoring process. Discuss as a whole group where each question and comment should be placed.

Break (10 minutes)

Invite participants to use the break to informally discuss what they have seen and heard.

Some Information About Mentoring Styles (15 minutes)

1. Distribute Handout 27, “Mentoring Styles,” and allow participants time to read the handout. Explain that each individual mentor has a predominant mentoring style. Ask participants to identify two of the listed styles that best describe them in a peer interaction situation.

2. Ask participants for a show of hands from those who believe that their strongest tendency is to lead and direct. Explain that a mentor who is strong in the first style—termed direct—may have a tendency to talk too much and not listen enough to find out if what they are saying relates to the needs of the protégé. A mentor who is strong in
this style needs to frequently ask questions of the protégé to assess the protégé’s concerns and needs. Those needs should be the focus of the mentor’s assistance.

3. Ask participants for a show of hands from those who see themselves as not strong in the fourth style, termed delegate. Explain that mentors who are not strong in this style may find their protégés are ready to become more independent and seek less and less help, but the mentor may want to hold on to the mentoring relationship longer than the protégé.

4. Ask participants for a show of hands from those who see themselves as strong in the fourth style, delegate. Explain that mentors who are strong in this style may find they have a tendency to withdraw from the relationship before the protégés are really ready to survive on their own. To avoid these pitfalls mentors need to ask questions of their protégés to determine protégé readiness to try more on their own or to remain under the guidance of the mentor for a little longer.

5. Ask participants for a show of hands from those who see themselves as strong in the second and third styles, termed explaining and sharing. Explain that studies find that about 60 percent of teachers are strongest in these middle styles.

6. Refer participants to Handout 18 and explain that the concerns and the readiness of the protégé should dictate the style used by the mentor. Mentors should check their idea of what should be happening by asking their protégé questions and being a good listener.

**The Dynamics of the Mentoring Process (15 minutes)**

1. Distribute Handout 19, “The Dynamics Within the Mentoring Process,” and allow participants time to read the handout. Explain that the dark line going through the top row of the handout represents the stages beginning teachers often experience during their first year.

2. Ask participants for a show of hands from those who think their first year had some of these stages, and have them share their experiences. Explain that this pattern in first year teachers’ experience is common for unsupported and unmentored teachers, who must learn by trial and error and have no one else’s experiences from which to learn.

3. Review the different rows and the changes that occur during a mentoring process.
4. Explain that careful monitoring is necessary for an effective mentoring process to accomplish all the necessary tasks, to build and then withdraw from a mentoring relationship, and for protégés to learn the skills of effective teaching. Likewise, mentoring must be carefully matched to the protégé’s level of need and development.

**Concluding Activity (5 minutes)**

1. Review the workshop objectives (Overhead 17) and survey participants to determine whether they were addressed. Respond to any questions the participants may have.

2. Thank the participants for attending the workshop. Collect all flip charts and overheads that were used in the workshop.

**After the Workshop**

Outcomes from this workshop include the recorded recommendations that reflect the participants’ views for a portion of the district’s induction program. Copies of the data from flip charts, overheads, and handouts should be sent to all participants and kept available for the next step in creating your program.

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**Facilitator’s Note**

*If you plan to conduct other workshops, inform participants of the content of future workshops; the date, time and location; and invite them to attend.*
Workshop 3

Workshop 3 (approximately 3 hours, 20 minutes) provides an exploration of the purposes and the components of an effective administrator mentoring program, a comparison of mentoring of teachers and administrators, suggested strategies for administrative mentoring, and examples of administrator mentoring programs in two school districts. This workshop is designed as a step in a series of workshops. This workshop could be used following other workshops on teacher mentoring and induction. You may need additional copies of Handout 1, “Table Group Roles.” You will be using both videotapes for this workshop. The two videotape segments are “Mentoring to Enhance Administrative Practices,” from the videotape Successful Mentoring Programs, and “Mentoring New Administrators,” from the videotape Effective Mentoring Practices.

You may also want to have an easel and flip chart pad with several sets of colored markers to capture the group conversation.

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<table>
<thead>
<tr>
<th>Activity</th>
<th>Time (minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome and Introductions</td>
<td>10</td>
</tr>
<tr>
<td>Opening Activities</td>
<td>45</td>
</tr>
<tr>
<td>Video Viewing Activities</td>
<td>40</td>
</tr>
<tr>
<td>Break</td>
<td>10</td>
</tr>
<tr>
<td>Program Support for Administrative Mentoring</td>
<td>90</td>
</tr>
<tr>
<td>Concluding Activity</td>
<td>5</td>
</tr>
<tr>
<td>Approximate Workshop Time</td>
<td>3:20 hours</td>
</tr>
</tbody>
</table>

For this workshop, you will need copies of Handouts 28 and 29 for each participant, as well as Overhead 18. You will find the masters for these in the “Handouts and Overheads” section.

You may also wish to provide participants with copies of the information in the “Resources” section before the workshop as an introduction or after the workshop as a review. Review the section and select the information that is relevant to your participants’ needs or concerns.

**Welcome and Introductions (10 minutes)**

1. At the door, have a sign-in sheet for participants to record their names, addresses, and phone numbers. This will enable you to send
participants copies of comments and questions recorded during the workshop and to notify them of opportunities to continue the discussion at future meetings.

2. Welcome all participants. Introduce yourself and explain that as the workshop facilitator, you will guide the group through the session to help participants meet the workshop objectives.

3. Depending on the size of the group and whether the participants know each other from previous workshops, you may want to set aside time for them to introduce themselves at their table.

4. Using Overhead 18, “Workshop 3 Objectives,” tell participants of the expected outcomes and briefly discuss how they correspond with participants' expectations for the workshop.

**Opening Activities (45 minutes)**

1. Ask participants at each table to appoint a table facilitator to guide the discussion, a recorder for the group’s decisions, and a timekeeper to help the group finish its work in the allotted time. Tell them that these roles are the same as the previous workshop and that they can rotate the roles to new persons at the table.

2. Ask participants for a show of hands of those who have ever been a protégé in any kind of formal or informal mentoring relationship. Ask those who responded to describe their experience. Use the following questions to guide the discussion:
   - *What kind of assistance did you receive from your mentor?*
   - *To what extent did you feel that mentoring was helpful to your success and why?*
   - *How did being in a mentoring relationship make you feel about being a mentor to others or ensuring that mentoring relationships are available to support others?*

   In case few are willing to respond, have examples ready to offer. Such examples could be from your own experience or from a friend or administrator.

3. Ask the whole group what general conclusions they can reach about the value of the mentoring relationship to the persons who are mentored.
4. Distribute Handout 29, “Workshop 3 Questions.” Ask participants to answer the questions within their table groups. Allow participants 10 minutes for this activity.

5. Ask the table groups to share their thoughts with the entire group. Record the comments on a flip chart.

**Video Viewing Activities (40 minutes)**

1. Introduce the videotape. Tell participants that the videotape segments show how some school districts have mentoring opportunities for administrators. Have participants note some of the challenges of providing administrative mentoring as they watch the segments.

2. Show the “Mentoring to Enhance Administrative Practices” segment, from the videotape *Successful Mentoring Programs*, and the “Mentoring New Administrators” segment, from the videotape *Effective Mentoring Practices* (11 minutes).

3. After viewing the videotape segments, have participants return to their table groups. Using the questions on Handout 29, have table groups discuss any new information they saw in the videotape segments. Allow participants 10 minutes for this activity.

4. Ask the table groups to share their thoughts with the entire group. Record the comments on the flip chart.

**Break (10 minutes)**

Invite participants to use the break to informally discuss what they have seen and heard.

**Program Support for Administrative Mentoring (90 minutes)**

1. Tell participants that when teacher and administrative mentoring are compared, administrative mentoring programs are very similar in some ways and very different in other ways. Some of the different aspects include program purposes; finding, accessing, and using time for administrator mentoring; the training for administrative mentors; administrator mentor tasks; and the administrator mentoring process.

2. Distribute Handout 28, “Support for Administrative Mentoring Programs,” and ask participants if they remember seeing the diagram on the first page. Explain that the diagram is used to discuss the purpose of a teacher mentoring program. The primary purpose for
administrative mentoring is the same for teacher mentoring—the improvement of professional practices.

3. Ask participants to read Handout 28 and highlight or underline the concerns or approaches to administrative mentoring that differ from teacher mentoring programs.

4. Ask participants to return to their table groups to discuss the differences they learned from the handout. Ask table groups to discuss any additional differences, and allow 20 minutes for this activity.

5. Ask recorders to report their table’s findings by going to each of the posted topics and writing their items in the left side of the appropriate page. Explain that if another table group has already written a similar item at the posted topic, they are to go to the next item listed, and only write new ideas.

6. Ask each recorder to read and explain the items they wrote for each of the five posted topics.

7. Review the total list of differences under “Purposes.” Ask participants to consider and discuss the mentoring guideline that would be needed for each item listed. Guide the discussion to reach consensus on each guideline. If supported, record the new guideline on the right side of the flip chart next to the original item.

8. Review the total list of differences under “Time.” Ask participants to consider and discuss the mentoring guideline that would be needed for each item listed. Guide the group toward consensus on each guideline. If supported, record the new guideline on the right side of the flip chart next to the original item.

9. Review the total list of differences under “Training.” Ask participants to consider and discuss the mentoring guideline that would be needed for each item listed, and guide the group toward consensus on each guideline. If supported, record the new guideline on the right side of the flip chart next to the original item.

10. Review the total list of differences under “Mentor Roles and Tasks.” Ask participants to consider and discuss the mentoring guideline that would be needed for each item listed. Guide the discussion toward consensus on each guideline. If supported, record the new guideline on the right side of the flip chart next to the original item.

Facilitator’s Note
While the table groups are reading and discussing the handout, prepare two flip chart pages for each of the following five topics: two pages entitled “Purposes”; two pages entitled “Time”; two pages entitled “Training”; two pages entitled “Mentor Roles and Tasks”; and two pages entitled “Mentoring Process.” Use a marker line to vertically divide these pages down the center. Post the pages on the wall or at extra tables so that all pages with the same title are near each other.
11. Review the total list of differences under “Mentoring Process.” Ask participants to consider and discuss the mentoring guideline that would be needed for each item listed. Guide the group toward consensus on each guideline. If supported, record the new guideline on the right side of the flip chart next to the original item.

**Concluding Activity (5 minutes)**

1. Review the workshop objectives (Overhead 18) and survey participants to determine whether they were addressed. Respond to any questions the participants may have.

2. Thank the participants for attending the workshop. Collect all lists and flip charts that were used in the workshop.

**After the Workshop**

Outcomes from this workshop include the recorded recommendations that reflect the participants’ views for a portion of the district’s induction program. Copies of the data from flip charts, overheads, and handouts should be sent to all participants and kept available for the next step in creating your program.
Handouts and Overheads
Effective group functioning requires the continuous contributions of every member of a group, who work together to help the whole group succeed. This involves three components:

1. Group decision making—as in helping to make and adhere to group decisions;

2. The use of the group’s time, so that the group remains productive; and

3. The involvement and active participation of all group members, so that the resources and ideas of the whole group are available to help make the best decisions.

Group success depends on the role of specific members of the group, who agree to assume roles such as facilitator or timekeeper—and on the contributions of each group member, whether playing a specific role or not. All members must help facilitate the group’s conversation and ensure that each member is involved. They must also be aware of their own part in the efficient use of the group’s time and help track and follow the group’s decisions. Effective groups find they cannot leave these critical roles unspecified; otherwise, members risk being so engaged by the content that they may forget the group process strategies they intended to use or the process skills they have learned.

To ensure the effective functioning of a group, the members of groups often appoint or ask for volunteers to play specific roles. Each group should appoint the following roles for the program workshop activities:

- A facilitator who guides the conversation to stay on task and prompts the involvement of everyone in the group’s discussion;

- A recorder who keeps track of the group’s decisions and reminds the group of its decisions; and

- A timekeeper who listens for the time allotted in the activity’s directions, keeps track of the time available, and helps the group structure and complete its work in the allotted time.
The following definitions provide a common language to use as you participate in the workshops. You do not need to adopt these specific definitions; rather, you may use them as a guide from which you can agree upon a common language for your program.

The Support Provider

Mentor—An experienced, caring person whose wisdom and skills with people and the job assignment are made available to a less experienced person so that she can quickly learn and succeed in her new responsibility.

Coach—One of several mentoring roles. A person who collects and descriptively presents the data that a teacher requests and asks nonjudgmental questions to promote the teacher’s analysis of the data, reflection on practice, goal setting, and planning for improvement. The classic coach serves as another pair of eyes for the teacher who is being mentored.

Peer Coach—Fulfills the same role as a coach but not in a mentoring context.

The Person Receiving the Support

Beginning Teacher—Usually a brand new or novice teacher with no previous paid experience, who has had little opportunity for full responsibility for his own classroom. A beginning teacher is often straight out of a university or college teacher education program, but sometimes the beginner has raised a family or worked in another job prior to becoming a teacher.

Protégé—The beginning educator who is assigned to and works with a mentor.

New Teacher—An experienced educator who is new to the district or school.

Intern—A beginning educator who is a part of an internship process, often as a part of the state certification process or the university teacher education program requirements. Interns deserve the support of a mentor as well.
The Process

**Mentoring**—The mentor’s activities that build a trusting relationship, accomplish valued tasks, and facilitate the process of the protégé’s professional growth so that the protégé may quickly become a successful educator.

**The Mentoring Process**—A series of stages through which most mentoring pairs work that includes a flexible sequence of strategies that mentors match to the developing needs of the protégé. Mentoring evolves into an informal process as the protégé becomes self-sufficient and the pair continues its friendship and mutual support after the formal mentoring is finished. The process may take from 1–4 years, depending on the needs of the protégé, the skill of the mentor, and the structure and expected outcomes of the program.

**Induction**—The process of entering a new profession. In teaching, this often includes orientation, mentoring, coaching, support activities, staff development, and observation of models of effective teaching.
Why do we need a formal mentoring program? We are professionals and we always help each other. That’s part of our job.

Perhaps you have heard similar comments from colleagues when discussing new teacher mentoring. Perhaps you have wondered about the need for a formal mentoring program yourself. Is establishing a formal mentoring program really a better way to support new staff? Take a few minutes to review what you have learned through years of mentoring experiences. You will probably agree that a formal approach to mentoring often makes very good sense.

Informal mentoring is not enough because:

- **New educators often do not ask for the help they need.** This happens because they feel that they are expected to struggle and survive on their own. They feel that way because the teachers that they had as students usually worked in isolation and rarely modeled collaborative teaching or problem solving.

- **It can take up to four years of observing effective teaching models to counter the many years of observing old models of teaching as a student.** Informal mentoring can never provide that extensive a level of support and modeling.

- **Veteran teachers do not want to intrude.** Experienced teachers are usually glad to help others, but often they do not want to jeopardize congenial relationships by “intruding” where they are not welcome.

- **The veteran teachers who do help others usually have no way to learn from other support providers’ experiences in helping,** so informal mentoring does not improve much over time, and each informal mentor learns how to help others by trial and error.

- **Informal efforts to help others are harder for a school and district to identify and support.** The result of this is that the informal help remains unrecognized, and no support for the effort is available. In the end informal mentors often feel taken for granted and may even decrease the assistance they give.

- **It is difficult to identify which new staff members are getting sufficient support and which are not.** The result of this is that many beginning teachers receive inadequate support and the problem is rarely solved.
Beginning educators who feel unsuccessful and isolated often perceive themselves as misplaced in education. Without a context to realistically assess their initial year of teaching, they conclude that they will never be effective teachers—and then they leave the teaching profession.

Each induction program can be placed somewhere on a continuum from informal to formal. The decision of how formal to make induction is often based on the commitment the organization is willing to make and on the benefits that the district expects to capture through the program. Thinking about the issues raised above will help you to decide if your program is likely to capture the benefits you expect.
The following benefits are documented in the literature (see Huling-Austin, 1990) but do not occur automatically as a result of assigning a mentor. Poor mentoring does not produce these benefits. Rather, they result from quality mentoring experiences based on research and best practice and from strong support.

**For the Beginning Teacher**
- Access to the knowledge, experience, and support of a mentor teacher.
- Personal and professional well-being from reduced stress during the transition.
- Increased job success, self-confidence, and self-esteem.
- Reduced trial-and-error learning and accelerated professional growth.
- Successful induction into the teaching career.

**For the Mentor**
- Increased learning, renewal, and teaching performance.
- Recognition as an excellent teacher conferred through status as a mentor.
- Refocusing on instructional practices and development of reflective skills.
- The gratitude of the protégé.

**For the Administrator**
- A helping hand from the mentor with beginning teacher orientation and support.
- Reduced teacher attrition and time required for beginning teacher recruitment, development, supervision, and problem solving.
- Increased quality of teacher performance for both beginning and mentor teachers.

**For the Students**
- Better teachers, who are less authoritarian and dominating and more reflective and disposed to continuous improvement.
Handout 4—Continued

- Teachers who focus on student needs rather than their own survival.
- Teachers whose self-confidence lead them to use a wider range of instructional strategies and activities.
- Increased instructional continuity from reduced teacher turnover.

For the Organization

- Attract and retain the best, most creative teachers.
- Retain experienced teachers who find a new challenge and growth by serving as mentors.
- Establish professional norms of openness to learning from others, new ideas and instructional practices, continual improvement, collaboration, collegiality, and experimentation.
- Increased continuity of traditions and positive cultural norms for behavior.
Each mentoring or induction program exists for a reason—sometimes several. There is a need to be met, a problem to solve, or a goal to attain, and an induction program seems to be an effective tool to address the concern.

Using Induction to Address Beginning Teacher Problems

Many school districts are concerned about the high turnover of beginning teachers and the development of effective teachers. This is a typical problem in the United States, where about half of all beginning teachers leave the profession within the first five years. Attrition causes disruption in efforts to create a higher quality faculty, to improve the continuity of instruction, and in efforts to increase the effectiveness of the instructional program across time.

Most beginning teachers choose the profession because they want to make a difference in the lives of their students. If beginning teachers are unsupported while trying to learn how to teach, they feel very stressed; their focus becomes their own survival, and the success of the students receives very little attention. When beginning teachers decide that they cannot accomplish the goals that caused them to enter the profession, they leave it. This pattern has been found especially true for the best and brightest teachers.

Even if unmentored beginning teachers stay in the profession, research indicates that struggling beginning teachers can develop authoritative, dominating, and other negative coping behaviors to maintain control in their classroom and will often eliminate effective teaching strategies such as class discussion when they find these hard to do. Research also indicates that these early coping behaviors become practices that may be perpetuated throughout their career.

Poor teaching, poor student learning, high beginning teacher stress, and a high rate of turnover for beginning teachers also means that absenteeism is higher, intensive administrative supervision and documentation is needed, student and parent concerns are greater, and the large amount of administrator time invested in recruiting, interviewing, hiring, and training beginning staff is basically wasted.
The Solution

A quality induction program provides the support that beginning teachers need to be successful leaders of effective instruction and to ensure that their students are also successful. With this support, the vast majority of beginning teachers will remain in teaching and develop or adopt effective teaching strategies.

Purposes

School districts often decide to start an induction program to solve a number of related problems such as high turnover, high stress levels among beginning teachers, administrative time constraints, poor teaching, and low student achievement. However, the district’s essential purpose is to improve teaching and student learning, because accomplishing that purpose solves the other problems, too.

The most common concerns addressed by induction programs fall into three general categories:

1. **Orientation** to a new work setting, to key people and places, to the traditions and the organizational culture, to the district’s expectations of its professional staff, and to the curriculum and other programs of the district.

2. **Improvement of professional practices**, as in learning about and using effective
   - teaching models and strategies, modeling and demonstration teaching, and coaching (teaching);
   - leadership and management strategies, demonstration and modeling, job shadowing, and coaching (administration).

3. **Development of the school as a learning community** that seeks to implement the most effective practices and to support the growth of all adults and students.

Why Program Purposes Are Important

The purposes adopted by the mentoring program are extremely critical to the program’s success because they will serve as the guiding light during program development and refinement. The purposes will determine, for example, which components are selected for the induction program and how each of them is designed and implemented. The purposes are also
critical in evaluating the success of the induction program for the extent to which the program’s purposes have been accomplished.

**The Relationship Among the Purposes**

As this diagram suggests, the three basic purposes of induction are not mutually exclusive. An induction program may identify only one purpose, such as a focus on orientation—or it may be designed to address orientation and the improvement of professional practices. It may also be focused on all three purposes. This happens when a district addresses orientation and uses mentoring and other induction program components to create a supportive and collaborative learning community within each school. In that case, the district seeks to realize the full potential of a high quality and very effective induction program.
The most immediate purpose for an induction program is to orient beginning teachers. When adequate orientation is missing, beginning teachers are frequently unsuccessful and may even leave the profession. Orientation helps new employees find immediate success because it helps them become acclimated to a new environment, learn the “lay of the land,” find out priorities for their responsibilities, and adjust to the demands of their new career and responsibilities.

The mentor’s orientation role is to help the beginning teacher make sense of and learn how to apply all of the information received during the orientation. The following are the orientation practices that are recommended for every district program.

A. Orientation includes:
- District: Key district staff and procedures, policies and programs, and a tour
- School: All the school’s staff and the facility
- Teacher association: Leadership introductions and membership information
- Community: Key services and places new residents and educators will need
- Classroom: Planning its uses, preparation
- Curriculum: Overview of the year
- Beginning teacher, mentor, and principal “welcome” luncheon

B. Typical range of orientation activities:
- District, school, department/grade, and individual levels
- Different needs for novice and new employees with previous experience
- Large groups for common needs
- Small groups for different needs
- Individual needs met through mentoring

C. Specified roles in orientation for:
- Beginning educators
- Experienced educators but new to the school/district
- Mentors
• Principals
• Central administrators
• Community leaders

D. Mentor orientation tasks organized by checklists

E. Mentor’s orientation of protégé to the curriculum:
• Walk through the curriculum all year long
• The core/essential concepts and skills
• Sequence and pacing that will help to fit it all in
• Resources, ready-made materials and activity ideas, people and district resources
• Technology resources, equipment, software, Internet access, and Web sites
• Integrating: Linking instruction in one area to other subjects/themes/events
• Assessment expectations, options, and resources

Developing a Learning Community

Improving Professional Practices of Teachers and Administrators

Initial Orientation

Ongoing Orientation

Turn the page to identify what you believe should be in orientation.
### Orientation Issues

<table>
<thead>
<tr>
<th>A. Orientation Includes</th>
<th>Workshop 1B</th>
<th>Workshop 1C</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>District:</strong> Key district staff and procedures, policies and programs, and a tour</td>
<td>Have Now</td>
<td>Need</td>
</tr>
<tr>
<td><strong>School:</strong> The school staff and facility</td>
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<tr>
<td><strong>Teacher Association:</strong> Leadership introductions and membership information</td>
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<tr>
<td><strong>Community:</strong> Key services and places new residents and educators will need</td>
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<tr>
<td><strong>The Classroom:</strong> Planning its uses, preparation</td>
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<tr>
<td><strong>Curriculum:</strong> Overview of the year</td>
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<tr>
<td><strong>Beginning teacher, mentor, and principal “welcome” luncheon</strong></td>
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</tbody>
</table>

**B. Typical Range of Orientation Activities**

- District, school, department/grade, and individual levels
- Different needs for novice employees and new employees with previous experience
- Large groups for common needs
- Small groups for different needs
- Individual needs met through mentoring

**C. Specified Roles in Orientation for**

- Beginning educators
- Experienced educators but new to the school/district
- Mentors
- Principals
- Central administrators
- Community leaders

**D. Mentor Orientation Tasks Organized by Checklists**

**E. Mentor’s Orientation of Protégé to the Curriculum**

- Walk through the curriculum periodically all year long
- The core/essential concepts and skills
- Sequence and pacing that will help you to fit it all in
- Resources, materials, activity, people, district resources
- Technology, equipment, software, Internet access, and Web sites
- Integrating: Linking instruction in one area to other subjects
- Assessment expectations, options, and resources
In addition to orientation, a second purpose for induction is to help beginning teachers become effective in their new profession. Programs that are successful in achieving this second purpose include the following:

A. Use of an effective teaching model or a set of standards for quality teaching.

B. Opportunities for protégés to observe the modeling of best practices by mentors and other excellent teachers.

C. Staff development specifically designed for the needs of beginning teachers.

D. Coaching:
   
   - Used as follow-up to staff development to help teachers adapt and adopt best practices for use in their classroom.
   
   - Focused on improving teaching based on goals set after self-assessment against standards or an effective teaching model and on teacher analysis/reflection.
   
   - Coaching should include:
     
     - A planning conference to identify data to collect, instruments, and the coach’s role.
     
     - An observation to collect data.
     
     - A post-conference to present data for the protégé’s analysis, the coach asking reflective questions, protégé goal setting, and planning improvement activities.
     
     - Conclude the post-conference by debriefing the coaching experience.
     
   - Coaches need communication and listening skills, coaching strategies, positive attitudes, and open-ended questioning skills.

E. Links between mentoring and coaching of new teachers and peer coaching for experienced staff as an alternative to teacher evaluation programs so there is a sequence of teacher development opportunities and support across the career.

F. Professional teaching standards that are a part of most conversations about mentoring and teaching and learning by adults and students. This is especially vital if your state has defined teaching standards.
G. Use of a reflective, self-assessment, and goal-setting cycle in all settings, not just in coaching. Examples include using a reflective cycle in program evaluation, in teaching students to be better self-assessors, and even in thinking about how to improve mentoring and personal relationships.

H. Time for research and improvement of teaching practice. This is a major challenge because, in traditional school schedules, time for improving teaching must often be taken out of time for teaching students. Principals need to set up time for mentors and protégés to observe each other, critique, analyze, reflect, and plan, so that teachers do not feel guilty trying to better their practice, and there is a balance of time to teach and time to improve. Do not expect to improve teaching unless you provide time.

Developing a Learning Community

Improving Professional Practices of Teachers and Administrators

Initial Orientation

Ongoing Orientation

Turn the page to identify what you believe should be in orientation.
### Strategies for Using Mentoring to Improve Teaching

<table>
<thead>
<tr>
<th>Strategies for Using Mentoring to Improve Teaching</th>
<th>Workshop 1B</th>
<th>Workshop 1C</th>
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</thead>
<tbody>
<tr>
<td>A. Use of an effective teaching model/teaching standards</td>
<td>Have Now</td>
<td>Need</td>
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<tr>
<td>B. Protégé observation of best practices by mentors and other excellent teachers</td>
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<td>Need in Year 1</td>
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<tr>
<td>C. Staff development specifically for beginning teachers</td>
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<td>Need in Year 2+</td>
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<tr>
<td>D. Coaching:</td>
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<tr>
<td>• Follow-up to staff development to help teachers adapt and adopt best practices for their classroom</td>
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<tr>
<td>• Focused on improving teaching based on goals set after self-assessment against standards or a teaching model</td>
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<tr>
<td>• Focused on development of teacher analysis/reflection</td>
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<tr>
<td>• Coaching should include:</td>
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<tr>
<td>• A planning conference to plan the observation</td>
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<tr>
<td>• An observation to collect data</td>
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<tr>
<td>• A post-conference to present data for the protégé’s analysis of patterns in the data</td>
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<tr>
<td>• The coach asking reflective questions</td>
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<td>• Protégé goal setting</td>
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<tr>
<td>• Planning improvement activities</td>
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<tr>
<td>• Conclude by debriefing the coaching experience</td>
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<tr>
<td>• Coaches trained in communication/listening skills</td>
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<tr>
<td>• Giving positive, nonevaluative feedback</td>
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<tr>
<td>• Using open-ended questioning to prompt reflection</td>
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<tr>
<td>E. Peer coaching for experienced staff as an alternative to teacher evaluation</td>
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<tr>
<td>F. Discussion about the relevance of teaching standards in mentoring, teaching, and learning by adults and students</td>
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<tr>
<td>G. Use of a reflective, self-assessment, and goal-setting cycle in all settings, not just in coaching</td>
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<td></td>
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<tr>
<td>H. Time for research and improvement of teaching practice</td>
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</tbody>
</table>
A third essential purpose for induction and mentoring programs—in addition to orientation and implementation of professional practice—is to develop a learning community within the mentoring relationships and across the entire school. The intent is to use the lessons from the mentoring process to create better learning opportunities and support for all adults and students. Consider the following to accomplish this goal through a mentoring program:

A. Mentoring cannot be concerned solely with improving individual teachers and ignoring that they work within a traditional school culture and structure. The traditional structures and norms can overwhelm the new norms that mentoring pairs are trying to establish in their own relationship and with other colleagues. This is why mentors need strategies for responding positively to negative reactions from nonparticipants.

B. If done well and in alignment with other collaborative efforts, mentoring for all three purposes can change the norms of the school to a more collaborative, collegial, and experimental culture that promotes ongoing learning and improvement. This occurs because finding the time for mentoring for all three purposes means that the school also must resolve questions of restructuring time, schedules, and use of resources for learning so that the school is better able to support adult learning that can also improve student learning.
C. A learning community

- Uses the power of shared vision, goal setting, and collaborative action.
- Supports ongoing adult and student learning. Professional development is a daily, well-supported occurrence and is as important as student learning.
- Seeks and supports group/team and organizational learning and improvement.
- Has people who are open to feedback and new ideas.
- Uses action research to identify and implement the most effective practices.
- Consciously develops and promotes new norms for adult and student behavior.

D. A professional development school (PDS) is a university/school partnership. A PDS is a great example of a school that is committed to becoming a learning community. Not only does the PDS support development of beginning teachers; it also views that work as a means to achieve growth for its entire faculty.

E. In induction programs that are designed to orient, improve professional practice, and create a learning community, each of the program’s activities has multiple dimensions designed to accomplish as many of these purposes as possible.

F. This advanced level of mentoring emphasizes the parallels between the process of teacher development, mentoring beginning educators, improvement of the mentoring program, and the process of teaching and student learning. From this view, mentoring and the professional development of beginning teachers is practice for teaching. In fact, it clearly defines excellent teaching of students as a mentoring process.
**Handout 9—Continued**

**The Need For a Learning Community: How Mentoring Can Help**

A learning community has many characteristics, which are listed below.

1. In the second column, mark the characteristics that are already found to an adequate degree in your school and district.

2. In the third column, mark the characteristics you feel need to be developed in your school and district.

3. In the fourth column, write a few words to indicate how you believe mentoring can help promote development of that characteristic.

<table>
<thead>
<tr>
<th>Learning Community Issues</th>
<th>Have It Already</th>
<th>Need It More</th>
<th>Mentoring Might Increase This By . . .</th>
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</thead>
<tbody>
<tr>
<td>A. Mentors need strategies for responding positively to negative reactions.</td>
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<tr>
<td>B. Finding time for mentoring means the school must resolve issues of restructuring time use, schedules, and resources to support both adults and students.</td>
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<tr>
<td>C. A learning community</td>
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<tr>
<td>• Uses shared vision, goal setting, and action.</td>
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<tr>
<td>• Supports ongoing adult learning. Staff development is as important as student learning.</td>
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<tr>
<td>• Supports group and organizational learning.</td>
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<tr>
<td>• Has people who are open to feedback.</td>
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<td>• Uses research and implements the most effective practices.</td>
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<tr>
<td>• Develops and promotes new norms.</td>
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<tr>
<td>D. A professional development school is a partnership that supports development of the entire faculty.</td>
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<tr>
<td>E. In induction designed for all three purposes, all activities serve as many of these purposes as possible.</td>
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<tr>
<td>F. A learning community emphasizes the parallels between teacher development, improvement of the mentoring program, teaching, and student learning.</td>
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</tbody>
</table>
The components of a quality induction program include the following:

A. Stated purpose(s)—the impact or results the program intends to achieve

B. Clear standards for teaching and student learning

C. Provision of mentors for all beginning teachers

D. Mentoring roles and tasks that are clearly defined for:
   - The mentor
   - The protégé
   - The principal
   - The university faculty when the program is a collaborative partnership

E. The criteria and process for mentor selection and mentor–protégé matching

F. Initial orientation and staff development on induction, designed specifically for:
   - The mentor
   - The protégé
   - The principal

G. Ongoing staff development and support activities specifically for:
   - The mentor
   - The protégé

H. Program logistics
   - Providing time for mentoring, coaching, and observations of other effective and experienced teachers
   - Adjusted job load for new teacher (and mentor if no released time is provided)
   - Program coordination and leadership, specifically a mentor of mentors
   - Clearly defined communication lines between mentor, protégé, and principal
I. Clear expectations for the mentor–protégé relationship

J. A defined model of new teacher development that predicts needs and growth

K. A defined model for the mentoring process that predicts how the mentoring strategies will need to evolve as the protégé develops

L. Written support materials, such as new teacher and mentor manuals

M. Incentives and recognition for mentoring

N. A defined process for mentor and protégé self-assessment, reflection on current and desired practice, goal setting, and action planning

O. A program evaluation and refinement process
# Existing Program Components Checklist

<table>
<thead>
<tr>
<th>Component</th>
<th>In Place</th>
<th>Planned</th>
<th>Improve?</th>
<th>Why Needed?</th>
<th>Negative Consequences?</th>
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</thead>
<tbody>
<tr>
<td>A. Purpose</td>
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<tr>
<td>B. Standards</td>
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<td>C. Mentors</td>
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<td>D. Roles and tasks</td>
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<tr>
<td>• The mentor</td>
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<td>• The protégé</td>
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<td>• The principal</td>
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<td>• University faculty</td>
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<td>E. Criteria and process to select/match</td>
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<td>F. Initial staff development</td>
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<td>• The mentor</td>
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<td>• The protégé</td>
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<td>• The principal</td>
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<td>G. Ongoing staff development</td>
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<td>• The mentor</td>
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<td>• The protégé</td>
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<td>H. Program logistics</td>
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<tr>
<td>• Provide time</td>
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<td>• Adjusted job load</td>
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<td>• Program coordination</td>
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<tr>
<td>• Communication</td>
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<tr>
<td>I. Expectations for mentor–protégé relationship</td>
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<tr>
<td>J. Teacher development model</td>
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<td>K. Mentoring process model</td>
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<tr>
<td>L. Written materials/manuals</td>
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<tr>
<td>M. Incentives/recognition</td>
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<tr>
<td>N. Action planning</td>
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<td>O. Program evaluation and refinement process</td>
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### New Program Components Checklist

<table>
<thead>
<tr>
<th>Component</th>
<th>Not Needed</th>
<th>Needed in the Planning Year</th>
<th>Implementation Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Purpose</td>
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<td>For Year 1</td>
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<tr>
<td>B. Standards</td>
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<td>C. Mentors</td>
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<td>D. Roles and tasks</td>
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<td>• University faculty</td>
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<td>E. Criteria and process to select/match</td>
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<td>F. Initial staff development</td>
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<td>G. Ongoing staff development</td>
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<td>• The protégé</td>
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<td>H. Program logistics</td>
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<td>• Provide time</td>
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<td>• Adjusted job load</td>
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<td>• Program coordination</td>
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<td>• Communication</td>
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<tr>
<td>I. Expectations for mentor–protégé relationship</td>
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<td></td>
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<td>J. Teacher development model</td>
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<td>K. Mentoring process model</td>
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<td>L. Written materials/manuals</td>
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<td>M. Incentives/recognition</td>
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<td>N. Action planning</td>
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When a protégé first reports for work in a new setting, there is an enormous amount of new information to learn and a thousand questions that could be asked. A good orientation program helps a great deal by anticipating and providing just what new staff need to know. Still, it is frequently the case that a new employee feels overwhelmed. Even the act of keeping all the information organized in one’s mind is difficult for a beginning educator, for it all seems equally important. This is just the point at which a mentor’s help can be crucial—but new mentors may be feeling a bit overwhelmed themselves. Here are some strategies to ensure that mentors are well prepared for their roles and tasks.

A. A key orientation role for mentors is to assist their protégé in processing and making sense of all the information that is given to new teachers. That is why a good mentor is the central feature of a strong induction program. The mentor knows when information is needed or premature and which experiences are crucial right away and which can wait for later.

B. Mentors need the guidance of clear roles and tasks for which they are responsible. They also need to know the orientation roles that building and central office administrators, department chairs, lead teachers, and others will play. That way the mentor can ensure that just the right amount of help and information is provided.

C. Ideally, principals and other orientation and support providers ought to be trained as mentors as well. This will help them to see how their role fits in with the mentoring.

D. Most teachers who choose to be mentors have a collaborative working style. That often results, however, in mentors who are uncomfortable in directly telling a peer—even new teachers—what they know. Mentors do not want to appear to be a “know-it-all” or to come across as thinking their protégé knows nothing. They therefore need specific staff development in a multistaged mentoring process to clarify that their protégé must first learn “one right answer” information such as how to request supplies, order text supplements, or call in for a substitute when sick. Since these issues do not involve professional judgment, mentors need to assume a very directive yet prioritized style. The guidance of checklists is just what is needed.

E. Mentors need the guidance of checklists for the weeks before and as school starts, the initial months of the school year, and for each month thereafter. These checklists should be developed and refined over time by

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**Mentors As a Source of Timely Information and Help**

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**HANDOUT 13**
experienced mentors and reflect priorities for new teacher learning based on new teacher needs, not just organizational needs.

F. Mentors should not feel that they need to provide all the support a new teacher needs. That might create a dependency on the mentor rather than demonstrating collaboration as the norm. Mentors must help their protégés discover and access the rich resources of the diverse faculty and district staff. Knowing how to access the school and district “team” will pay big benefits for the diverse range of students the new teacher must serve. Also, no one can force the protégé to learn anything, so the mentor must not feel all the responsibility for the success of the protégé. Protégés must choose to defer to the mentor’s wisdom and experience and learn from others.

G. A key mentoring task is creating a trusting mentor–protégé relationship. This is a tricky task right at the start of a school year and a new career because there is very little time to socialize. There is work that must get done right away, rooms to set up and stock with supplies, textbooks to prepare, bulletin boards to make, and lesson plans to develop.

The mentor as well as the new teacher needs to complete these tasks—but the mentor really needs to work on them in the protégé’s room with her. An important orientation mentoring strategy, therefore, is for mentors to

- Get their own classroom ready early so they will have time available when the protégé needs help.

- Use the time working with the protégé to talk with her and identify the biggest concerns for the short term and set up times to work together to do these tasks. Such assistance demonstrates that the mentor will be there for the protégé at “crunch time.”

- Use the time while cutting out letters for bulletin boards or arranging desks to explore each other’s family, background, and teaching dreams. This conversation will help mentors begin to build a solid relationship while addressing some critical needs and reducing the new teacher’s stress.
A. A mentor, the central feature of a strong induction program.

Benefits:

Challenges:

Requirements:

B. Clarity about roles and tasks for mentors and others with mentoring functions.

Benefits:

Challenges:

Requirements:

C. Preparing other support providers for their role in mentoring.

Benefits:

Challenges:

Requirements:

D. Staff development for mentors in the mentoring process.

Benefits:

Challenges:

Requirements:
E. Checklists for early mentoring tasks.

Benefits:

Challenges:

Requirements:

F. A fair sense of the mentor’s responsibilities.

Benefits:

Challenges:

Requirements:

G. The mentor has his own classroom ready early at the start of the school year to allow time to work with the protégé.

Benefits:

Challenges:

Requirements:
An effective mentor–protégé relationship is a very crucial aspect of the successful mentoring process. This is true because the mentor–protégé relationship creates the context for shared learning and determines the extent to which the protégé can develop professionally during the initial years of teaching. It may ultimately determine the protégé’s disposition toward professional development and change throughout his career.

If the mentor–protégé relationship is characterized by criticism, is excessively task-oriented, uncaring, or unpredictable, the protégé will be more concerned with maintaining the mentor’s favor and avoiding criticism than with trying new ideas and developing new instructional or planning and decision-making skills. Then the mentor–protégé relationship may become as challenging as the first years of teaching, and the mentoring will have become part of the problem rather than the solution.

If the mentor–protégé relationship is a safe, predictable, and supportive one, the protégé will be willing and able to take the risks of learning and making mistakes in front of another professional because that professional is committed to and integral to the protégé’s success. That context will help the protégé to feel free to experiment and try different—even uncomfortable—teaching approaches and to learn.

Both the mentor and the protégé will succeed and develop professionally if the mentor–protégé relationship is:

- mutual and reciprocal
- trusting
- confidential
- purposeful and productive
- positive and respectful
- supportive and encouraging
- collaborative
- developmental and evolving over time
- reflective and growth-oriented
- based on accurate communication
What is it that will help create the conditions for new teachers to learn all that is expected of professionals and to find success as reflective, student-centered educators—without becoming overwhelmed by this daunting process, to the point of leaving the profession or focusing exclusively on their own survival? About 20 years of research and experience has shown that the answer to this dilemma is an effective mentor–protégé relationship. Although many experienced educators did not have the benefit of such a supportive relationship, they know how isolated they felt as beginners and how slow and awkward trial and error learning was. They also recognize that collaborative support from trusted colleagues is the best context for learning to be an effective teacher.

There is no substitute for experience—yet gaining sufficient insight and wisdom through trial and error experiences is not an effective way to learn, nor is it responsive to students’ immediate need for an effective teacher. Learning is the result of doing something one has not done before and discovering through that experience how to do it successfully. By working with and learning from the experience of a mentor, the process can be greatly accelerated, the stress greatly reduced, and success as a teacher achieved more frequently.

Typically novice teachers expect that their learning process will be challenging, and they are generally quite open to learning from others, as long as the assistance is supportive, positive, and productive. On the other hand, novice teachers also know that they must quickly demonstrate their ability as a teacher and feel they should not make too many mistakes for fear they will appear incompetent. These two issues place novice teachers in a dilemma.

- Without the context and support for professional learning, novice teachers often become veteran teachers who stick to their “tried and true” teaching methods and resist professional changes that are necessary evolutions in effective practice.

- With a supportive context for professional learning, novice teachers find success and self-confidence. They become veteran teachers who continually seek better ways to support student learning and who know from their own experience how to provide the needed context for learning for their own students.
How Mentors Facilitate the Process of Learning

To help beginning teachers develop professionally, five elements must be present.

1. The learner’s personal needs must be met so there are no obstacles to learning and there is energy to deal with a change. For example, a new employee who hasn’t yet found housing will probably have difficulty giving sufficient time to preparation for the next day’s teaching. This does not suggest that a mentor’s responsibilities include helping the protégé find housing, but an administrator might address that need by providing apartment listings and contact information or a bulletin board. However, it is the mentor’s job to help the protégé with other needs such as classroom organization and the location of instructional resources.

2. Learners must have a personal goal to work toward that is defined relative to an effective, research-based model, such as a district’s model of effective teaching and learning or a set of teaching standards. However, the goal for improvement must be chosen by the learner, although she may do so as a result of feedback from a principal’s evaluation conference or a coaching conference with the mentor.

3. Support, assistance, excellent modeling, and encouragement must be available. Students’ education demands that educators provide faster, more successful ways of helping one other develop professionally. For example, it is possible for new teachers to discover over time and on their own that effective instructional activities are a necessary element of classroom discipline. However, seeing that strategy demonstrated by a mentor and working with the mentor to practice and master using it is a much more powerful and certainly a faster method of learning it.

4. Educators must have a low-risk environment in which mistakes are seen as a part of the process of learning and becoming effective teachers. One of the major reasons that a confidential mentoring relationship is used is because teacher evaluation sometimes prompts a “dog and pony show” response rather than an open discussion of problems and areas for growth. This does not occur because school principals lack the skills to prompt true growth but rather because of the high-risk context of teacher evaluation. This is why mentors are often separated from evaluative roles.
When new teachers feel they must be seen as competent, they will resort to tried and true methods that closely control the learning environment but that may limit students’ active involvement and learning. A quiet classroom is a good one, right? When new teachers know their mentor has confidence in them and their ability to learn—and when the mentors themselves have modeled learning from mistakes and a desire to grow—then the focus is on improvement, not just minimal competence.

5. An appropriate level of difficulty is provided in each new teaching task so that it is challenging enough to prompt the protégé’s growth yet manageable enough to make the protégé’s persistence and success likely. Growth requires learning how to successfully do new things. The mentor’s assistance and experience should provide the delicate balance of sufficient challenge and support, but striking that balance requires an excellent knowledge of the protégé’s strengths and needs. Therefore, mentors need training, practice, and support in assessing protégé needs and strengths. They also should prompt protégé reflection and a discussion of how to provide that balance in student learning in the teachers’ own classroom.

Building an Effective Mentor–Protégé Relationship

The likelihood of creating an effective mentor–protégé relationship is increased by selecting mentors who already have many of the desired qualities. That is why carefully constructed and frequently refined mentor selection and matching processes and criteria are needed. Still, despite attempts to select mentors with these abilities, mentoring has its ups and downs and requires a long-term commitment.

Mentors and protégés must know how they need to act to work together successfully, they must be committed to trying to act that way more and more each day, and they must be mutually forgiving as they work together to practice and to learn how to act. This suggests that the training and support of mentors and their protégés in these skills and dispositions is crucial.

Mentors and protégés need to know the process for facilitating growth in others so that they may improve their ability to support each other’s professional growth and ultimately use this process in their classrooms. In this way, mentoring is a model of excellent teaching and is a practice educators need to become better teachers.
Discuss in your table group how this diagram illustrates the inherent conflict between the need to communicate and the need for a safe, risk-free mentoring relationship. Add arrow heads to the lines to indicate how your group feels the communication flow must be in order to respect the needs for communication and a trusting relationship.

**The Necessary Communication Flow in Mentoring**

**PROTÉGÉ**
A concern that the mentor–protégé interaction is confidential. An interest in improving in areas stated in the principal’s evaluations.

**PRINCIPAL**
A concern that the mentor–protégé discussion remain confidential and a desire to enlist the mentor in support of the protégé for work on weaknesses identified in evaluations.

**MENTOR**
A concern to maintain protégé trust by keeping discussions confidential. A desire to support the principal and to support the protégé in work on weaknesses identified in evaluations.
The goal for mentors is to support and help the protégés learn to accomplish all that they can on their own. That way protégés do not become overdependent on the mentor. This means that early in mentoring when protégés need more direction, mentors provide it. Later in the mentoring process, when protégés can be self-directive, mentors provide more subtle and less directive guidance.

Although mentors have a predominant style, all mentors must be flexible and able to work in each of the four mentoring styles. Typically, mentors start with the first style and move through the remaining three styles. The trick for the mentor is to be a good listener and ask questions to continually assess the developmental needs of the protégé, the stage of mentoring, and the most appropriate mentoring response.

<table>
<thead>
<tr>
<th>#1 Direct</th>
<th>#2 Explain</th>
<th>#3 Share</th>
<th>#4 Delegate</th>
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<tbody>
<tr>
<td>Most protégé</td>
<td>Protégé questions the</td>
<td>Mentor and protégé</td>
<td>Mentor uses questions to</td>
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<td>questions initially</td>
<td>“way things are.”</td>
<td>will analyze and make</td>
<td>prompt protégé analysis and</td>
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<td>have only one right</td>
<td>Mentor provides information,</td>
<td>most decisions together.</td>
<td>reflection.</td>
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<td>answer.</td>
<td>priorities, and direction,</td>
<td>Mentor reminds protégé of</td>
<td>Mentor defers to the</td>
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<td>and a model.</td>
<td>priorities and tasks if</td>
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<td>Mentor monitors the</td>
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<td>except on safety.</td>
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<td>protégé’s task</td>
<td>Mentor defers to the</td>
<td>Mentor affirms the</td>
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<td>accomplishment.</td>
<td>protégé’s judgment</td>
<td>protégé’s abilities and</td>
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<td>Mentor and protégé</td>
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<td>begin to create their</td>
<td>The mentor–protégé</td>
<td>Mentor begins to</td>
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<td>partnership.</td>
<td>partnership is strong.</td>
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<td>protégé can be fully</td>
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<td>independent.</td>
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- The protégé should defer to the mentor’s experience and wisdom.
- Straightforward, “one right answer” questions.

<table>
<thead>
<tr>
<th>Transitions</th>
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</table>
- The mentor needs to defer to the protégé’s experience and wisdom.
- Complex, interrelated questions requiring professional judgment.

The Stages of the Mentoring Process
The Dynamics Within the Mentoring Process

The Process of the Protégé’s Development

<table>
<thead>
<tr>
<th>The Protégé’s Need For Support, Encouragement, and Affirmation</th>
<th>Anticipation</th>
<th>Survival</th>
<th>Reflection</th>
<th>Rejuvenation</th>
<th>Anticipation</th>
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<tr>
<td>A Protégé’s Emotional Level</td>
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The Mentoring Styles and Process

- Direct
- Explain
- Share
- Delegate

Shifting Leadership Responsibilities in the Mentor–Protégé Relationship

- Mentor responsibility for task success
- Protégé responsibility for task success

The Strength of the Mentor–Protégé Partnership

- Create
- Build
- Enjoy
- Withdraw
In some programs, selection and matching of mentors is largely a matter of convenience and availability. Frequently, very small programs have limited options. Effective mentor selection and matching require a set of criteria—such as a list of characteristics of effective mentors to guide selection—and a process outlining who, when, and how selection and matching of mentors will take place.

1. Selection of Mentors

There are basically two approaches to setting criteria and establishing a process for selection of mentors. The approach to selection can be exclusive or inclusive. Choosing the best approach should be based on which of these two methods will be the most consistent with the purposes of the induction program.

Read the following items for each approach to mentor selection and mark a plus (+) in the box by the item if you think it is important to consider in the selection of mentors for your program. Mark a minus (–) if you do not want to use the item in mentor selection. If you feel neutral about using an item, leave it blank.

A. The Exclusive Selection Method

☐ Learning to teach may be viewed as a process of finding and mastering a teaching method and style that is effective for the individual teacher.

☐ The technical instructional skills of teachers are highly valued.

☐ The selection process usually involves a number of teachers and administrators who interview the mentor candidates and observe them teaching.

☐ The interview/observation selection process is difficult to use during the summer, when many new teachers are employed and mentors are recruited.

☐ Those educators who are the very best models of excellent instructional practice are selected as mentors.

☐ A perception is created that many other experienced staff are “not good enough” teachers and cannot serve as mentors.

☐ Beginning teachers have the very best teachers to guide and model best practices for them.

☐ The mentor’s primary job is to ensure that the protégé reaches a minimal skill level in the effective teaching model used by the district.

☐ Mentors may be called on to “evaluate” the protégé relative to the standards of the district’s effective teaching model.
A high degree of status and perhaps stress accompanies identification as a mentor.

Mentors may be perceived as an elite group by nonparticipants.

The mentoring program may be seen as divisive and may not promote collaboration within the staff as a whole.

B. The Inclusive Selection Process

Student success is teacher success, so teaching is viewed as a career-long journey of growth and improvement in the skills that teachers need to facilitate student success.

The desire to help others learn, the reflective skills of teachers, and the disposition toward continual learning are highly valued.

The best mentors are effective teachers who are models of continual learning and willing to risk learning in front of other teachers.

The mentor’s job is to model professional growth, to help the protégé to improve teaching and student learning, and to support the protégé’s professional growth.

Most veteran teachers can be mentors, but all mentor candidates should know what is expected of them and what they must model if they are assigned as a mentor.

Some mentor candidates will choose not to be a mentor when the role of the mentor and the expectation of risk taking and visible learning is understood.

There need to be several checkpoints in the selection process to ensure that all mentors are effective.

There need to be planned opportunities for monitoring mentoring, checking for problems, and a process to deal with any matching problems that arise.

The stress of mentoring and modeling is lowered because of the expectation that all participants will be learners.

Ongoing training and support is required for mentor and protégés, separately and together. This creates and supports the expectation for collaboration and professional growth so mentoring serves as a model for the entire staff.

Planned opportunities must exist for monitoring mentoring and checking for problems; a process to deal with any matching problems must also exist.

Mentors frequently state they have learned as much or more than the protégé.
2. Matching Mentors and Protégés

Considering your program purposes, continue to individually mark a plus or minus in the box by the item if you think it is important to consider in matching mentors and protégés.

Matching Criteria

- A. The highest priority in matching is given to similar subject and grade level job assignments.
- B. Close proximity of the mentor’s and protégé’s rooms is crucial so that there are informal opportunities for contact every day and small amounts of time can be used for mentoring in addition to formal meetings.
- C. Providing the mentor and protégé with a common planning or lunch period is a vital strategy to promote the success of their work. Good mentoring takes time.
- D. Age differences of five or more years are often sought, but an experience difference is the more effective way of ensuring that mentors are credible sources of help.
- E. Some approaches to matching seek to create harmonious mentoring pairs, with the assumption that the mentor and protégé should be of similar personalities or educational philosophies. In some cases, matching personality types or educational views is undesirable, as it minimizes the learning opportunity. Such a matching approach may even be unnecessary, especially if the training promotes exploration of differences, capitalizing on the diversity and strengths of the pair, and emphasizes planning to predict and avoid problems.
- F. The matching criteria should be clustered, describing the ideal match that should be sought initially and then the next most desirable match for the case when the ideal match is not possible, and so on.
- G. When the offer of employment is accepted, inform the new hire that work with a mentor is expected and allow the protégé to offer input on whether there is an important factor to be considered in making the match. Often there isn’t, but occasionally there is.

The Matching Process

- H. The principal and committee members who interview the beginning educator are the best people to help decide on mentor–protégé matching.
- I. A mentor program coordinator may have insights into the effectiveness and strengths of an experienced mentor and therefore should be involved in matching. The program coordinator’s involvement is also necessary so that he may have an ongoing role of sup-
porting and mentoring the mentor and of monitoring the effectiveness of the match.

J. The persons who make the mentor–protégé match should consider the circumstances in which the protégé will work and use the matching criteria clusters in the order they are stated, trying to attain as many of the criteria and as ideal a match as possible.

K. The purpose of the matching criteria and process are to create a mentor pairing that will optimize the professional development of mentor and protégé. However, the match is often created when little is known about the needs and strengths of the beginning teacher. Therefore, if it is ever determined that that purpose of matching is not attained, there should be a process to dissolve the match and create a more effective one. The process for dissolution of the mentoring match might be initiated by the mentor, the protégé, or the persons involved in making the original match, but would ideally be agreeable to all parties. The dissolution should be a “no-fault” process that keeps the focus on the best way to meet the needs of the protégé.
Mentor Training

- Good teachers of children do not necessarily make good mentors. There are many skills needed to work with adults that are not learned in classrooms.

- An initial training on mentors’ expectations and mentor skill building is the most frequently recommended feature by experienced mentors and coordinators.

- Design the training to instill attitudes and promote skill development that will accomplish the program’s purposes. To determine training needs, examine the mentor’s roles and tasks, the mentoring process, and mentoring strategies.

- Structure the training to explicitly model and provide guided practice in key mentoring attitudes and skills.

- Mentor training should include initial work with a program coordinator who will serve as a mentor to the mentors. Beginning steps can include sharing strengths and mentor growth goals, selecting communications options, or providing coaching feedback to a coordinator who is also the mentor trainer.

- Provide training and expectations that mentors and protégés will coach each other.

- Ideally, a district should allow teachers to attend the mentor training even if there is not a current need for a mentor. Build a pool of trained and ready mentoring enthusiasts.

- After the initial training is done and the year is underway for a month or two, assess mentor needs and provide additional training and support.

- Consider providing mentoring training for administrators, department chairs, and grade-level team leaders. Even if they evaluate staff—which mentors should not—these persons perform several mentoring functions and deserve the support of mentor training.

Support for Mentoring

- Training and program level support must be ongoing for mentors and periodic for protégés.

- Mentors should have numerous opportunities to develop supportive relationships with other mentors, and protégés should have the same
opportunities with other new teachers. Offer strategies for how to use other mentors for support and ideas. Include unassigned but trained mentors.

- Periodic mentor support group meetings help to hold mentors accountable to each other and to program expectations. Support group meetings increase learning from other mentors.

- Another purpose for the support groups should be to uncover, refine, and write down the growing knowledge base about effective mentoring practices. This will allow new mentors to build on the learning of other mentors and for mentoring practices to improve over time.

- Quality mentoring takes time, so provide it. Make a specific amount of substitute time available to the mentoring pair so that they can spend time together. For programs with expectations that mentoring will improve teaching and student learning, the recommendation is one day of released time per month, which can be used in half-day chunks; for programs with simpler purposes such as orientation to the site and curriculum, the recommendation is one day per quarter.

- Promote the use of this time and save money by scheduling several mentors together who each use a half day or less and who only need one substitute teacher throughout the course of one day.

### Incentives and Recognition

- The mentor’s focus is on helping the protégé become the very best teacher possible—and not on earning money. Attaining that focus is important because of the thousands of students that the new teacher will impact over the length of the career. That is a very significant contribution and it motivates mentors. The problem is that most of mentoring is “invisible” to others outside of the mentoring relationship, so others may not value it or may have few opportunities to show that they do so.

- It is crucial that mentors feel supported and recognized for the contributions they make to the school, the district, and the profession through their work as a mentor. The lack of that recognition can lead to major problems in a mentor’s morale, enthusiasm for the work, professional growth—and even in the willingness to serve as a mentor. Do not take the mentor’s time and contribution for granted.
Think about and plan for training and other forms of mentor support—as well as incentives and recognition for mentors—as one interrelated package.

To accomplish this, every district induction program should provide a carefully crafted mix of incentives (before mentoring), support (during mentoring), and recognition (after mentoring). Usually several items from two of these three categories is the minimum needed, but the best approach is to provide several items with at least one from each of the three categories.

**Sample Mix 1**

Provide a $500 annual mentor stipend to recognize the effort and time needed.

Provide initial training and quarterly support group meetings for mentors.

Provide one day each quarter of released time for the mentoring pair to plan and coach together.

**Sample Mix 2**

Provide no mentor stipend because giving back to your profession is expected of all professional staff members.

Provide initial coaching and training and quarterly support groups for mentors.

Provide a mentor program coordinator who supports and mentors the mentors.

Provide one day each month of released time for the mentoring pair to plan and coach together.

Provide an end-of-year recognition banquet or luncheon for mentors.

- Other incentives and recognition for mentors might include:
  
  Release from supervision duty such as chaperon assignments, hall duty, or recess.

  The opportunity to attend a paid conference or workshop with the protégé on a topic they are exploring through action research.

  Reduced class sizes or number of preparations, classes, or challenging or special education/inclusion students.
Tuition for graduate work in supervision or related to a teaching assignment.

Team teaching with the protégé.

Board of Education or school faculty meetings with a formal recognition ceremony.

A luncheon for mentors, protégés, and principals during the back-to-school orientation.

Appointment as an adjunct university instructor, with a modest stipend, to teach a school-based teacher education class during two quarters.
Unfortunately the typical approach to evaluating an induction program is to avoid doing so if possible. That happens primarily because educators prefer to do it rather than talk about doing it. Likewise, teachers are busy with their students and are then preparing for tomorrow’s lesson, and administrators are concurrently managing programs, the building, and student and parent activities. Finding the time to evaluate or to work on program improvement is neither simple nor easy. Despite the overwhelming reality of today’s schools, evaluation is the only way to ensure that the programs the school needs tomorrow are supported and available. This is because evaluation serves two purposes:

1. Improvement is a continual and developmental process that never ends. Improvement involves increasing the effectiveness of our work—that is, the extent to which we achieve the desired results—and its quality, a measure of performance that implies meeting some preset standard.

2. Working in an “accountability world” means that educators will always have a double agenda to address. In addition to improving programs, they must also work at proving that their programs are effective and of high quality.

Because education exists within the “accountability world,” a proactive induction program will always develop an evaluation system that addresses improvement of the program and the documentation that it is a high quality program. Designing an induction program based on recent research and most effective practices helps ensure that the program is likely to be effective and of high quality; evaluation ensures that program leaders know all they need to make this happen.
Ideally, planning for program evaluation begins immediately after setting the original purposes for the program. This is because it is easier to attain a result if the planning takes that result into consideration at every step of the process. If increased retention of beginning teachers in the district is a purpose for the program, then according to the steps of the self-assessment cycle, it must be determined what the current and desired levels of retention are. Also, program planners should decide the future level of retention they hope to attain in a year or two so that later they can measure progress toward those short-term objectives. Finally, the program should be designed with that purpose in mind so that specific activities are implemented that are expected to support attaining those short-term objectives—and eventually the ultimate purpose.

If the purpose of the induction program is to improve professional practices, then the program itself should use the same self-assessment cycle that teachers are expected to use to improve their own professional practice. A mentor program committee or program coordinator should use the cycle to evaluate ways to improve the program and how their own work in the program should be modified to improve the impact and success of it.

Typically induction program evaluation will include two approaches: Work to determine the impact of the induction program and work to promote refinement and improvement of the induction program.

**Determining the Impact of the Induction Program**

Demonstrating the impact of a program really means showing the extent to which the program's original purposes have been achieved. This information is summative in that it allows reaching a final conclusion about whether the program is effective. This conclusion is helpful information for decision makers and for programs that are concerned with accountability. It is important to note, however, that this conclusion is not diagnostic and cannot help you determine what should be improved if the purpose, or progress toward the purpose, is not attained. That is the reason for the second approach to assessment.

If the self-assessment cycle is the guide for planning for this evaluation, it is likely that what is expected has been defined in advance and that progress toward the goals or program purposes is sought in the short term—and that attaining goals or program purposes is not expected for a while. This demonstrates why the use of the self-assessment cycle is critical. If “sufficient progress” has not been defined in advance, then the
results of the evaluation may only show that peoples’ expectations for the induction program have not been realistic.

Measuring the extent to which the program’s original purposes have been achieved requires comparison of three elements:

- Looking back to each program purpose.
- Reviewing short-term objectives stating some level of desired progress for each purpose.
- Collecting and analyzing data on the behavior/phenomena that was the focus of the purpose, such as the number of beginning teachers retained in their first five years of employment.

The conclusions that must result from this comparison should be the answers to two questions:

- *Have we made sufficient (the expected) progress toward our original goal?* or *Are things improving?*
- *Is what we are doing (the program activities, structures, and so on) getting us where we wanted to go?* or *Are we improving in the way we wanted to?*

The answers to these two questions will allow the program leadership to determine the extent to which the program's purposes are being attained and if the program structures and activities are adequate and effective or need revisions.

**Promoting the Improvement of the Induction Program**

The first approach to program evaluation was focused on reaching a summative decision about whether the program is effective. A second approach provides the more diagnostic information needed to improve progress toward program purposes or explain why progress has not been sufficient and why the purpose has not been attained.

Evaluating the program to determine what will cause improvement in progress requires a process with the same three elements used above:

- Looking back to each program purpose.
- Reviewing the short-term objectives and expectations for each purpose.
- Collecting and analyzing data on the behavior/phenomena that was the focus of the purpose.
Handout 23—Continued

In this approach to evaluation, however, the focus on the behavior and the data collection needs to be much more specific. This is because each purpose may incorporate several activities, each of which are expected to create some result that will further the purpose. Usually that expectation is stated as an objective for the activity. Together, if all the objectives are met, all the related activities should accomplish the goal or at least show some significant progress toward it. Given that, each of these related activities needs to be individually evaluated to determine if it contributed to the attainment of the purpose. If any specific activity did not accomplish its objective, then that activity should be a candidate for improvement, eventual elimination, or replacement with a more effective activity.

For example, let's use the purpose of improving instruction and student learning and assume that an induction program has conducted the following comprehensive set of activities in this sequence to support attaining that purpose:

- New teacher seminars, with required protégé attendance and training in the district’s effective teaching characteristics.
- Mentor modeling of the district’s effective teaching characteristics.
- Protégé observation of how experienced teachers other than the mentor use the district’s effective teaching characteristics.
- Administrative evaluations of the protégé on two occasions and feedback concerning the extent that the protégé demonstrated the district’s effective teaching characteristics.
- Protégé development of goals for improved usage of the district’s effective teaching characteristics.
- A professional development action plan developed collaboratively by the protégé and mentor based on the protégé’s improvement goals.
- Mentor observation and coaching with the protégé for one day each quarter to collect data on the protégé’s demonstration of the district’s effective teaching characteristics.
- Additional administrative evaluations of the protégé on two occasions and feedback concerning the extent that the protégé demonstrated the district’s effective teaching characteristics.

Let’s assume that the induction program used administrative observational data on the district's effective teaching characteristics to evaluate the extent of growth by all protégés and found the average growth to be satisfactory but unimpressive. Let’s also assume that the induction pro-
gram has been charged by the superintendent to increase the performance ratings of the first- and second-year teachers.

Induction program leaders need to know what they should change to make their program more effective. However, their programs are usually made up of a number of different activities. Therefore, a variety of methods are needed to evaluate the effectiveness of protégés, mentors and other stakeholders.

Protégés will have valuable feedback about which activities were most helpful to them in understanding and increasing mastery of a district’s effective teaching characteristics and why they were so helpful, how the activities could be made more helpful to them in improving their performance on the district’s model, and what other activities the program should include to increase teaching performance.

Mentors could also provide valuable feedback concerning which of the mentor’s and protégé’s activities seemed to promote the greatest professional growth, which could be made more helpful to protégés and mentors, and what other activities could help the protégé to increase his teaching performance.

Principals, a mentor program coordinator, and new teacher seminar leaders will each have a perspective to contribute. Once all of these data have been collected they can be compared to see which data are in agreement. This may indicate what needs to be changed and what is working well.

There are, however, a number of other questions that will remain unanswered if this is all that the district does to evaluate the program. Other evaluation issues could include the timing of the original administrative observation visits, the validity of conclusions about the impact of the new teacher seminars, mentor modeling, protégé observations of experienced teachers, the exclusive use of administrators’ observational data to assess protégés’ growth, the exclusive use of the district’s effective teaching characteristics to assess protégés’ growth, and the existence of other factors outside of the induction program that may influence the improvement of instruction.
Mark an X in the second column for every evaluation question you think should be asked and in the fourth column for the strategies you prefer.

<table>
<thead>
<tr>
<th>Assessment Questions:</th>
<th>Questions Needed:</th>
<th>Assessment Strategy:</th>
<th>Mark Your Choices for Strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have the needs of new teachers and mentors been met?</td>
<td></td>
<td>• Protégé needs assessment survey</td>
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<td></td>
<td></td>
<td>• Mentor needs assessment survey</td>
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<td></td>
<td></td>
<td>• Principal survey</td>
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<td>2. Have new teachers and mentors grown professionally?</td>
<td></td>
<td>• Pre-post on a developmental scale, completed by?</td>
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<td></td>
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<td>• Pre- and post-observations by?</td>
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<td></td>
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<td>• Principal survey</td>
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<td></td>
<td></td>
<td>• Self-assessment</td>
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<tr>
<td>3. In what ways have mentors and protégés grown and not grown?</td>
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<td>• Topic-specific scale or goals to compare by?</td>
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<tr>
<td></td>
<td></td>
<td>• Pre- and post-observations by?</td>
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<td></td>
<td>• Principal survey</td>
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<td></td>
<td></td>
<td>• Self-assessment</td>
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<tr>
<td>4. Have mentors and protégés done everything recommended by the induction/mentoring programs?</td>
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<td>• Log of time with checkoff for type of activity</td>
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<tr>
<td></td>
<td></td>
<td>• Protégé needs assessment</td>
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<td></td>
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<td>• Principal survey</td>
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<tr>
<td>5. Has the kind of teaching desired become more the norm?</td>
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<td>• Pre and post-observations by?</td>
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<td></td>
<td>• Principal survey</td>
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<td></td>
<td></td>
<td>• Mentor and protégé self-assessment</td>
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<tr>
<td>6. Has student learning improved?</td>
<td></td>
<td>• Pre-post teacher reports</td>
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<td></td>
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<td>• Assessment scores</td>
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<td></td>
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<td>• Principal survey</td>
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</tbody>
</table>
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<th>Questions Needed:</th>
<th>Assessment Strategy:</th>
<th>Mark Your Choices for Strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Has there been progress toward the original purpose of the mentor program? (i.e., to what extent are the actual program and mentoring practices the desired program and practices?)</td>
<td></td>
<td>• Assessment must match the purpose; it requires a predetermined set of indicators/objectives that can be monitored for progress toward each purpose</td>
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<td></td>
<td></td>
<td>• Principal survey</td>
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<td></td>
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<td>• Mentor and protégé survey</td>
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<td>• Mentor committee survey</td>
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<td></td>
<td></td>
<td>• Mentor coordinator interview</td>
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<td>8. Have the original purposes of the mentoring program been accomplished?</td>
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<td>• Requires indicators that are predetermined for what success will be like for each purpose</td>
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<td></td>
<td></td>
<td>• Principal survey</td>
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<td>• Mentor and protégé survey</td>
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<td>• Mentor committee survey</td>
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<td></td>
<td></td>
<td>• Mentor coordinator interview</td>
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<tr>
<td>9. Has the program provided sufficient support and training?</td>
<td></td>
<td>• Mentor and protégé survey</td>
<td></td>
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<td></td>
<td></td>
<td>• Actual versus desired time</td>
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<td></td>
<td></td>
<td>• Mentor and protégé survey</td>
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<td>• Mentor committee survey</td>
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<tr>
<td></td>
<td></td>
<td>• Mentor coordinator interview</td>
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<tr>
<td>10. What are the obstacles that prevent you from being the mentor or teacher you want to be?</td>
<td></td>
<td>• Mentor and protégé survey</td>
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<tr>
<td></td>
<td></td>
<td>• Mentor and protégé self-assessment on set of skills</td>
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</table>
A powerful alternative to external evaluation of program participants is to structure the induction program so that training and self-evaluation are required of each person involved in the program. This strategy is often very powerful because it relies on the intrinsic motivation of professionals to be the best that they can be. This motivation is especially strong in educators who want to become the best they can for the benefit of the students they serve.

This approach is also very important because one cannot improve a program by focusing only at the program level. People must improve if a program is to improve, and self-assessment is the method of choice. Finally, self-assessment is a desirable tool because as educators become more skillful at self-assessment, they are better able to help students develop the skills and disposition toward self-assessment.

Self-assessment is actually a cyclical process that is very similar to the scientific process, the action research process, or any developmental or learning-oriented process.

The steps in the self-assessment cycle are as follows:

1. Reflection on and identification of the current level of performance or knowledge.
2. Identification of the desired level of performance or knowledge, as in a standard or an outcome.
3. Comparison of the current level with the desired level to determine the difference.
4. Setting of a goal for improvement.
5. Selection of short-term, attainable objectives.
6. Selection of action steps/improvement activities that will gradually lead to the higher performance or increased knowledge defined by the goal.
7. Identification of an indicator that can be used to measure progress.
8. An expectation of the amount of progress desired.
10. Ongoing monitoring for progress toward the goal.
11. Decisions, based on progress data, as to the need for adjustments in the action plan steps to improve progress toward the goal.

The use of the self-assessment cycle becomes more intuitive and natural as it is practiced and internalized over time. For beginning teachers to incorporate this cycle into their daily practice, they must use it over and over in their study and practice of effective teaching. For example, the self-assessment cycle should be used when the protégé and mentor examine the observation data they have collected. As they analyze the data and work together to make changes, the protégé and mentor should use the same self-assessment cycle to examine and improve their process of coaching. In other words, mentor and protégé should ask how they could improve their own coaching skills.

The mentor must repeatedly model and frequently prompt discussion with the protégé about the self-assessment cycle and its usefulness in their work as a mentoring pair and their efforts to improve their teaching practice. Also, the mentor must monitor the protégé’s use of the self-assessment cycle. Eventually the protégé should be challenged and helped to find ways of experimenting with and implementing the self-assessment cycle in the classroom.
The way that mentors behave needs to change as the protégé’s needs and skills change. Here is one way of illustrating this necessary and gradual shift in the mentoring process.

<table>
<thead>
<tr>
<th>MENTORING TASK FOCUS</th>
<th>PROACTIVE</th>
<th>RESPONSIVE</th>
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<tbody>
<tr>
<td>MENTOR STYLE</td>
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<table>
<thead>
<tr>
<th>Early in the mentoring process</th>
<th>Direct</th>
<th>MENTOR</th>
<th>TEACHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain</td>
<td>MENTOR</td>
<td>TEACHER</td>
<td></td>
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<tr>
<td>Share</td>
<td>MENTOR and TEACHER</td>
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<tr>
<td>Delegate</td>
<td>TEACHER</td>
<td>MENTOR</td>
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Transitions in Mentoring Responsibilities

Association for Supervision and Curriculum Development
Which two styles best describe you in a peer interaction situation?

A. A tendency to lead, provide information, and tell others what they need to know.

B. A tendency to sell people on a point of view or to help others understand “why.”

C. A tendency to prefer collaborative situations and interaction with other people.

D. A tendency to let others assume responsibilities or try to empower others to succeed.
A second essential purpose for an induction program in addition to orientation is to help new employees become highly effective in their new profession. New administrators need this type of support and challenge as much as new teachers.

Administrative mentoring has a number of similarities to the mentoring of beginning teachers. There are, however, some significant differences as well. Administrative mentors need to be very clear about these differences, especially if they have served as a beginning teacher mentor previously, because the distinctions are crucial to the success of every beginning administrator mentoring program.

Where mentoring for new administrators is similar to mentoring for new teachers, we can use some of the same program structures from teacher mentoring as the foundation for administrative mentoring.

If you do not have an administrative mentoring program, you can use the following effective practices in developing one. If you already have an informal or formal administrative mentoring program, you can use them as a self-assessment tool to evaluate and improve the effectiveness of your current administrative mentoring practices.

1. **Purposes:** The same purposes for teacher mentoring apply for administrator mentoring, with the addition that administrators are often concerned about their own career development and job advancement in ways that are not relevant to teachers. School districts often prepare their more
promising new administrators for succession to higher ranks. Administrative mentors can help their protégés accomplish this purpose by “sponsoring” and advocating for them when a position search is underway, when new positions are being created, or when the protégés are ready to assume more.

2. Time for Administrative Mentoring: Although administrators generally have greater flexibility in the use of their time, there are periods when they have less control over how they use that time. For example, a superintendent may call a last-minute meeting. The most difficult part of the logistics of mentoring is in the case of the principalship, where the mentor and the protégé are often not in the same location. Close proximity is vital for the day-to-day informal aspects of mentoring and observation to occur—yet sometimes proximity is not possible. In fact, the new principal is often more isolated from peers than are new teachers. It takes a major effort and a belief in the importance of mentoring to make it happen.

3. Training for Administrative Mentors: This is often a problem, especially for new administrators in smaller school districts, where there are usually few new administrators at any one time and therefore few mentors who need to be trained at any one time.

One way to resolve this problem is to have school districts form a consortium or to work with a regional or an intermediate service center to cluster the few mentors in each district, creating sufficient numbers that allow for a quality administrative mentoring training event. The limitation of this approach is that the mentor training may be conducted only once a year, and new administrators might be employed at any time during the year. A reasonable solution is to always have at least one trained administrative mentor available on staff, even if there is no new administrator who needs mentoring at the time.

4. Administrative Mentor Roles and Tasks: This aspect of mentoring differentiates teacher and administrator approaches more than any other area of mentoring. The job new administrators fill is very different from that of the teacher. Although some of the orientation will be the same, and tasks such as parent communication are similar, most of the other administrative mentoring tasks are different from that of teacher mentors. Because this is true, any mentoring checklist and calendar that prioritizes tasks for mentors will need major revisions to be useful for administrators. Rely on a group of experienced administrators to revise the mentoring checklists and to provide guidance about what administrative mentors’ roles and tasks should include.
5. The Mentor–Protégé Relationship: The need for a safe and supportive context for learning the responsibilities of a new position is the same regardless of the job. All of the guidelines for the mentoring relationship between teachers are appropriate and apply to administrators involved in mentoring.

6. The Mentoring Process: The process of mentoring, the use of a developmental approach, and all of the mentoring strategies apply in administrative mentoring as well. There are, however, some additional strategies needed in administrative mentoring because the role of an administrator is different from that of a teacher. An especially valuable strategy for administrative mentoring is called “job shadowing,” in which a new administrator follows the mentor throughout the entire day. This allows the protégé to observe how the mentor deals with each new challenge, makes decisions, and adjusts plans.

Other variations include shadowing for several days or on several half days, including such key times in the year as opening day, faculty meetings, parent nights, and assemblies. Although this approach is very practical, it may be difficult to schedule if the mentor’s and protégé’s schools are doing the same activity and the protégé must stay at his post. Districts can avoid this conflict through an administrative internship program with protégés assigned to his mentor’s building.
1. What is likely to be the extent of administrative support for providing mentoring to others or for ensuring that mentoring relationships are available to support others if administrators have never experienced mentoring themselves?

2. Besides a personal experience, why would administrators support providing mentoring to others?

3. What are two or three challenges in providing mentoring to new administrators?
Workshop 1A Objectives

By the end of this workshop, you will be able to

- Understand and use a shared induction vocabulary.
- Explain why informal mentoring is inadequate.
- Describe the essential qualities needed for growth in any situation.
- Identify the three basic purposes for induction programs.
- Describe the five essential activities of an effective induction program.
- Describe the benefits of a beginning teacher induction program.
The Five Essential Activities of Effective Induction Programs

Mentoring is the central feature of a powerful induction program because it helps new educators make sense of all they are learning and integrate and apply that learning in the classroom.
The Essentials for Growth

1. Removal of obstacles such as unmet needs

2. Appropriate, incremental challenges suited to developmental abilities

3. Safe, low-risk conditions that allow mistakes while developing competency in new skills and greater self-confidence

4. Goal

5. An experienced coach to provide feedback and support
## Summary: Choices for Program Purposes

<table>
<thead>
<tr>
<th>Possible Program Purposes</th>
<th>An Existing Program</th>
<th>A New Program—Starting In . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Program Currently</td>
<td>Purposes We Need to Address</td>
</tr>
<tr>
<td>A. Orientation to the setting, key people and places, traditions and organizational culture, the district’s expectations, curriculum, and other programs.</td>
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<td></td>
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<tr>
<td>B. Improvement of Professional Practices In</td>
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<tr>
<td>• Teaching—Learning and using effective teaching models and strategies, modeling, demonstrations, and coaching.</td>
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<tr>
<td>• Administration—Learning and using effective leadership and management strategies, modeling, job shadowing, and coaching.</td>
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<tr>
<td>C. Development of the school as a learning community that implements best practices and supports the growth of all adult and student learners.</td>
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</table>
Workshop 1B Objectives

By the end of this workshop, you will have

1. Set the priorities for the improvement of your induction/mentoring program by

   • Reviewing recommendations from an earlier workshop for the induction program.

   • Learning specific information about designing an induction program to accomplish each of the three program purposes.

   • Identifying specific activities to support accomplishment of the program purposes.

   • Identifying induction program components that need to be created or improved.

2. Created commitment within the group to refine the induction program.
Workshop 1C Objectives

By the end of this workshop, you will have

1. Set the priorities for the development of a new induction program by
   - Reviewing recommendations from an earlier workshop for the induction program.
   - Learning specific information about designing an induction program to accomplish each of the three program purposes.
   - Identifying induction program components that need to be created for the new program.
   - Identifying the priority induction program components.
   - Developing a time line for development and implementation of the program components.

2. Created commitment within the group to develop and phase in the needed induction program components.
Workshop 1D Objectives

By the end of this workshop, you will have

1. Made decisions about the induction program based on recommendations made in earlier workshops.

2. Developed guidelines for mentoring tasks; the mentor–protégé relationships; the mentor training; and the support, recognition, and incentives for your induction program.

3. Analyzed and selected the approach to evaluation that best reflects the purposes and meets the needs of your induction program.
# Decisions About Mentor–Protégé Matching

<table>
<thead>
<tr>
<th>Matching Criteria</th>
<th>Tally</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Same subject and grade level</td>
<td></td>
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<tr>
<td>B. Proximity</td>
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<tr>
<td>C. Common planning/lunch time</td>
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<tr>
<td>D. Age/experience difference</td>
<td></td>
<td></td>
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<tr>
<td>E. Personality or philosophy</td>
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<tr>
<td>F. Levels of clustered matching criteria, from the ideal to the next most desirable and so on</td>
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<tr>
<td>G. Ask new hire for input on matching</td>
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<tr>
<td>Other?</td>
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</tbody>
</table>

## The Matching Process

- H. Interviewers have input on the specific mentor–protégé match
- I. Program coordinator has input on all the matching
- J. Use the criteria to set up as ideal a match as possible
- K. Design a “no-fault” process to dissolve ineffective matches and then create a more effective match
- Other?


## Priorities for Mentor Training

<table>
<thead>
<tr>
<th>Already Have It</th>
<th>Need It</th>
<th>Implementation Years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Planning Year</td>
</tr>
<tr>
<td>An initial training on the expectations of mentors and mentor skill building.</td>
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<tr>
<td>Design the training to accomplish the program’s purposes. Examine the mentor’s roles and tasks and the mentoring process and strategies.</td>
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<tr>
<td>Design the training to model and provide guided practice in key mentoring attitudes and skills.</td>
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<tr>
<td>Program should include the mentor sharing strengths, goals, and communication options to provide feedback to a coordinator/trainer.</td>
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<tr>
<td>Training and expectations that mentors and protégés will coach each other.</td>
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<tr>
<td>Allow teachers to attend the mentor training even if unassigned. Build a “pool” of mentors.</td>
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<td></td>
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<tr>
<td>Assess mentors’ needs and provide additional training and support.</td>
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<tr>
<td>Mentoring training for administrators.</td>
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<tr>
<td>Mentoring training for department chairs.</td>
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<tr>
<td>Mentoring training for grade-level team leaders.</td>
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</tbody>
</table>
## Priorities for Mentor Support

<table>
<thead>
<tr>
<th>Training and program level support must be ongoing for mentors.</th>
<th>Already Have It</th>
<th>Need It</th>
<th>Implementation Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training and support must provide opportunities for mentors to develop supportive relationships with others. Offer strategies for how to use other mentors for support and ideas.</td>
<td></td>
<td></td>
<td>Planning Year</td>
</tr>
<tr>
<td>Periodic mentor support group meetings increase learning from other mentors.</td>
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<tr>
<td>Use support groups to capture and share the knowledge about effective mentoring practices.</td>
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<tr>
<td>Make a specific amount of substitute time available to the mentoring pair and let them control its use. For programs with expectations to improve teaching and learning, one day per month is recommended.</td>
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</tbody>
</table>
### Priorities for Mentor Incentives and Recognition

<table>
<thead>
<tr>
<th>Already Have It</th>
<th>Need It</th>
<th>Implementation Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training, support, incentives, and recognition for mentors as one package.</td>
<td>Planning Year</td>
<td>Year 1</td>
</tr>
<tr>
<td>Provide a mix of incentives and recognition before, during, and after mentoring.</td>
<td></td>
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<tr>
<td>Release from supervision/chaperon duty.</td>
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<tr>
<td>Attend a paid conference or workshop.</td>
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<tr>
<td>Reduced class sizes and number of preparations, classes, or challenging or special education/inclusion students.</td>
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<tr>
<td>Tuition for graduate work related to assignment.</td>
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<tr>
<td>Team teaching with the protégé.</td>
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<tr>
<td>A formal recognition ceremony.</td>
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<tr>
<td>Luncheon for mentors, protégés, and principals during the orientation days.</td>
<td></td>
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</tbody>
</table>
Summary: Mentor Selection Approach

<table>
<thead>
<tr>
<th>A. The Exclusive Selection Method</th>
<th>+</th>
<th>–</th>
<th>B. The Inclusive Selection Process</th>
<th>+</th>
<th>–</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Learning to teach may be viewed as a process of finding and mastering a teaching method and style that is effective for the individual teacher.</td>
<td></td>
<td></td>
<td>• Student success is teacher success—so teaching is viewed as a career-long journey of growth and improvement in the skills that teachers need to facilitate student success.</td>
<td></td>
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</tr>
<tr>
<td>• The technical instructional skills of teachers are highly valued.</td>
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<td></td>
<td>• The desire to help others learn, the reflective skills of teachers, and the disposition toward continual learning are highly valued.</td>
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</tr>
<tr>
<td>• The selection process usually involves a number of teachers and administrators who interview the mentor candidates and observe them teaching.</td>
<td></td>
<td></td>
<td>• The best mentors are effective teachers and models of continual learning, and are willing to risk learning in front of other teachers.</td>
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</tr>
<tr>
<td>• The interview/observation selection process is difficult to use during the summer, when many new teachers are employed and mentors are recruited.</td>
<td></td>
<td></td>
<td>• The mentor’s job is to model professional growth, help the protégé improve teaching and student learning, and support the protégé’s professional growth.</td>
<td></td>
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</tr>
<tr>
<td>• Those educators who are the very best models of excellent instructional practice are selected as the mentors.</td>
<td></td>
<td></td>
<td>• Most veteran teachers can be mentors, but all mentor candidates should know what is expected of them and what they must model if they are assigned as a mentor.</td>
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</tr>
<tr>
<td>• A perception is created that many other experienced staff are “not good enough” teachers and cannot serve as mentors.</td>
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<td></td>
<td>• Some mentor candidates will choose not to be a mentor when the role of the mentor and the expectation of risk-taking and visible learning is understood.</td>
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</tr>
<tr>
<td>• Beginning teachers have the best teachers to guide them and model effective practices.</td>
<td></td>
<td></td>
<td>• There need to be several checkpoints in the selection process to ensure that all mentors are effective.</td>
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</tr>
<tr>
<td>• The mentor’s primary job is to ensure that the protégé reaches a minimal skill level in the effective teaching model used by the district.</td>
<td></td>
<td></td>
<td>• Planned opportunities must exist for monitoring mentoring, checking for problems, and dealing with any matching problems that arise.</td>
<td></td>
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</tr>
<tr>
<td>• The mentor’s primary job is to ensure that the protégé reaches a minimal skill level in the effective teaching model used by the district.</td>
<td></td>
<td></td>
<td>• The stress of mentoring and modeling is lowered because of the expectation that all participants will be learners.</td>
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</tr>
<tr>
<td>• Mentors may be called on to evaluate the protégé relative to the standards of the district’s effective teaching model.</td>
<td></td>
<td></td>
<td>• Ongoing training and support is required for mentors and protégés, separately and together. This creates and supports the expectation for collaboration and professional growth so that mentoring serves as a model for the whole staff.</td>
<td></td>
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</tr>
<tr>
<td>• A high degree of status and perhaps stress accompanies identification as a mentor.</td>
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<td></td>
<td>• Mentors frequently state they have learned as much or more than the protégé.</td>
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<tr>
<td>• Mentors may be perceived by nonparticipants as an elite group.</td>
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<tr>
<td>• The mentoring program may be seen as divisive and may not promote collaboration within the staff as a whole.</td>
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</tr>
</tbody>
</table>
### Summary: Selected Evaluation Strategies, Page 1

<table>
<thead>
<tr>
<th>Assessment Questions</th>
<th>Assessment Strategy</th>
<th>Tally</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have the needs of new teachers and mentors been met?</td>
<td>• Protégé needs assessment survey&lt;br&gt;• Mentor needs assessment survey&lt;br&gt;• Principal survey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Have new teachers and mentors grown professionally?</td>
<td>• Pre-post on a developmental scale, completed by?&lt;br&gt;• Pre- and post-observations by?&lt;br&gt;• Principal survey&lt;br&gt;• Self-assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. In what ways have mentors and protégés grown and not grown?</td>
<td>• Topic-specific scale or goals to compare, by?&lt;br&gt;• Pre- and post-observations by?&lt;br&gt;• Principal survey&lt;br&gt;• Self-assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Have mentors and protégés done all of the recommended induction/mentoring programs?</td>
<td>• Log of time with checkoff for type of activity&lt;br&gt;• Protégé needs assessment&lt;br&gt;• Principal survey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Has the kind of teaching desired become more the norm?</td>
<td>• Pre- and post-observations by?&lt;br&gt;• Principal survey&lt;br&gt;• Mentor and protégé self-assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Has student learning improved?</td>
<td>• Pre- and post-teacher reports&lt;br&gt;• Assessment scores&lt;br&gt;• Principal survey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Questions</td>
<td>Assessment Strategy</td>
<td>Tally</td>
<td>Total</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>7. Has there been progress toward the original purpose of the mentor program? (i.e., to what extent are the actual program and mentoring practices the desired program and practices?)</td>
<td>• Assessment must match the purpose—requires a predetermined set of indicators/objectives that can be monitored for progress toward each purpose</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• Principal survey</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Mentor and protégé survey</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Mentor committee survey</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Mentor coordinator interview</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Have the original purposes of the mentoring program been accomplished?</td>
<td>• Requires indicators that are predetermined for what success will be like for each purpose</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Principal survey</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Mentor and protégé survey</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Mentor committee survey</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Mentor coordinator interview</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Has the program provided sufficient support and training?</td>
<td>• Mentor and protégé survey</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Actual versus desired time?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Mentor and protégé survey</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Mentor committee survey</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Mentor coordinator interview</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. What are the obstacles that prevent you from being the mentor or teacher you want to be?</td>
<td>• Mentor and protégé survey</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Mentor and protégé self-assessment on set of skills</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Workshop 2A Objectives

By the end of this workshop, you will have

1. Reviewed and applied the guidelines developed in earlier workshops for building trusting and effective mentor–protégé relationships.

2. Examined mentoring practices that facilitate the protégé’s professional growth.

3. Developed guidelines for the selection and matching of mentors in your induction program that will promote effective mentor–protégé relationships.

4. Developed guidelines for communication between the mentoring pair and the protégé’s supervising administrator.
The Necessary Communication Flow in Mentoring

PROTÉGÉ
A concern that the mentor–protégé interaction is confidential. An interest in improving in areas stated in the principal’s evaluations.

PRINCIPAL
A concern that the mentor–protégé discussion remain confidential and a desire to enlist the mentor in support of the protégé for work on weaknesses identified in evaluations.

MENTOR
A concern to maintain protégé trust by keeping discussions confidential. A desire to support the principal and to support the protégé in work on weaknesses identified in evaluations.
Workshop 2B Objectives

By the end of this workshop, you will have

1. Learned the six stages that beginning teachers frequently experience in their first year.

2. Come to know the four typical stages in the mentoring process.

3. Discovered mentoring styles and thought about your own probable mentoring style.

4. Explored the dynamic interactions between the protégé’s experience and needs and the mentoring process.

5. Examined ways to use the mentoring process to select and adapt mentoring to meet the protégé’s evolving needs and to support the protégé’s professional growth.
Workshop 3 Objectives

By the end of this workshop, you will have

1. Determined the extent of administrative mentoring experience in the group.

2. Identified why administrators with mentoring experience value mentoring.

3. Learned how teacher and administrative mentoring are similar and different.

4. Identified the challenges unique to administrative mentoring.

5. Learned some critical administrative mentoring strategies to address the challenges.

6. Developed program guidelines for five aspects of administrative mentoring.


Further Reading


The following World Wide Web sites have organized many of the available resources and hundreds of links to induction programs, mentors’ Web sites, research reports, articles, lists of resources, and much more.

This site—by Barry Sweeny, coauthor of this *Facilitator's Guide*—has free information on mentoring in more than 50 categories and hundreds of links to other sites. Visitors can also access limited free assistance, information on mentoring events, information and resources on the mentoring of new teachers, peer coaching, performance assessment, school improvement, and staff development.

<http://www.teachermentors.com>

This is an ERIC Clearinghouse sponsored by the Clearinghouse on Teaching and Teacher Education, whose parent organization is The American Association of Colleges for Teacher Education. Information includes clinical, professional development, and professional practice schools. Contact Ismat Abdal-Haqq, Coordinator, at the following e-mail address.

<i>ibdalha@inet.ed.gov</i>

This site has information on Illinois mentoring and induction programs and how to contact program representatives for more information.

<http://www.teachermentors.com/ITMIN/ILTMIntwkHome.html>

This group is an ASCD affiliate network and has been assisting with mentoring programs since 1991. The network also publishes a quarterly newsletter, a number of occasional papers, and one journal. All of this information is available to members on its Web site. A few representative examples are available for free to site visitors. The Network has a service fee of $15.

<http://www.mentors.net>
This is a newsletter published by Kappa Delta Pi, an international honor society in education that has undertaken the support of beginning teachers as part of its work. They do so through their journal, *The Record*; brochures specific to mentoring and induction; videos; and the quarterly newsletter *The New Teacher Advocate*, accessible at the following Internet address.

<http://www.csuchico.edu/kdp/New_Teacher.html>

This is a not-for-profit group in Massachusetts that provides information on recruiting and supporting new teachers. Its specialty is recruitment of teachers for diverse student bodies.

<http://www.rnt.org>
Action Research: Inquiry, Reflection, and Decision Making  
   (4-tape series)  
Adult Conflict Resolution  
Alternative Scheduling (3-tape series)  
Another Set of Eyes (5-tape series)  
   Techniques for Classroom Observation  
   Conferencing Skills  
Assessment in Elementary Science (3-tape series)  
Becoming a Star Urban Teacher (7-tape series)  
The Brain and Learning (4-tape series)  
The Brain and Reading (3-tape series)  
Building Support for Public Schools (2-tape series)  
Catch Them Being Good: Reinforcement in the Classroom  
   (3-tape series)  
Challenging the Gifted in the Regular Classroom  
Classroom Management: A Proactive Approach to Creating an Effective Learning Environment  
Constructivism (2-tape series)  
Cooperative Learning (5-tape series)  
Curriculum Mapping: Charting the Course for Content (2-tape series)  
Developing Performance Assessments  
Differentiating Instruction (2-tape series)  
Dimensions of Learning Training Program and Video Package  
Early Childhood Education: Classroom Management—Curriculum Organization  
Effective Schools for Children at Risk  
Helping Students Acquire and Integrate Knowledge (5-tape series)  
How to Create an Effective Learning Environment  
How to Create Successful Parent–Student Conferences  
How to Conduct Successful Socratic Seminars  
How to Improve Your Questioning Techniques  
How to Start the School Year Right  
How to Use Graphic Organizers to Promote Student Learning  
Implementing Performance-Based Education (3-tape series)  
Inclusion (3-tape series)  
Instructional Decisions for Long-Term Learning (4-tape series)
Integrating the Curriculum (2-tape series)
Involving Parents in Education
Learning About Learning
Making Meaning: Integrated Language Arts Series (5-tape series)
Managing Today’s Classroom (3-tape series)
Mentoring the New Teacher (9-tape series)
Motivation to Learn (2-tape series)
Multi-Age Classrooms (2-tape series)
Multicultural Education
Multiple Intelligences (3-tape series)
Opening Doors: An Introduction to Peer Coaching (2-tape series)
Outcome-Based Education (4-tape series)
Planning Integrated Units
Problem-Based Learning (2-tape series)
Raising Achievement Through Standards (3-tape series)
Redesigning Assessment (3-tape series)
Reporting Student Progress
Restructuring America’s Schools
Restructuring the High School: A Case Study
A Safe Place to Learn: Crisis Response and School Safety Planning
Schools of Quality
Science Standards (3-tape series)
Shared Decision Making (2-tape series)
Teacher Portfolios (2-tape series)
Teaching and Learning with Technology
Teaching and Learning with the Internet (2-tape series)
Teaching Strategies Library (9-tape series)
Teaching to Learning Styles
Technology Planning (2-tape series)
Video Library of Teaching Episodes (30 tapes)
What’s New in School—Parts I and II (7 tapes)

For information on how to purchase or preview these programs, call ASCD’s Service Center at 800-933-2723 or 703-578-9600.
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ASCD Executive Director is Gene R. Carter.