Mentoring Matters
Globe with two stick figures

**Mentor Training Seminar**

**Session 3**

Presenter: Melissa McMahon

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Group 1:

Group 2:

Group 3:



**Course objectives**

*Teachers who participate in the course will:*

* develop a realistic understanding of the role of a mentor and will be able to identify qualities of effective mentors
* explore the diverse thinking and communication styles that different people use to solve problems
* work collaboratively to create a “New Teacher Survival Packet,” that can be distributed to future new teachers
* learn to identify protege communication styles and determine the best way to interact with new teachers, especially when providing constructive feedback and having difficult conversations
* learn to observe and coach proteges in order to identify teacher strengths and weaknesses, with an emphasis on planning and time management
* familiarize themselves with district and school procedures and guidelines
* critically examine their practice to deepen knowledge and expand their repertoire of skills

**Agenda: Session 3**

**1. Icebreaker**

Take a piece of 8 x 11 paper and fold it in half. Tear of the top left corner for me please. Now fold the paper in half again and tear off the bottom right corner. Finally, can you fold the paper in half once more and tear off the bottom left corner for me please. Now everyone open your paper and hold it above your head.

Discussion: What does this challenge illustrate to us about how we communicate? How can we make sure people get the message we are trying to send? How can we make sure we have received the right message?

**2. Review Communication Styles**

*With your group 3 partners, draw a comic of what can happen when two teachers will different communication styles are matched up together.*

**3. Conference Styles**

*Jigsaw:* Nondirective, Collaborate, and Directive Conferencing Styles **(Appendix B)**

*Using group 1 partners, read the following sections and brainstorm a list of possible problems that would benefit from that particular conference style.*

Nondirective:

Collaborative:

Directive:

**4.** **Observing your protégé**

* Spirit Read Observation of Beginning Teacher **(Appendix C).**
* View the district observation document and goal setting sheet. **(Appendix D).** With your group #2 partner, fill out the goal setting sheet. Imagine what type of goals/resistance a first year teacher would have.
* Discussion: Because you are not an administrator, your observation will be goal focused, not evaluative. The new teacher will choose a focus for the observation and you will hone in on that to try to help them. *If during the observation, you see many problems with the teaching, how do you think you should handle it, as the new teacher believes you are there to observe only one aspect of their teaching?*

**5.****Mentor Handbook**

The district mentoring program and all your roles and responsibilities as a mentor

*With your group 3 partner, read through the appropriate section of the mentoring handbook (Appendix E) and note the strengths and weaknesses of the particular month. What is it missing?*

September - October:

November - December:

January - February:

March - April:

May - June:

**Appendix A: Communication and Interaction Styles**

*Communication Styles* (Saphier, Freedman, & Aschheim, 2007)

**Do you hear what I say? Do I hear what you say?**

*Highlight the term that best describes you.*

* *Introverted or extroverted:* Do you prefer to respond to new information immediately doing your thinking out loud or do you prefer information in advance so you have time to think about the issues before you have to respond?
* *Global or analytical:* Do you tend to see the big picture and like to have the scaffolding on which to hang details or do you prefer to see the bits and pieces and put them into the whole?
* *Random or sequential:* Do you prefer to work through steps in sequence or are you more inclined to jump around and deal with ones that interest you in a moment?
* *Concrete or abstract:* Do you want to see the real thing rather than hear about the theory or the possibilities?
* *Sensing or feeling:* Do you prefer to deal with what you can see, hear, and touch or do you prefer to go with gut instinct?
* *In the moment or in the past or in the future:* Is what happened in the past, what is happening right now, or what the future will bring that matters most?
* *Decisive or open-ended:* Do you tend to make quick decisions and stand by them or would you prefer to continue to gather information and have several options?
* *Head or heart:* Do you lead primarily with your head or your heart? Do you say “I think” or “I feel?”
* *Why or how:* Which question is the first to come to your mind when someone presents information, “Why is that a good idea?” or “How would that look?”
* *Observer or hands-on active learner:* Do you learn best by observing from a distance or do you need to get into the action and mess around with new ideas and processes?
* *Research or personal practice experience:* Do you tend to seek out and find research or do you prefer to rely on past experience?
* *Plan ahead or wait until last-minute:* Do you finish projects well in advance and put them away until needed or leave them until the very end?
* *Internal attribution or external attribution:* Do you tend to question the effectiveness of your own efforts or attribute success or failure to the variables that are beyond your control?
* *Logical or intuitive:* Do you prefer to measure and quantify things or are you comfortable knowing without knowing how you know?

After you have assessed your own view of the world and made your best predictions about the person or persons with whom you're working, it is important that you not think that you have the correct view and that they have the wrong one. It is a waste of energy to try to convince them to see the world through your lens. The reality of the information or data that you want to share does not change, so there is no need to back off from doing it. The way you present the information or data is the variable that can be adjusted in order to promote acceptance, understanding, and action.

**Appendix B: Nondirective, Collaborate, and Directive Conferencing Styles**

adapted from: Sullivan, S. & Glanz, J. (2000). *Supervision that improves teaching.* Thousand Oaks, CA: Corwin Press.

***Nondirective***

The communication behaviors of active listening, paraphrasing, questioning, clarifying, and reflecting are used to extract the mentees'\* own solutions for improving their instructional performance in nondirective conferencing. The mentor's role is to serve as a **sounding board**. Mentors withhold their own input, verify accuracy of the solutions, elicit information without value judgment, and encourage mentees to come to their own decisions.

The nondirective approach is best used when the mentee has many experiences and resources to draw upon. The mentor must be confident in those abilities. A large block of time is required in this approach, because its

success lies in the ability of the mentees to generate several causes of the instructional need, as well as several possible solutions.

*Key Steps--Nondirective Supervision*

1. Listen carefully to the mentee's initial statement.

2. Reflect back your understanding of the problem.

3. Constantly clarify and reflect until the real problem is identified.

4. Have the mentee problem solve and explore the consequences of various actions.

5. The mentee commits to a decision and firms up a plan.

6. The mentor restates the mentee's plan and schedules a follow-up meeting.

**Collaborative Conferencing**

The communication behaviors of problem solving, sharing, brainstorming, compromising, consensus, negotiating, teamwork, and mutual goal setting are characteristic of collaborative conferencing. The mentor's role in guiding the conference is to first actively listen to the mentees' reflections by asking how they felt about the lesson, what went well, what they did not bring that about, and what was disappointing. Next the mentors present their own position, describing it in terms of its impact on themselves. **"In my own experience..." and "It is my belief..."** are examples of "I" messages. This communication behavior is less likely to be perceived as a complaint or a criticism of the mentee. Once both positions have been clarified, a list of possible solutions is generated by both parties involved. The discussion is then moved to an examination of each other's ideas, looking for commonalities as well as differences. Consequences of each proposed action are discussed, narrowing the choices and negotiating a compromise for a mutually acceptable plan. The collaborative approach is best used when there really are mutually acceptable multiple alternatives to instructional needs.

*Key Steps--Collaborative Supervision*

1. Identify the problem from the mentee's perspective, soliciting as much clarifying information as possible.

2. Reflect back what you've heard for accuracy.

3. Begin collaborative brainstorming, asking the mentee for his/her ideas first.

4. Problem solve through a sharing and discussion of options.

5. Agree on a plan and follow-up meeting.

**Directive Conferencing**

The communication behaviors of presenting, clarifying, controlling, directing, standardizing, and reinforcing are characteristic of directive conferencing. The mentor's role in guiding the conference is to inform, direct, and assess the mentees' performance. This direct approach may include reinforcement or direct instruction in skills or concepts. The mentors are responsible for providing the direction and choices. They begin by reviewing the data or issue, analyzing the results and/or problem for the mentee, and concluding with a plan of action. They ask for input into the plan, listening to see if the mentee understands.

Finally, mentors clarify the details of the plan along with the rationale, setting up the expected criteria and the time frame for the plan to be implemented. Possible consequences, either positive or negative, may need to be discussed, depending upon the acceptance of the plan by the mentee. If resistance is met, the broken record of communication can be used to repeat the plan: **"I understand that you do not agree, but I want you to..."**

The directive approach is best used when time is short, as in emergency or crisis situation, or when the mentee really has no choice in the matter. These situations would involve legal issues or school-mandated classroom rules. The directive approach is best used when mentees are unable or unwilling to generate alternatives in a more collaborative problem-solving arena. They may be unaware of the need for improvement to be made in the classroom, or they may not have the expertise to identify or solve the instructional problem.

*Key Steps--Directive Supervision*

1. Identify the problem or goal and solicit clarifying information.

2. Offer solutions.

3. Summarize chosen alternatives, ask for confirmation, and request that the mentee restate final choices.

4. Set a follow-up plan and meeting.

\* *Note: The term [student-teacher], replaced with [mentee], for improved coherency.*

**Appendix C: Observation of Beginning Teacher**

Materials Adapted from: Foundations in Mentoring, New Teacher Center at University of California, Santa Cruz.

Mentor Coordinators must prepare their mentors to provide quality, formative feedback for their beginning teachers. All mentors will observe the beginning teacher (0 years of experience) once during September/October.   These observations are non-evaluative and intended to provide formative feedback for the beginning teacher. The observation process consists of a pre-observation conference in which the beginning teacher and mentor discuss the lesson, challenges, and concerns, and establish a focus for the observation. Following the observation the beginning teacher and mentor meet to discuss the observation. During the follow up meeting, the mentor provides descriptive feedback and helps the beginning teacher establish “next step” goals and strategies.

A focus for the observation may become clear during the pre-observation conference. Areas of focus may include:  
  
**Opening activities:**  
• Greeting students  
• Warm-up/Bell-ringer/Board-work  
• Timely start to instruction  
• Procedures are in place. Ex: taking attendance, distributing supplies, sharpening pencils, etc.  
  
**Use of the laptops/classroom computers:**   
• Natural integration of technology tool with content  
• Smooth transition to and from technology-enhanced lessons  
• Monitoring the screens  
• Evidence of responsibility training (communication, copyright, etc.)  
  
**Classroom management:**   
• Arranging the classroom  
• Classroom rules are in effect  
• Consistent expectations  
• Procedures in place and followed. Ex: sharpening pencils, turning in work, requesting bathroom pass, etc.  
• Strategies for time on task  
• Student-centered, well-planned instruction  
  
**Transitions:**   
• Strategies to initiate change  
• Smooth and timely  
• Number of transitions for a given time period  
• Aiding reluctant learners and avoiding loss of instructional time

**Content delivery:**   
• Fully developed lesson plan  
• Differentiated instruction  
• Collaboration/student work groups  
• Student-centered  
• Directions are clear and concise  
• Manipulatives and resources used appropriately  
• Addresses multiple learning styles  
• Integrates technology  
• Strategies to maximize instructional time in a block setting  
• Clear objectives and students understand how the lesson connects to their learning  
• Enthusiastic delivery  
  
**Assessment**  
• Regular/frequent check for student understanding  
• Use of feedback from student’s questions/answers to make instructional decisions  
• ALL assessments aligned to content objectives and instruction  
  
**Questioning techniques:**   
• Call on students equitably  
• Higher order questioning  
• Check for understanding throughout the lesson  
• Students engaged in conversation  
  
**Closing activities:**  
• Clear closure to lesson and connection to objectives  
• Types of review activities or questioning to check for student learning  
• Evidence of homework procedures are in place and followed  
• Structure to ending lesson and preparing for transition

Valuable Resources:

Jones, Fredric (2000). *Tools for teaching.* Santa Cruz, CA: Fredric H. Jones & Associates.

Marzano, Robert (2001). *Classroom instruction that works: research-based strategies for increasing student achievement.* Alexandria, VA: Association for Supervision and Curriculum Development.

Rutherford, Paula (2005). *21st Century mentor’s handbook.* Alexandria, VA: Just ASK Publications.

Wong, Harry (1998). *The first days of school.* Mountain View, CA: Harry K. Wong Publications, Inc.

**Appendix D: District Goal Setting and Observation Sheets**

PROTÉGÉ GOAL SETTING SHEET

GOAL # \_\_\_\_\_\_ of 4

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In support of: (District goals? School goals? Professional development goals from evaluation tool?)

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Activities to Accomplish Goal:

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Necessary Resources:

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Anticipated delivery date of resources: \_\_\_\_\_\_\_\_\_\_

Protégé Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_

Mentor Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_

Mentor/Protégé Observation Form

Observation Goal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

To which jointly established goal does the observation goal align? (see goal setting sheet)

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Activity Observed:

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Strengths:

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Strategies/Suggestions:

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Protégé’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_

Mentor’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_

**Appendix E: Mentoring Handbook**

**Section 1: Vision & Goals**

The purpose of the Chelmsford Public Schools mentor program is to provide support for novice teachers and other professional staff that are new to the district in their first year of employment. The goal is to ensure a smooth induction into the profession. Experienced teachers who are new to the system are supported by department heads, team facilitators, and instructional specialists.

Mentor Program Objectives:

* to welcome new teachers into the social community of the school and district
* to reduce concerns and attempt to overcome the challenges common to new teachers
* to develop the knowledge, skills, attitudes, and values vital to success throughout a teaching career
* to enhance new teachers' professional development, enabling them to attain higher instructional competence
* to instill norms of collegiality and experimentation
* to retain highly qualified and experienced teachers

**Section 2: Roles & Responsibilities**

**The New Teacher:**

* takes primary responsibility for his or her professional growth and successful program completion
* reflects on his or her instructional practice for the purpose of continuous improvement
* seeks assistance from team members and other professionals as needed
* attends activities recommended by the team, including orientation sessions, Mentor Program seminars, and professional development experiences
* maintains an individual professional development plan in accordance with state recertification requirements

**The Mentor:**

* meets with the new teacher as needed to provide requested assistance and general support (40 hours per year)
* assists the teacher with strategies and resources applicable to instructional needs
* provides contact information for other staff members in the school or district who may be helpful
* helps the teacher problem solve regarding instructional or student issues he or she is dealing with as requested. This may include observing the teacher teach or modeling a lesson for the teacher, if requested. At no time is observation of the teacher used for evaluation purposes. Such conversations and observations are confidential.
* attends support meetings for mentors and mentees conducted by Chelmsford staff during the year

**Confidentiality:**

The issue of confidentiality in the mentor -- mentee relationship is as sensitive as it is important. In general, the mentor will not discuss the new teachers' teaching performance with anyone, including the school and district administrators, except under the following conditions:

* The mentor teacher will be able to discuss in confidence any aspect of the new teacher's performance with other building or district mentors, including the mentoring coordinator
* If the school principal tells new teacher of a concern and wants to involve a mentor, it becomes a three-way conference.
* Note: if any new teacher behavior puts students at risk, the mentor may bring this to the attention of the administrator. The administrator will take appropriate supervisory action with the new teacher.

With the exception of the above scenarios, any issues that arise in the mentor/mentee relationship should be discussed with the district mentor facilitator.

**Section 3: Expectations for meetings**

Setting up a classroom for the first time is an exciting, but stressful time. New teachers are not only expected to set up their physical classroom, but they also must jump headfirst into dealing with all the administrative duties that come with the job, setting up a classroom management system, learning and planning curriculum, and creating a community of learners. Faced with all these tasks, many new teachers feel a little overwhelmed.

**Mentor responsibility:**

To minimize this anxiety, mentors will work with new teachers frequently at the beginning of the year. If you are a mentor, remember that mentoring is a lot like good teaching. Because you are an experienced teacher, you'll have many good ideas and lots of advice to share. Your challenge will be holding back and allowing your mentee to experience the process while you guide them, ask questions, and assist them when they need help. This process will take time. This may not be as easy as it sounds, especially when you yourself have so much to do at the beginning of the school year (Pelletier, 2006). Although you must invest a lot of time into this relationship, know that the outcome has the potential to be as rewarding as working with your own students.

Throughout the course of the year, you'll be expected to meet with your mentee for a total of 40 hours. These hours will not be evenly distributed throughout the school year. Because of the aforementioned difficulties facing new teachers in September, you'll be expected to meet with them more often during this month. Our expectation is that you meet with your new teacher 2-3 times per week in September, 2 times per week in October, and at least once a week after that.

**What do we talk about when we meet?**

Section 4 of this handbook is a curriculum guide to help mentors guide new teachers through the school year in a more organized and structured way. As research has shown, mentors often start off strong in September and tire after the New Year (Pelletier, 2006). With this guide, mentors and mentees will have a plan that will keep them engaged until June.

Each month, there will be a number of issues to discuss. Mentors, as experienced teachers, you'll be able to figure out pretty quickly how much depth you need to go into for each topic. In addition to the suggested topics, always allow time for new teachers to ask questions, so meetings are relevant to them. There are some focus questions at the end of each month's curriculum, which will help to determine what else new teachers would like to address.

**In addition, try to schedule meetings at the same time each week to ensure that you have time set aside for quality interactions.** Research has shown that the mentoring relationship is more meaningful when mentors set aside a fixed time for getting together each week, such as meeting for coffee first period on Tuesdays (Rutherford, 2005).

**Section 4: Monthly Curriculum**

September—Monthly Topics

You may find it helpful to check off as you complete, or write the date of completion beside each task.

­\_\_\_\_\_\_\_\_\_\_Introduce new teacher to faculty and staff -be sure to include custodians, teachers' union reps, librarians, secretaries, and school nurses

\_\_\_\_\_\_\_\_\_\_Escort new teacher to meetings (and lunch if you share the same period) until he or she establishes his or her own network

\_\_\_\_\_\_\_\_\_\_Review building policies - Sign-in/sign-out procedures, dress code, safety drills

\_\_\_\_\_\_\_\_\_\_Discuss frameworks and help teacher to develop a rough curriculum overview for first month of school

\_\_\_\_\_\_\_\_\_\_Discuss the important routines that need to be established in the classroom from the very beginning. Share your own routines and ask your mentee to share his or hers. Make suggestions as needed.

\_\_\_\_\_\_\_\_\_\_Discuss preparation for a substitute

\_\_\_\_\_\_\_\_\_\_Discuss obtaining supplies and materials

\_\_\_\_\_\_\_\_\_\_Discuss grading policies and quarterly grades

\_\_\_\_\_\_\_\_\_\_Create plan for Parent/Teacher Open House

\_\_\_\_\_\_\_\_\_\_Help new teacher clean old "stuff" out of the classroom

October—Monthly Topics

\_\_\_\_\_\_\_\_\_\_Maintaining Discipline & Classroom management: What is working? What is not?

\_\_\_\_\_\_\_\_\_\_Conduct an informal classroom observation including a post-observation conference (coordinate sub coverage through school principal)

\_\_\_\_\_\_\_\_\_\_Discuss special education: services, procedures, documentation, IEP, 504, referral process

\_\_\_\_\_\_\_\_\_\_Discuss district professional development plan (note: mentors will get a review of PDP at first mentor meeting)

\_\_\_\_\_\_\_\_\_\_Discuss parent/teacher communication, especially positive communication

\_\_\_\_\_\_\_\_\_\_Review the quarter in terms of classroom management, planning, and pedagogy.  Point out successes and struggles and discuss possible steps for improvement. Ask the new teacher to complete the following activity, which will require him or her to take an in-depth look at class or in behavior management issues. (The following activity is taken from Pelletier, 2006, p.109)

Ask new teachers to list the three most common classroom misbehaviors they experience. Invite them to share how they are handling each issue. Discuss how to avoid these disruptions to learning. Categorize the issues that are brought up. Do they relate to routines, student issues, or lack of planning? How can the new teacher minimize these disruptions? Fill out the chart below as you discuss.

|  |  |  |
| --- | --- | --- |
| **Misbehavior** | **How it is being handled** | **How to avoid or minimize** |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |

When chart is completed, ask new teachers to share what they learned from doing this process together.

November—Monthly Topics

\_\_\_\_\_\_\_\_\_\_End of first quarter grading period procedures

\_\_\_\_\_\_\_\_\_\_Help new teacher arrange for sub coverage, so he or she can observe you for a period

\_\_\_\_\_\_\_\_\_\_Discuss how to deal with holiday interruptions and shortened instructional time

\_\_\_\_\_\_\_\_\_\_Review the stages of development and the phases of first-year teaching in the figure on the next page. New teachers may find it comforting that the disillusionment phase is a part of the process and soon enough, they will feel rejuvenated.

The following excerpt describes the disillusionment phase:

After weeks of nonstop work and stress, new teachers enter the disillusionment phase. The intensity and length of the phase varies among new teachers. The extensive time commitment, the realization that things are probably not going as smoothly as they want and low morale contributes to this period of disenchantment. New teachers begin questioning both their commitment and their competence. Many new teachers get sick during this phase.

During this phase, classroom management is a major source of distress. At this point, the accumulated stress of the first-year teachers, coupled with months of excessive time allotted to teaching, often brings complaints from their family members and friends. In fact, getting through this phase may be the toughest challenge they face as a new teacher.

###### Remind new teachers to keep their heads up. The rejuvenation phase is around the corner. The rejuvenation phase is characterized by a slow rise in the new teacher’s attitude toward teaching. It generally begins in January. Having a winter break makes a tremendous difference for new teachers. It allows them to resume a normal lifestyle, with plenty of rest, food, exercise, and time for family and friends. This vacation is the first opportunity that new teachers have for organizing materials and planning curriculum. It is a time for them to sort through materials that have accumulated and to prepare new ones. This breath of fresh air gives novice teachers a broader perspective with renewed hope (Moir, 1992).

December—Monthly Topics

\_\_\_\_\_\_\_\_\_\_Review snow day policies

\_\_\_\_\_\_\_\_\_\_Ask new teacher to bring in ideas for an upcoming lesson and engage him or her in meaningful lesson planning. Pay special attention to the pacing of the lesson. Use the chart below as a factor in designing lesson plan (Pelletier, 2006, p. 81).

|  |  |  |  |
| --- | --- | --- | --- |
| **Time** | **Classroom lesson** | **Teacher behaviors** | **Expected student behaviors** |
| 5% | Starting class period | Housekeeping -- required tasks, collection of homework | Listening  Passing in homework |
| 10% | Beginning lesson | Introducing objectives, vocabulary, and key questions | Showing interest  Participating, listening |
| 70% | Middle of lesson | Facilitating a variety of activities for student learning | Collaborating, thinking, discussing, responding to key questions |
| 10% | Closing lesson | Summarizing in reviewing lesson  Setting goals for next lesson | Answering key questions, self assessing |
| 5% | Ending class period | Housekeeping | Passing in materials, cleaning up |

January—Monthly Topics

\_\_\_\_\_\_\_\_\_\_Look at a set of lesson plans together.  Discuss the objectives, activities, and planning process. What is working and what is not?

\_\_\_\_\_\_\_\_\_\_Review district and Common Core for new teacher's subject matter and determine if he or she is on track to address all standards by the end of the school year. Make changes as necessary.

\_\_\_\_\_\_\_\_\_\_Discuss homework policies. Specifically, address the following questions and discuss answers, try to make new teachers more aware of their homework policies and how they may impact students (questions from Pelletier, 2006, p.167):

* + Do students have to pass in homework? Is it always required?
  + Does it only relate to the text? Is there creative homework?
  + Do students get to select homework activities?
  + Does homework ever count for extra credit?
  + How does homework count towards final grade?
  + What happens if students don't do their homework? For example, students are assigned to chapter to read in a book and you designed a lesson around the expectation that they had read it. What do you do about the planned lesson?

February—Monthly Topics

\_\_\_\_\_\_\_\_\_\_Focus on how new teachers can engage in positive communication with parents

\_\_\_\_\_\_\_\_\_\_Take time to review time management. Work with the new teachers to find out how much time they spend on different parts of the lesson. Are they spending enough time trying to gauge the learners with the content? It may be helpful to observe the new teacher while teaching and take notes about time management, using the following chart as a guide.

|  |  |  |  |
| --- | --- | --- | --- |
| **Time** | **Classroom lesson** | **Teacher behaviors** | **Expected student behaviors** |
| 5% | Starting class period | Housekeeping -- required tasks, collection of homework | Listening  Passing in homework |
| 10% | Beginning lesson | Introducing objectives, vocabulary, and key questions | Showing interest  Participating, listening |
| 70% | Middle of lesson | Facilitating a variety of activities for student learning | Collaborating, thinking, discussing, responding to key questions |
| 10% | Closing lesson | Summarizing in reviewing lesson  Setting goals for next lesson | Answering key questions, self assessing |
| 5% | Ending class period | Housekeeping | Passing in materials, cleaning up |

March—Monthly Topics

\_\_\_\_\_\_\_\_\_\_Preparing for MCAS if necessary - how to administer test (if necessary)

\_\_\_\_\_\_\_\_\_\_Take time to examine the scope and sequence of grade level/content area, and curriculum guides if you've not done so already

\_\_\_\_\_\_\_\_\_\_Invite mentees to bring samples of student work to a meeting. Have them select three students from the class randomly (without looking at names). If they created a rubric, have them bring that also. Once you have the student work, discuss the following (task adapted from Pelletier, 2006, pg. 63).

* Which students met the objective of the assignment?
* How do you know?
* Which students did not? Where do they fit on the rubric?
* How do you know?

Read the papers using the rubric. If the new teachers do not have rubrics, create one together. Have a discussion about what the new teacher could do to ensure that more students met the objective of the assignment.

April—Monthly Topics

\_\_\_\_\_\_\_\_\_\_Reflect on an implemented instructional plan; discuss what went well, what would be done differently in the future, and examine a piece of student work.

\_\_\_\_\_\_\_\_\_\_Discuss with your mentee how she or he has and how he or she will continue to create community in his or her classroom

\_\_\_\_\_\_\_\_\_\_ Review important classroom routines. How are things going with collecting papers, administering tests, staying organized

May- Monthly Topics

\_\_\_\_\_\_\_\_\_\_Brainstorm end of year activities and ways of keeping students motivated.

\_\_\_\_\_\_\_\_\_\_Revisit mentee's classroom management plan. Make revisions as necessary for next year.

\_\_\_\_\_\_\_\_\_\_Discuss efficacy of the mentor program.  What are its strengths?  How could it be strengthened? Together, discuss the following questions. Please write answers to the questions and be prepared to share at the final meeting.

* 1. What aspects of our mentoring program are the most useful to you -- as a mentor/mentee?
  2. From your point of view, what are the least useful aspects of the induction program?
  3. What recommendations do you have for our induction program?

June—Monthly Topics

\_\_\_\_\_\_\_\_\_\_Help with classroom inventory if necessary

\_\_\_\_\_\_\_\_\_\_Review all end of year procedures and activities

\_\_\_\_\_\_\_\_\_\_Celebrate!

References

Moir, E. (1992). *Phases of first-year teaching: Attitudes toward teaching.* Santa Cruz, CA: New Teacher Center.

Pelletier, C. (2006). *Mentoring in action: a month -- by -- month curriculum for mentors and their new teachers.* Boston, MA: Pearson.

Rutherford, P. (2005). The 21st century mentor's handbook. Alexandria, VA: ASK Publications.