

THE UPPER PENINSULA
MENTORING PROJECT
MENTOR'S GUIDE

Prepared by

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2002

THE UPPER PENINSULA MENTORING PROJECT

AN OVERVIEW

The Upper Peninsula Mentoring Project was a collaborative effort of the Upper Peninsula Center for Educational Development (UPCED), Copper Country, Delta-Schoolcraft, Dickinson-Iron, Eastern Upper Peninsula, Gogebic-Ontonagon, Marquette-Alger, and Menominee Intermediate School Districts, and Northern Michigan University's School of Education. The purpose of the project was to give added support to local districts' commitment to exemplary programs with quality instruction by offering comprehensive professional development for mentors and new teachers. The project provided training for administrators, mentors, and new teachers during the 2000-2001 and 2001-2002 school years.

Dr. Lois A. Hirst, a professor in NMU's School of Education, coordinated the project and provided training for mentors. Ms. Judy Parlato, a retired Gwinn Area Public Schools teacher and NMU adjunct instructor, offered professional development opportunities for new teachers. At the end of the 2001-2002 school year, funds were no longer available for this project. The UPCED and the Intermediate School Districts asked Dr. Hirst and Ms. Parlato to prepare facilitator guides for mentors and new teachers.

The first facilitators' guide is designed as a resource for training mentors for new teachers in the Upper Peninsula K-12 public school districts. It is accompanied by The Mentor's Guide which includes resources and support material. The guides are designed for a full day or two half-day workshops for mentors prior to the start of the school year.

The second guide is designed as a resource for providing professional development for new teachers in their first year of teaching. It is divided into three (3) sections: Probationary Teacher Resource Guide, Using the Probationary Teacher Resource Guide, and Support Material.

Suggestions for second and third year new teacher professional development are included, but it was felt that the second and third year professional development must be focused on curriculum alignment based on Michigan's Core Curriculum Standards and Benchmarks, as well as, the Teaching and Learning Standards. This is best done at the local or ISD level and will change from year to year as legislation and mandates are changed.

At the time of this writing the Michigan Department of Education has available a draft of *Mentoring and Induction for Michigan Teachers: Developing Quality Standards*. Some of the language in the draft document has been included (and noted as such) in the facilitator's guide for mentors. It will be important for districts, after the adoption of the standards by the State Board of Education, to incorporate these standards into their programs.

Lois A. Hirst and Judy Parlato
Marquette, MI
August 2002

TABLE OF CONTENTS

SECTION I: THE MENTOR'S GUIDE

Michigan Law	1
PA 335 and Tenure Act	3
Draft Standards for the Mentoring and Induction for Michigan Teachers	4
Defining Professional Development	6
Five Models of Staff Development	7
Guidelines for Professional Development	8
Offering Support for A Quality Mentoring Program.....	9
Seven Principles of a Mentoring Program	10
Matching Mentors to Entry-Level Teachers	10
Charlotte Danielson's Four Domains of Teaching Responsibility.....	11
Twelve Potential Needs of the Entry-Year Teacher	12
Six Environmental Difficulties Awaiting Entry-Year Teachers	13
30 Things a Mentor Teacher Should Do	14
Suggested Topics for Mentor/Mentee Meeting	15
Mentoring Program Planning Sheet for First-Year Teachers.....	16
Mentoring Program Planning Sheet for Second- and Third-Year Teachers.....	17
Suggested Timeline for A First-Year Mentoring Program.....	18

SECTION II: RESOURCES

Individualized Development Plan	19
Professional Journal	21
Educational Leadership Article	22
References	25

MICHIGAN LAW

Probationary teachers will be assigned mentors to aid them in reaching the goals of their individualized development plan as defined in PA 335 and PA 289

PA 335 (December 31, 1993) and PA 289 (July 1, 1996)

Sec. 1526 Teacher in first 3 years of employment; assignment to master teacher; intensive professional development induction.

For the first 3 years of his or her employment in classroom teaching, a teacher shall be assigned by the school in which he or she teaches to 1 or more master teachers, or college professors or retired master teachers, who shall act as a mentor or mentors to the teacher. During the 3-year period, the teacher shall also receive intensive professional development induction into teaching, based on a professional development plan that is consistent with the requirements of section 3a of article II of Act No. 4 of the Public Acts of the Extra Session of 1937, being section 38.83a of the Michigan Compiled Laws, including classroom management and instructional delivery. During the 3-year period, the intensive professional development induction into teaching shall consist of at least 15 days of professional development, the experiencing of effective practices in university-linked professional development schools, and regional seminars conducted by master teachers and other mentors. [History: Add. 1993, Act 335, Imd. Eff. Dec. 31, 1993; Am. 1995, Act 289, Eff. July 1, 1996.]

Sec. 1527 Teacher professional development; number of days.

The board of each school district, intermediate school district, or public school academy shall provide at least 1 day of teacher professional development in the 1997-1998 school year, at least 2 days of teacher professional development in the 1998-1999 school year, at least 3 days of teacher professional development in the 1999-2000 school year, at least 4 days of teacher professional development in the 2000-2001 school year, and at least 5 days of teacher professional development in the 2001-2002 school year and each school year after the 2001-2002 school year. Professional development days provided under this section shall not be counted toward the professional development required under section 1526. [History: Add. 1995, Act 289, Eff. July 1, 1996.]

All probationary teachers will be formally evaluated twice yearly

TENURE LAW CHANGES IN HB 4112 (Signed 6/11/93)— Article II

§38.81 Teachers' probationary period; authority of controlling board to grant continuing tenure.

Sec 1 (1) Subject to subsections (2) and (3), a teacher is in a probationary period during his or her first 4 full school years of employment.

(2) A teacher under contract but not on continuing tenure as of the effective date of this amendatory act that added this subsection is in a probationary period during his or her first 2 full school years of employment.

(3) A teacher on continuing tenure as of the effective date of the amendatory act that added this subsection continue to be on continuing tenure even if the teacher has not served for at least 4 full school years of employment. [History: Am. 1993, Act 59, Imd. Eff. June 11, 1993]

§38.83 Controlling board; statement of performance and notices of dismissal, issuance to probationary teachers.

Sec 3 At least 60 days before the close of each school year the controlling board shall provide the probationary teacher with a definite written statement as to whether or not his work has been satisfactory. Failure to submit a written statement shall be considered as conclusive evidence that the teacher's work is satisfactory. Any probationary teacher or teacher not on continuing contract shall be employed for the ensuing year unless notified in writing at least 60 days before the close of the school year that his services will be discontinued.

Sec. 3 (1) If a probationary teacher is employed by a school district for at least 1 full school year, the controlling board of the probationary teacher's employing school district shall ensure that the teacher is provided with an individualized development plan developed by appropriate administrative personnel in consultation with the individual teacher and that the teacher is provided with at least an annual year-end performance evaluation each year during the teacher's probationary period. The annual year-end performance evaluation shall be based on, but is not limited to, at least 2 classroom observations held at least 60 days apart, unless a shorter interval between the 2 classroom observations is mutually agreed upon by the teacher and the administration, and shall include at least an assessment of the teacher's progress in meeting the goals of his or her individualized development plan. The subsection does not prevent a collective bargaining agreement between the controlling board and the teacher's bargaining representative under Act No. 336 of the Public Acts of 1947, being sections 423.201 to 423.216 of the Michigan Compiled Laws, from providing for more performance evaluations or classroom observations in addition to those required under this subsection. Except as specifically stated in this subsection, this section does not require a particular method for conducting a performance evaluation or classroom observation or for providing an individualized development plan.

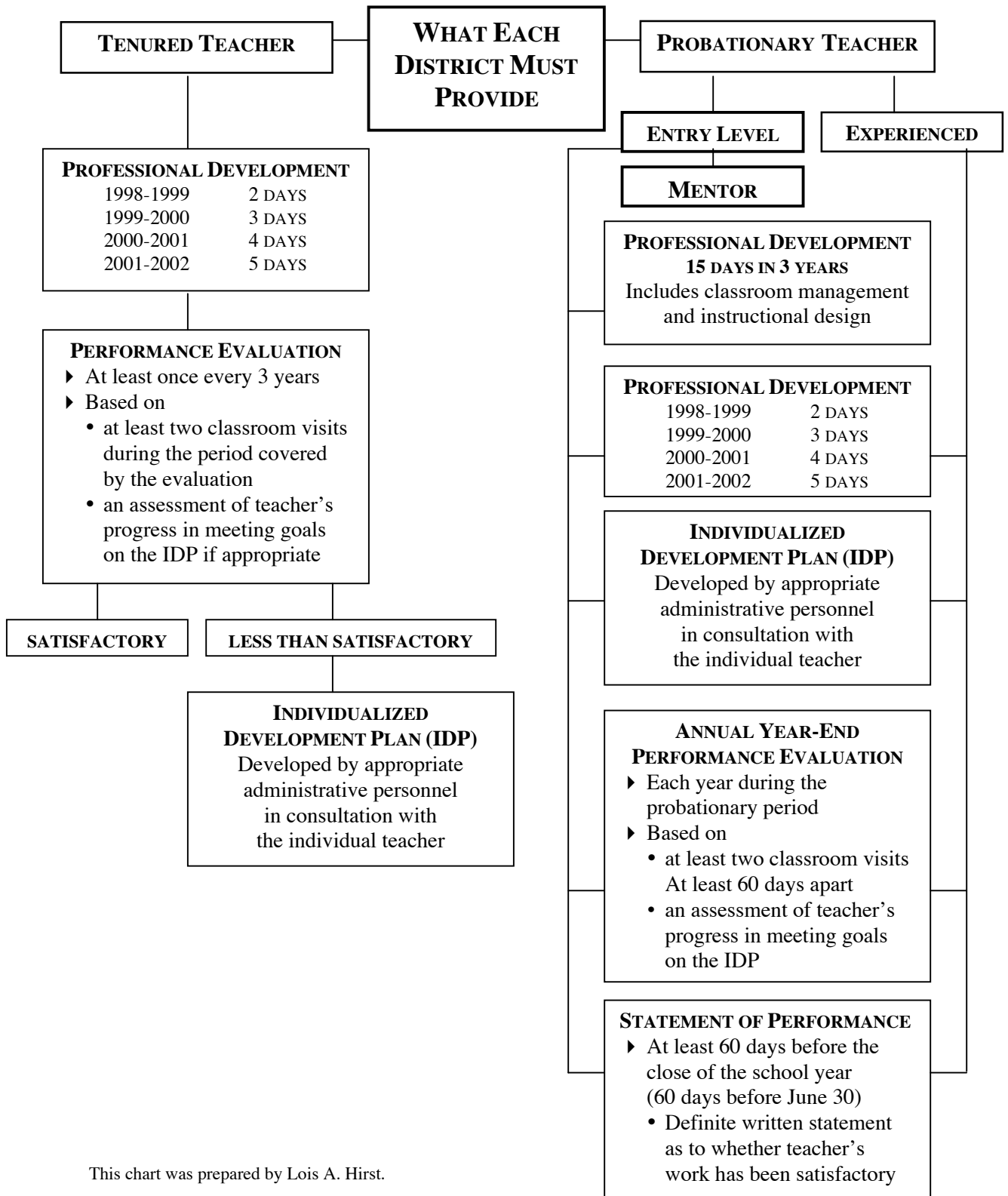
(2) Failure of a school district to comply with subsection (1) with respect to an individual teacher in a particular school year is conclusive evidence that the teacher's performance for that school year was satisfactory. [History: Am. 1993, Act 59, Imd. Eff. June 11, 1993]

§38.93 Teacher on continuing tenure; individualized development plan; performance evaluation; failure to comply with subsection (1) as evidence of satisfactory performance.

Sec. 3 (1) The controlling board of the school district employing a teacher on continuing tenure shall ensure that the teacher is provided with a performance evaluation at least once every 3 years and, if the teacher has received a less than satisfactory performance evaluation, the school district shall provide the teacher with an individualized development plan developed by appropriate administrative personnel in consultation with the individual teacher. The performance evaluation shall be based on, but is not limited to, at least 2 classroom observations conducted during the period covered by the evaluation and, if the teacher has an individualized development plan, shall include at least an assessment of the teacher's progress in meeting the goals of his or her individualized development plan. This section does not prevent a collective bargaining agreement between the controlling board and the teacher's bargaining representative under Act No. 336 of the Public Acts of 1947, being sections 423.201 to 423.216 of the Michigan Compiled Laws, from providing for more performance evaluations or classroom observations in addition to those required under this subsection. Except as specifically stated in this subsection, this section does not require a particular method for conducting a performance evaluation or classroom observation or for providing an individualized development plan.

(2) Failure of a school district to comply with subsection (1) with respect to an individual teacher in a particular 3-year period is conclusive evidence that the teacher's performance for that period was satisfactory. [History: Add. 1993, Act 59, Imd. Eff. June 11, 1993.]

**PA 335—MENTORS AND PROFESSIONAL DEVELOPMENT
TENURE ACT—EVALUATION & INDIVIDUALIZED DEVELOPMENT PLANS**



This chart was prepared by Lois A. Hirst.

**FROM THE DRAFT OF THE MENTORING AND INDUCTION FOR MICHIGAN TEACHERS:
DEVELOPING QUALITY STANDARDS—WORKING CONFERENCE 2000**

PROGRAM STANDARDS

- STANDARD 1:** The mentor and teacher induction program is research-based and designed and implemented to specifically meet the needs of the local and state standards for teaching and learning.
- STANDARD 2:** Professional development opportunities for mentor and new teachers demonstrate quality professional development standards.
- STANDARD 3:** Administrative support and action is explicitly provided in the design, implementation, and maintenance of the local mentor and teacher induction program.
- STANDARD 4:** A community of learners is built through on-going stakeholder involvement in the mentor and teacher induction program.
- STANDARD 5:** The mentor and teacher induction program promotes cultural proficiency, which means esteeming cultures, knowing how to learn about individual and organizational culture and interacting effectively in a variety of cultural environments.
- STANDARD 6:** Evaluation of the mentor and teacher induction program is initially planned for and continually provided.

Note: These standards are presently being revised and should be available in the Fall 2002.

DEFINITIONS

NEW TEACHER

A new teacher is an educator who is new to the profession and is in his/her first three years of teaching. This includes school counselors, speech pathologists, and school librarians. School psychologists, school nurses, and school social workers do not fall under this definition. Districts may further define “new teachers” for the purpose of providing mentoring and teacher induction at the local level.

MENTOR

An experienced teacher who volunteers to work as a mentor and classroom coach for a new teacher during the new teacher’s induction period. It is recommended that mentors possess the following characteristics: demonstrated excellence in teaching, participation in professional development activities, possession of the same certification or specialty area as that of the new teacher, located in the same building (to the degree possible), an active listener.

PROFESSIONAL DEVELOPMENT

Professional development refers to learning opportunities for educators to enhance their capacity to provide consistent quality teacher and learning environments for all students.

TEACHER

As used in Section 1526 of PA 335 (1993), the term “teacher” means a certified classroom teacher and other certification personnel employed by a board of education or controlling board of an educational institution to deliver instruction to students.

MENTORING

The process by which an experienced teacher volunteers to work with a new teacher to provide mentoring and coaching during the new teacher’s induction period. Mentoring is a process of assisting new teachers in their professional learning and growth. Mentoring **is not** connected to the evaluation process of the new teacher.

TEACHER INDUCTION

The period of teacher development during the first three years of teaching as a new educator. In Michigan, this refers to the period of time within which new teachers will be supported by mentoring and other professional development strategies.

DEFINING PROFESSIONAL DEVELOPMENT

The Michigan State Board of Education defines professional development as **a continuous process of improvement to promote high standards of academic achievement and responsible citizenship for all students. Professional development increases the capacity of all members of the learning community to pursue life-long learning.**

Standards for the Context of Professional Development

Quality professional development, structured and provided within a context of ongoing school improvement planning and a culture of collaboration, improves and sustains the capacity of the adult learner to:

- understand and apply the elements of a market driven education system;
- understand and apply systemic change principles and anticipate change as a dynamic process
- contribute to the plan and design of their own intellectually rigorous professional development
- increase personal level of involvement in implementing a continuously improving learning community; and,
- use data on student achievement as the foundation of selecting professional growth alternatives.

Standards of the Content of Professional Development

Quality professional development, structured and provided within a context of ongoing school improvement planning and a culture of collaboration improves and sustains the capacity of the adult learner to:

- demonstrate high learning expectations for all students;
- demonstrate continuous improvement as a facilitator of student learning
- demonstrate continuous progress in developing current content knowledge and its application and the skill-based and instructional strategies required to facilitate effective learning for all students; and,
- demonstrate knowledge and use of cross-disciplinary instruction and cross-disciplinary teams to facilitate learning.

Standards of the Process of Professional Development

Quality professional development, structured and provided within a context of ongoing school improvement planning and a culture of collaboration improves and sustains the capacity of the adult learner to:

- use inquiry and reflective practice within the learning community;
- learn from recognized resources within both the public and private sectors, from successful models, and from colleagues and others in the learning community
- identify personal and adult learning needs and styles, and select appropriate modes of participation
- implement research-based leadership strategies to support and sustain ongoing developmental activities;
- integrate technologies as tools to assist with the curriculum development, instructional management, and assessment practices; and,
- invest time in an ongoing process of collegial dialogue, collaborative learning, and exploration of new and/or proven instructional strategies.

Five Models of Staff Development

Dr. Dennis Sparks

Executive Director of the National Staff Development Council

1. **Individually guided professional development** occurs when teachers plan and participate in activities they believe will promote their own learning. They determine their professional development goals and design activities to meet them—experiences which employ their preferred modes of learning.
2. **Observation/assessment** is a model that depends on objective observation, followed by analysis and feedback on what was observed. It may take many forms, including peer coaching, clinical supervision and teacher evaluation.
3. **Involvement in a development/improvement process** focuses on participation in the design of curriculum and/or the achievement of school improvement goals—often as a member of a building or district curriculum or school improvement committee. Participation in such processes may cause changes in attitudes, as well as the acquisition of important knowledge and skills.
4. **Training** the most common form of staff development, has the power to alter teachers' knowledge, attitudes, and instructional skills, as well as student achievement, if all training components are present (exploratory/presentation of theory, demonstration and modeling, opportunities for practice, feedback on performance, and ongoing coaching).
5. **Inquiry** begins with the identification of a problem, and teachers, individually or collaboratively, explore methods of gathering data. They analyze and interpret the data and make changes in their practice. Finally new data are collected and analyzed to determine the effects of the change in their classrooms or buildings.

—From the Michigan Department of Education's *Michigan Curriculum Framework*

**Guidelines for the Professional Development that Qualifies for Michigan Legislative Requirements
SEPTEMBER 2001**

Does your planned professional development serve the purpose of increasing student learning?
Does your planned professional development align with your school improvement plan?
Is your professional development planned, ongoing, and intensive?
Is this activity supported by the district in some way such as time or cost?

Examples of Activities	Does it Qualify as Professional Development under Section 1526? (PD Days for New Teachers)	Does it Qualify as Professional Development under Section 1527? (PD Days for All Teachers)	Does it Qualify as Professional Development under Section 101(11)? (Use of 51 Hours of PD)
Staff Meetings	No	No (unless the meeting is planned around topics of student learning, instructional strategies or curricular content)	No (unless the meeting is planned around topics of student learning, instructional strategies or curricular content)
Curriculum Development Meetings	Yes (if you can respond affirmatively to the questions shown above)	Yes (if you can respond affirmatively to the questions shown above)	Yes (unless it occurs when students are receiving instruction)
Study Groups, Action Learning, Lesson Study, Study of Student Work	Yes (if you can respond affirmatively to the questions shown above)	Yes (if you can respond affirmatively to the questions shown above)	Yes (unless it occurs when students are receiving instruction)
Parent-Teacher Conferences	No	No	No
Athletic Coaching Clinics	No	No	No
Teacher Planning Time other than Team Planning Time	No	No	No
Records Day	No	No	No
Conferences/Workshops On-Site	Yes (if it is relevant to the new teacher's classroom needs) (unless it is already being counted under section 1527)	Yes (if you can respond affirmatively to the questions shown above)	Yes (unless it occurs when students are receiving instruction)
Conference/Workshops at Off-site Location	Yes (if it is relevant to the new teacher's classroom needs) (unless it is already being counted under section 1527)	Yes (if you can respond affirmatively to the questions shown above)	Yes (unless it occurs when students are receiving instruction)
Sessions Dedicated to Qualifying for NCA Accreditation	Yes (if it is addressed in a PDP)	Yes (if you can respond affirmatively to the questions shown above)	Yes (unless it occurs when students are receiving instruction)
University or College Class	Yes (if the district pays for it or provides release time and it is relevant to the classroom needs of the new teacher)	Yes (if the district pays for it and you can respond affirmatively to the questions shown above)	Yes (unless it occurs when students are receiving instruction)
Mentoring of the New Teacher	Yes (In the case of the new teacher being inducted or mentoring)	Yes (In the case of the veteran teacher providing formal mentoring)	Yes

Learning Support Unit, Office of School Excellence, Michigan Department of Education

For information on Section 1527, Professional Development, contact Cheryl L. Poole at 517-241-4546 (PooleCL@state.mi.us)

For information on Section 1526, Induction and Mentoring, contact Frank Ciloski at 517-373-6791 (CiloskiF@state.mi.us)

For information on Section 101(11) contact Elaine Madigan Mills at 517-335-0521 (MadiganMillsE@state.mi.us)

**OFFERING SUPPORT FOR
A QUALITY MENTORING PROGRAM
FOR NEW TEACHERS**

Tips for Administrators

A Quality Mentoring Program Saves The Principal Time!

What the district/building needs to have in place

1. A plan for the selection of quality mentors who have demonstrated ability in teaching and working with colleagues.
2. A program for ongoing, specialized preparation for the role as a mentor.
3. An understanding that mentors may not be part of the local district evaluation process for beginning teachers.
4. An understanding that the mentor's relationship with the new teacher needs to be based on trust and confidentiality.
5. A plan to provide adequate time, resources, and support to mentors so they can perform their mentor role effectively.
6. An understanding that the critical and specialized role of teacher mentors should be recognized.
7. In many districts mentors are paid for their work. Include expectations such as the number of classroom observations, journals, etc. as a part of the accountability.

How the Principal can support teacher mentors

1. Hire a substitute teacher one day a month to allow the mentor to observe in the new teacher's classroom or allow the new teacher to observe in another teacher's classroom.
2. Schedule a common planning time for the mentor and new teacher.
3. Encourage the mentor to use one or two planning periods a month to observe in the new teacher's classroom. This may be a part of accountability.
4. Write a mini-grant to cover the cost of substitutes or other forms of support for the mentors.
5. RECOGNIZE the work of the mentors.

How a Quality Mentoring Program will help the Principal

1. Mentors can handle many of the new teacher induction activities.
2. Mentors have some responsibility for teacher development. They work day-to-day with new teachers and can provide them support.
3. Your staff will have a common understanding of district goals and procedures.
4. New teachers will be better prepared for evaluation and the evaluation process.
5. New teachers will have greater success and the school will have a high quality staff.

SEVEN PRINCIPLES OF A MENTORING PROGRAM

1. New teachers should not have to “sink or swim.”
2. As adult learners, new teachers have special needs.
3. Time is precious to all teachers.
4. Mentors are not involved in new teacher evaluations.
5. All teachers new to the district are encouraged to participate in mentoring activities.
6. Activities must be individualized.
7. The mentor position is an excellent professional growth opportunity for master teachers.

MATCHING MENTORS TO ENTRY-LEVEL TEACHERS

Prerequisite Knowledge

- Learning theories
- Child development
- Student evaluation
- Special needs of students
- School policies
- Curriculum, course of study
- Available instructional resources

Prerequisite Skills

- Communication
- Listening
- Working well with others
- Planning, organizing
- Problem solving
- Leadership
- Higher-level learning and thinking

Prerequisite Attitudes, Values, and Personal Characteristics

- Dedication to teaching
- Willingness to give time and energy
- Self-confidence
- Facilitator (not controller)
- Consistent
- Helpful
- Friendly, outgoing
- Patient
- Empathetic
- Warm, open, and caring
- Confident
- Respectful
- Professional

MENTOR SELECTION CRITERIA

Personality

- Encourages informal interaction
- Encourages compatibility

Teaching Assignments

- Same grade level/subject matter
- Mentor should be competent in teaching area

Sex

- Cross-sex mentoring may be detrimental
- Stereotypical roles
- Sexual tensions and fears
- Public scrutiny

Age

- Mentors usually 8-15 years older
- Large age differences may be detrimental because of:
 - Generational differences
 - Communication problems
 - Value differences

EXCEPTIONS TO “IDEAL” MATCHES WORK WELL, TOO!

**CHARLOTTE DANIELSON'S
FOUR DOMAINS OF TEACHING RESPONSIBILITY**

DOMAIN 1: PLANNING AND PREPARATION

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1b: Demonstrating Knowledge of Students
- 1c: Selecting Instructional Goals
- 1d: Demonstrating Knowledge of Resources
- 1e: Designing Coherent Instruction
- 1f: Assessing Student Learning

DOMAIN 2: THE CLASSROOM ENVIRONMENT

- 2a: Creating an Environment of Respect and Rapport
- 2b: Establishing a Culture for Learning
- 2c: Managing Classroom Procedures
- 2d: Managing Student Behavior
- 2e: Organizing Physical Space

DOMAIN 3: INSTRUCTION

- 3a: Communicating Clearly and Accurately
- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging Students in Learning
- 3d: Providing Feedback to Students
- 3e: Demonstrating Flexibility and Responsiveness

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

- 4a: Reflecting on Teaching
- 4b: Maintaining Accurate Records
- 4c: Communicating with Families
- 4d: Contributing to the School and District
- 4e: Growing and Developing Professionally
- 4f: Showing Professionalism

Danielson, C. (1996). *Enhancing Professional Practice: A Framework for Teaching*. ASCD: Alexandria, VA.

**TWELVE POTENTIAL NEEDS OF THE ENTRY-YEAR TEACHER
FROM RESEARCH ON ENTRY-YEAR TEACHERS**

1. Managing the classroom
2. Acquiring systems information including formal policies, procedures, rules and regulations, and informal routines and customs
3. Obtaining adequate instructional resources and materials
4. Planning, organizing, and managing work
5. Assessing students and evaluating student work
6. Motivating students
7. Using effective teaching methods
8. Dealing with individual student needs, interests, abilities, and problems
9. Communicating with colleagues
10. Communicating with parents
11. Adjusting to the teaching environment
12. Receiving emotional support

**SIX ENVIRONMENTAL DIFFICULTIES
AWAITING ENTRY-YEAR TEACHERS**

DIFFICULTY	CONTRIBUTING FACTORS	CUMULATIVE EFFECTS
INADEQUATE INSTRUCTIONAL RESOURCES	<ul style="list-style-type: none"> ▶ Experienced teachers have already claimed quality resources ▶ Lack of assistance in locating needed resources 	<p align="center">STRESS</p> <p align="center">PHYSICAL AND EMOTIONAL MALADIES</p> <p align="center">SHIFT TOWARD NEGATIVE TEACHING BEHAVIORS</p> <p align="center">IN MANY CASES, EXIT FROM THE PROFESSION</p>
DIFFICULT TEACHING ASSIGNMENTS	<ul style="list-style-type: none"> ▶ Experienced teachers have taken best assignments ▶ Lack of assistance in planning, organizing, and managing work 	
UNCLEAR EXPECTATIONS	<ul style="list-style-type: none"> ▶ Inadequate orientation ▶ Lack of reinforcement throughout the year ▶ Lack of systematic socialization 	
ISOLATION	<ul style="list-style-type: none"> ▶ Assignment to most isolated classrooms ▶ Experienced teachers don't want to interfere ▶ Beginning teachers fear that requesting assistance would reveal "incompetence" 	
CONFLICT	<ul style="list-style-type: none"> ▶ Unexpected role of teaching conflicts with ideal role 	
REALITY SHOCK	<ul style="list-style-type: none"> ▶ Realization of "real world" of teaching ▶ Realization of being unprepared for demands and difficulties of teaching 	

30 THINGS A MENTOR TEACHER SHOULD DO

1. Work with the entry-year teacher to analyze a lesson plan that didn't work.
2. Introduce the entry-year teacher to other staff members.
3. Go to lunch with the entry-year teacher to celebrate a teaching success.
4. Help the entry-year teacher plan a strategy for solving a classroom management problem.
5. Demonstrate an instructional technique.
6. Make a video or audio-tape of the entry-year teacher for self analysis.
7. Advise the entry-year teacher on the pitfalls of parent conferencing.
8. Encourage the entry-year teacher to participate in professional organizations.
9. Invite the entry-year teacher to observe your classroom at any time.
10. Give the entry-year teacher specific feedback.
11. Patiently answer the entry-year teacher's questions.
12. Refer the entry-year teacher to appropriate resource persons.
13. Protect the entry-year teacher by maintaining confidentiality.
14. Model professionalism for the entry-year teacher.
15. Help the entry-year teacher write test questions.
16. Share a personal success or failure.
17. Assist the entry-year teacher in keeping good student records.
18. Make sure the principal understands the role of the mentor.
19. Be open and honest with the entry-year teacher.
20. Practice active listening.
21. Positively reinforce an entry-year teacher's desirable behavior.
22. Hold a pre-observation with the entry-year teacher.
23. Share a professional article with the entry-year teacher.
24. Help the entry-year teacher improve his/her questioning techniques.
25. Demonstrate to the entry-year teacher how to close a lesson.
26. Share with the entry-year teacher ideas for opening class.
27. Arrange for the entry-year teacher to observe colleagues.
28. Express personal interest in the entry-year teacher.
29. Reassure the entry-year teacher that they are not alone.
30. **BELIEVE THAT YOU CAN MAKE A DIFFERENCE!**

SUGGESTED TOPICS FOR MENTOR/MENTEE MEETINGS

- ▶ Tour of school and facilities
- ▶ What to expect on the first day of school
- ▶ Introduction of new teachers to school board
- ▶ Preparing for parent-teacher conferences
- ▶ Field trip procedures
- ▶ Grading system (training on computer system, if necessary)
- ▶ School's testing program
- ▶ Emergency procedures
- ▶ Referring special-needs students
- ▶ IEPs
- ▶ Effective lesson planning
- ▶ Writing mid-term reports
- ▶ Teacher evaluations and appraisals
- ▶ End-of-term grading
- ▶ Purchase orders and requisitions
- ▶ Ordering books for next school year
- ▶ School yearbook (to identify people new teachers should meet)
- ▶ Guest speakers
 - Mentee teachers from previous school year
 - Special needs school personnel
 - Audio-visual personnel (how to order equipment, etc.)
 - Librarians
 - School nurses
 - Guidance counselors
- ▶ Profile of effective teachers
- ▶ Classroom management
- ▶ Discussion of classroom/lab observations
- ▶ Special school programs
- ▶ Club activities
- ▶ Cooperative learning
- ▶ Helpful teaching techniques from experienced teachers
- ▶ Effective questioning techniques
- ▶ Stress management
- ▶ Marketing strategies for promoting the school and programs
- ▶ Yearly planning
- ▶ Term planning
- ▶ Unit planning
- ▶ Weekly planning
- ▶ Daily planning
- ▶ Creating student tests and worksheets
- ▶ Extra-curricular duties
- ▶ Scheduling guest speakers
- ▶ School fund-raisers
- ▶ Observations of mentees with pre-conferences and post-conferences
- ▶ Providing resources and materials
- ▶ Demonstrating effective teaching (observations by mentees)
- ▶ Observation of other teaching staff members

MENTORING PROGRAM PLANNING SHEET FOR FIRST-YEAR TEACHERS

<p style="text-align: center;">AUGUST 2002</p> <ul style="list-style-type: none"> ▶ Mentor training in early August ▶ Mentors plan mentoring schedule for the school year ▶ Mentors send welcome letters to new teachers ▶ Mentors offer new teacher training workshop before first day of school ▶ Mentors prepare welcome for new teachers the first day of class ▶ Mentors meet with new teachers after first day of class 	<p style="text-align: center;">SEPTEMBER 2002</p> <ul style="list-style-type: none"> ▶ Mentors meet daily with new teachers during the first week of school ▶ Mentors meet at least once a week with new teachers ▶ One mentor (rotate among mentors) meets with all new teachers after school one day a week to cover a topic from the suggested list ▶ Mentor observes in new teacher's classroom before the end of the month 	<p style="text-align: center;">OCTOBER 2002</p> <ul style="list-style-type: none"> ▶ Mentors meet at least twice a month with new teachers ▶ One mentor (rotate among mentors) meets with all new teachers after school two times during the month to cover a topic from the suggested list ▶ New teacher observes in mentor's classroom once during the month
<p style="text-align: center;">NOVEMBER 2002</p> <ul style="list-style-type: none"> ▶ Mentors meet at least twice a month with new teachers ▶ One mentor (rotate among mentors) meets with all new teachers after school two times during the month to cover a topic from the suggested list (holiday activities important) ▶ Mentor observes in new teacher's classroom once during the month 	<p style="text-align: center;">DECEMBER 2002</p> <ul style="list-style-type: none"> ▶ Mentors meet once at beginning of month with new teachers ▶ One mentor (rotate among mentors) meets with all new teachers after school to cover a topic from the suggested list ▶ New teacher observes in mentor's classroom once during the month 	<p style="text-align: center;">JANUARY 2003</p> <ul style="list-style-type: none"> ▶ Mentors meet at least once during the month with new teachers ▶ One mentor (rotate among mentors) meets with all new teachers after school at least once during the month to cover a topic from the suggested list ▶ Mentor observes in new teacher's classroom once during the month
<p style="text-align: center;">FEBRUARY 2003</p> <ul style="list-style-type: none"> ▶ Mentors meet at least once during the month with new teachers ▶ One mentor (rotate among mentors) meets with all new teachers after school once during the month to cover a topic from the suggested list ▶ New teachers observe in a classroom of their choice 	<p style="text-align: center;">MARCH 2003</p> <ul style="list-style-type: none"> ▶ Mentors meet at least once during the month with new teachers ▶ One mentor (rotate among mentors) meets with all new teachers after school once during the month to cover a topic from the suggested list ▶ New teachers observe in a classroom of their choice 	<p style="text-align: center;">APRIL 2003</p> <ul style="list-style-type: none"> ▶ Mentors meet at least once during the month with new teachers ▶ One mentor (rotate among mentors) meets with all new teachers after school once during the month to cover a topic from the suggested list ▶ Mentor applications distributed
<p style="text-align: center;">MAY 2003</p> <ul style="list-style-type: none"> ▶ Mentors meet with new teachers at least once during the month to cover end-of-year issues ▶ Committee selects new mentors for 2003-2004 as needed 	<p style="text-align: center;">JUNE/JULY 2003</p> <ul style="list-style-type: none"> ▶ Mentors plan activities for 2003-2004 school year 	<p style="text-align: center;">AUGUST 2003</p> <ul style="list-style-type: none"> ▶ Same as August 2002

MENTORING PROGRAM PLANNING SHEET FOR SECOND- AND THIRD-YEAR TEACHERS

<p style="text-align: center;">AUGUST 2002</p> <ul style="list-style-type: none"> ▶ Mentors plan second and third mentoring schedule for the school year ▶ Mentors and second/third year new teachers offer new teacher training workshop before first day of school ▶ Mentors contact their mentees prior to the first day of school ▶ Mentors meet with mentees after first day of class 	<p style="text-align: center;">SEPTEMBER 2002</p> <ul style="list-style-type: none"> ▶ Mentors meet twice with mentees during the first week of school ▶ Mentors meet at least twice during the month with mentees to discuss semester and first evaluation ▶ Mentor observes in mentee's classroom before the end of the month 	<p style="text-align: center;">OCTOBER 2002</p> <ul style="list-style-type: none"> ▶ Mentors meet with mentees at least once during the month ▶ Mentee observes in mentor's classroom once during the month
<p style="text-align: center;">NOVEMBER 2002</p> <ul style="list-style-type: none"> ▶ Mentors meet with mentees once during the month with mentees ▶ Mentor observes in mentee's classroom once during the month 	<p style="text-align: center;">DECEMBER 2002</p> <ul style="list-style-type: none"> ▶ Mentors meet with mentees at least once during the month 	<p style="text-align: center;">JANUARY 2003</p> <ul style="list-style-type: none"> ▶ Mentors meet with mentees to plan for second semester and second evaluation
<p style="text-align: center;">FEBRUARY 2003</p> <ul style="list-style-type: none"> ▶ Mentors meet with mentee's once during the month ▶ Mentor observes in mentee's classroom once during the month 	<p style="text-align: center;">MARCH 2003</p> <ul style="list-style-type: none"> ▶ Mentors meet with mentee's at least once during the month ▶ Mentees observe in a classroom of their choice 	<p style="text-align: center;">APRIL 2003</p> <ul style="list-style-type: none"> ▶ Mentors meet with mentees at least once during the month ▶ Mentor applications distributed
<p style="text-align: center;">MAY 2003</p> <ul style="list-style-type: none"> ▶ Mentors meet with mentees at least once during the month to cover end-of-year issues ▶ Committee selects new mentors for 2003-2004 as needed 	<p style="text-align: center;">JUNE/JULY 2003</p> <ul style="list-style-type: none"> ▶ Veteran mentors train new mentors ▶ Mentors plan activities for 2003-2004 school year 	<p style="text-align: center;">AUGUST 2003</p> <ul style="list-style-type: none"> ▶ Same as August 2002

SUGGESTED TIMELINE FOR A FIRST-YEAR MENTORING PROGRAM

April	Mentor applications distributed
May	Mentors selected
May	New mentors meet with current mentors
June/July/August	Mentor training
June/July/August	Mentors plan school year activities
August	Welcome letters sent to new teachers
August	One day in-service with new teachers Second- and third-year teachers assist with in-service
August	Meet with new teachers after first day of classes
August/September	Meet with new teachers every day the first week of class and at least once a week for the remainder of month
September	Observe in new teacher's classroom at least once
October	Meet with new teachers twice during month New teacher observes mentor in classroom
November	Meet with new teacher at least twice during month Observe in new teacher's classroom once during month
December	Meet with new teacher at least once during month New teacher observes mentor in classroom
January–May	Meet with new teachers once a month
January	Mentors observe new teachers in classroom to prepare for second evaluation
February/March	New teacher observes in a classroom of choice once during each month
April/May	New teacher observes in a classroom of choice upon request

INDIVIDUALIZED DEVELOPMENT PLAN (IDP) FOR PROBATIONARY TEACHERS

Name:
Assignment

Year:
Building:

Part I

- I. **Goal Statement** (Use one sheet for each goal) Tie the statement to the responsibilities of the teacher listed in the guidelines and, if possible, to your district's school improvement goals.

List and explain the approaches you have planned to accomplish this goal.

II. Monitoring

List the planned activities and/or procedures for measuring goal accomplishment.

Teacher's signature
(Signature does not necessarily mean concurrence.)
Supervisor's signature:

Date:

Date:

**Individualized Development Plan
Part II**

Analyzing and Assessing:

Teacher: Comment on the degree to which each goal was accomplished and list the data to support your judgment.

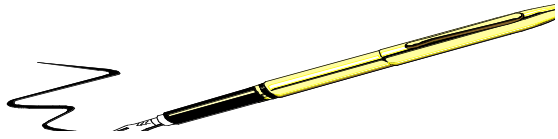
Supervisor: Comment on the degree to which each goal was accomplished and list the data to support your judgment.

Teacher's signature
(Signature does not necessarily mean concurrence.)

Date:

Supervisor's signature:

Date:



Professional Journal

Name:

Date:

Professional development activity

Purpose/skill addressed

Does it relate to your individualized development plan?

Yes

No

Reflection on the activity

Number of Minutes/Hours engaged in activity

EDUCATIONAL LEADERSHIP

Volume 56 Number 8 May 1999

The Good Mentor by James B. Rowley

As formal mentoring programs gain popularity, the need for identifying and preparing good mentors grows.

Can you name a person who had a positive and enduring impact on your personal or professional life, someone worthy of being called your mentor? Had he or she been trained to serve in such a role or been formally assigned to help you? I frequently ask veteran teachers these questions. As you might guess, most teachers with 10 or more years of experience were typically not assigned a mentor, but instead found informal support from a caring colleague. Unfortunately, not all teachers found this support. In fact, many veterans remember their first year in the classroom as a difficult and lonely time during which no one came to their aid.

Much has changed in the past decade, however, because many school districts have established entry-year programs that pair beginning teachers with veteran, mentor teachers. In the majority of such cases, the matching occurs before they meet and establish a personal relationship. This prevalent aspect of school-based mentoring programs presents special challenges that are further exacerbated when mentor teachers receive no or inadequate training and only token support for their work.

Qualities of a Good Mentor

During the past decade, I have helped school districts design mentor-based, entry-year programs. In that capacity, I have learned much by carefully listening to mentor and beginning teachers and by systematically observing what seems to work, and not to work, in formal mentoring programs. As a result of these experiences, I have identified six basic but essential qualities of the good mentor and the implications the qualities have for entry-year program design and mentor teacher training.

The good mentor is committed to the role of mentoring. The good mentor is highly committed to the task of helping beginning teachers find success and gratification in their new work. Committed mentors show up for, and stay on, the job. Committed mentors understand that persistence is as important in mentoring as it is in classroom teaching. Such commitment flows naturally from a resolute belief that mentors are capable of making a significant and positive impact on the life of another. This belief is not grounded in naive conceptions of what it means to be a mentor. Rather, it is anchored in the knowledge that mentoring can be a challenging endeavor requiring significant investments of time and energy.

What can be done to increase the odds that mentor teachers possess the commitment fundamental to delivering effective support? First, good programs require formal mentor training as a prerequisite to mentoring. Veteran teachers unwilling to participate in a quality training program are often indicating their lack of dedication to the role. Second, because it is unreasonable to expect a teacher to commit to a role that has not been clearly defined, the best mentoring programs provide specific descriptions of the roles and responsibilities of mentor teachers.

Third, good mentoring programs require mentors to maintain simple logs or journals that document conferences and other professional development activities involving the mentor and mentee. But such record-keeping devices should keep paperwork to a minimum and protect the confidentiality of the mentor-mentee relationship.

Finally, although the majority of mentor teachers would do this important work without compensation, we must not overlook the relationship between compensation and commitment. Programs that provide mentors with a stipend, release time from extra duties, or additional opportunities for professional growth make important statements about the value of the work and its significance in the school community.

The good mentor is accepting of the beginning teacher. At the foundation of any effective helping relationship is empathy. As Carl Rogers (1958) pointed out, empathy means accepting another person without making judgments. It means setting aside, at least temporarily, personal beliefs and values. The good mentor teacher recognizes the power of accepting the beginning teacher as a developing person and professional. Accepting mentors do not judge or reject mentees as being poorly prepared, overconfident, naive, or defensive. Rather, should new teachers exhibit such characteristics, good mentors simply view these traits as challenges to overcome in their efforts to deliver meaningful support.

How can we encourage mentor teachers to be more accepting of new teachers? A training program that engages prospective mentors in reflecting on the qualities of effective helpers is an excellent place to begin. Reading and discussing passages from the works of Rogers (1958) and Combs, Avila, and Purkey (1971), for example, can raise levels of consciousness about this important attribute. Equally important in the training protocol is helping prospective mentors understand the problems and concerns of beginning teachers (Veenman, 1984; Fuller & Bown, 1975) as well as stage and age theories of adult development (Loevinger, 1976; Sprinthall & Theis-Sprinthall, 1980). Training exercises that cause mentors to thoughtfully revisit their own first years of teaching in light of such research-based and theoretical perspectives can help engender a more accepting disposition toward beginning teachers regardless of their age or prior life experiences.

The good mentor is skilled at providing instructional support. Beginning teachers enter their careers with varying degrees of skill in instructional design and delivery. Good mentors are willing to coach beginning teachers to improve their performance wherever their skill level. Although this seems obvious, many mentor teachers stop short of providing quality instructional support. Among the factors contributing to this problem is a school culture that does not encourage teachers to observe one another in their classrooms. I often ask mentors-in-training whether they could imagine helping someone improve a tennis serve or golf swing without seeing the athlete play and with only the person's description of what he or she thought was wrong.

Lacking opportunities for shared experience, mentors often limit instructional support to workroom conversations. Although such dialogue can be helpful, discussions based on shared experience are more powerful. Such shared experiences can take different forms: mentors and mentees can engage in team teaching or team planning, mentees can observe mentors, mentors can observe mentees, or both can observe other teachers. Regardless of the nature of the experience, the purpose is to promote collegial dialogue focused on enhancing teacher performance and student learning.

What can we do to prepare mentors to provide instructional support? The quality of instructional support that mentor teachers offer is largely influenced by the degree of value an entry-year program places on such support. The mentor training program should equip mentors with the knowledge, skills, and dispositions prerequisite to effective coaching. Such training helps mentors value description over interpretation in the coaching process; develop multiple methods of classroom observation; employ research-based frameworks as the basis for reflection; and refine their conferencing and feedback skills. Finally, we need to give mentors and mentees time and opportunity to participate in the preconferences, classroom observations, and postconferences that lead to quality clinical support.

The good mentor is effective in different interpersonal contexts. All beginning teachers are not created equal, nor are all mentor teachers. This simple fact, when overlooked or ignored by a mentor teacher, often leads to relationship difficulties and diminished support for the beginning teacher. Good mentor teachers recognize that each mentoring relationship occurs in a unique, interpersonal context. Beginning teachers can display widely different attitudes toward the help offered by a mentor. One year, a mentor may work with a beginning teacher hungry for advice and the next year be assigned a beginning teacher who reacts defensively to thoughtfully offered suggestions.

Just as good teachers adjust their teaching behaviors and communications to meet the needs of individual students, good mentors adjust their mentoring communications to meet the needs of individual mentees. To make such adjustments, good mentors must possess deep understanding of their own communication styles and a willingness to objectively observe the behavior of the mentee.

How can we help mentors acquire such self-knowledge and adopt a positive disposition toward adjusting their mentoring behaviors? Mentor training programs that engage mentors in completing and reflecting on self-inventories that provide insight into their leadership or supervisory styles are particularly helpful.

The Supervisory Beliefs Inventory (Glickman, 1985) offers an excellent vehicle for introducing mentors to the challenges of interpersonal communication. In similar fashion, The Leadership Adaptability and Style Inventory (Hersey & Blanchard, 1974) can provoke mentors to reflect on the appropriateness of their mentoring behavior given the maturity and commitment of their mentees. In my own mentor training, I follow discussions of such theoretical perspectives with the analysis of videotaped conversations between mentors and mentees from the *Mentoring the New Teacher* series (Rowley & Hart, 1993).

The good mentor is a model of a continuous learner. Beginning teachers rarely appreciate mentors who have right answers to every question and best solutions for every problem. Good mentor teachers are transparent about their own search for better answers and more effective solutions to their own problems. They model this commitment by their openness to learn from colleagues, including beginning teachers, and by their willingness to pursue professional growth through a variety of means. They lead and attend workshops. They teach and enroll in graduate classes. They develop and experiment with new practices. They write and read articles in professional journals. Most important, they share new knowledge and perplexing questions with their beginning teachers in a collegial manner.

How can we ensure that mentors continue their own professional growth and development? Quality entry-year programs establish clear criteria for mentor selection that include a commitment to initial and ongoing mentor training. In addition, program leaders work hard to give veteran mentors frequent opportunities to participate in high-quality professional-growth experiences that can enhance their work as a mentor teacher. Some programs, for example, reward mentors by giving them additional professional development days or extra support to attend professional conferences related to their work.

The good mentor communicates hope and optimism. In "Mentors: They Simply Believe," Lasley (1996) argues that the crucial characteristic of mentors is the ability to communicate their belief that a person is capable of transcending present challenges and of accomplishing great things in the future. For mentor teachers working in school-based programs, such a quality is no less important. Good mentor teachers capitalize on opportunities to affirm the human potential of their mentees. They do so in private conversations and in public settings. Good mentors share their own struggles and frustrations and how they overcame them. And always, they do so in a genuine and caring way that engenders trust.

What can we do to ensure that beginning teachers are supported by mentors capable of communicating hope and optimism? Quality programs take the necessary precautions to avoid using veteran teachers who have lost their positive outlook. If teachers and administrators value mentoring highly and take it seriously, mentoring will attract caring and committed teachers who recognize the complex and challenging nature of classroom teaching. It will attract teachers who demonstrate their hope and optimism for the future by their willingness to help a new teacher discover the same joys and satisfactions that they have found in their own career.

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