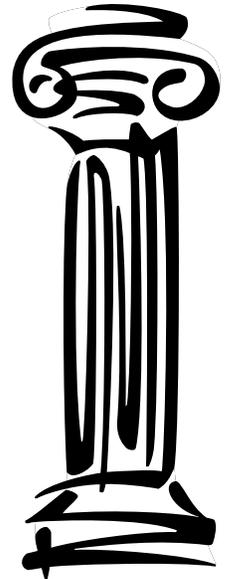


Building a Framework: Induction and Mentoring Programs that Work



*Keeping
Quality
Teachers*

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Building a Framework: Induction and Mentoring Programs that Work

Using the self-assessment for working conditions in Section Two, Appendix 2-1 can help school districts analyze ways to improve the quality and retention of their teachers. Carefully planning an induction program that includes a strong mentoring component should be considered by school districts as a way to promote higher teacher quality and retention rates.

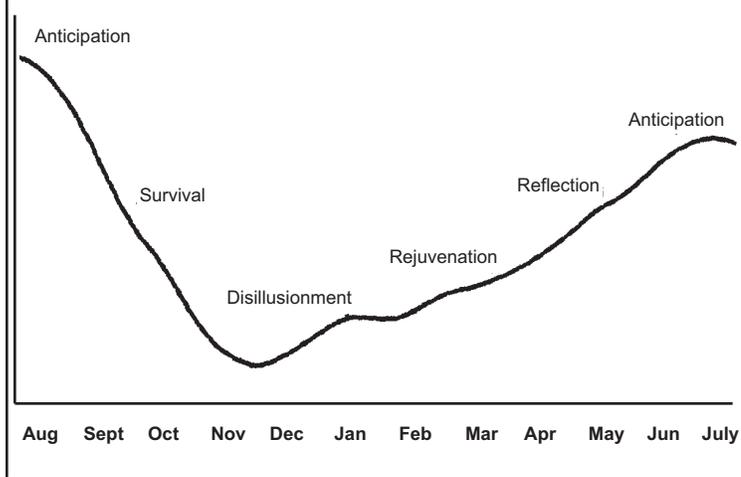
Why is induction and mentoring necessary?

Induction programs to support new teachers have the potential to make a profound difference in the ability of new teachers to understand and work in the new school community, in the quality of teacher performance, and in the retention of new teachers and experienced teachers. Teacher preparation typically begins in college, either at the undergraduate or masters level. However, it is increasingly possible for some teachers to enter the profession through alternative routes, such as careers in the private sector or the military. These teachers may have the additional challenge of acquiring skills in educational pedagogy, even if they have content expertise and/or life experiences. While school districts, institutions of higher education, and state departments of education typically share in the professional development of educators, induction and mentoring programs are increasingly important given the variability of teacher preparation.

What do new teachers need?

For anyone, regardless of preparation, the first year of teaching is challenging and can all too easily become overwhelming. Moir has identified five phases of a first-year teacher's attitude toward teaching. Beginning with anticipation, novices may experience a roller-coaster ride of survival, disillusionment, rejuvenation, reflection, and hopefully begin the cycle again with anticipation for the new school year. By addressing the needs of new teachers as professionals and members of a learning community, schools will have more new teachers who will end each school year looking forward to returning (Moir, 1999).

Figure 1:
The Phases of a First-Year Teacher's Attitude Toward Teaching



It is crucial that teachers are welcomed into the profession by experienced teachers and administrators who convey a willingness to assist and support the learning and practice of their novice colleagues, and who model a lifelong commitment to their own professional development and growth.

Awareness of these phases of a first-year teacher's attitude is particularly important for special education teachers, and other teachers in critical shortage areas such as mathematics, science and world languages, because their departure from teaching puts an even greater strain on the system to replace them. In addition, the impact on students of the high percentage of special education teachers leaving their positions may be even more significant. If they are working with students in substantially separate classrooms, the safety, understanding of student profiles, and continuity of instruction they provide are essential for student achievement. If they are working with students who receive

resource support, either in their classes or on a pull-out basis, they need to have strong working relationships with the classroom teachers of their students. Understanding teaching styles and ways to work collaboratively with individual classroom teachers is imperative, and forming these relationships takes time. When special education teachers leave and new ones replace them, the process has to begin again. In addition, teachers new to the position need to understand the protocols followed in the school district, as well as the resources they have available to them, and this also takes time. Students who can ill afford any lapse in their instruction are perhaps the most vulnerable to changes in staff.

What can school districts offer new teachers?

Many school districts now offer their newly hired teachers induction programs that surpass the obligatory day-before-school orientation. The purposes of induction programs are to:

- Improve teacher performance.
- Increase retention of promising beginning teachers during the induction years.
- Protect the investment of the district in the teacher.
- Promote the personal and professional well-being of beginning teachers.
- Satisfy mandated requirements.
- Transmit the culture of the system.
- Improve student performance and outcomes (Austin, Odell, Ishler, Kay, and Edefelt, 1989).

Some districts also require new teachers to take courses offered by district and/or university personnel as part of their induction during the first two or three years. Mentoring is the most familiar part of induction. In mentoring, more experienced teachers make a commitment to work with a new teacher

for a specific period of time, usually at least one year, for the purposes of helping the new teachers acculturate into the district and reflect on and improve their practice. Mentors do this by learning to become cognitive coaches. Cognitive coaches promote reflection by asking questions. Sometimes they combine data that they have been asked to collect with questions to help new teachers think about what is working in their practice and what may need to be changed or enhanced. Coaches convey people from where they are to where they want to be (Garmston & Wellman, 1999). Coaching is the most important function mentors perform. Mentors need training and continued support to be effective with new teachers. Without coaching, mentors are good buddies, and while that is comforting to new teachers, it will not necessarily help them improve their practice.

While it is most common for mentoring to be the mainstay of induction, there are contexts in which induction only includes an orientation program and possibly follow-up workshops on specific topics of interest to new teachers. This is less than optimal, for it is not this type of professional development that is likely to address the needs of new teachers in an ongoing and meaningful way throughout their first year(s). Induction is best when it is a multi-year process that welcomes new professionals and helps them, over time, reflect on and ever-improve their practice.

What do mentors do to support new teachers?

Four ways that mentors may support new teachers are to:

1. Provide emotional support and encouragement.

Beginning a career as a teacher, or even joining a new school community, grade level, or subject, is very difficult. Teachers are keenly aware of their responsibility to students and are often overwhelmed by the immensity of the job. For some new teachers, this may be the first time that they are living on their own and facing the challenges of being self-supporting. Learning how to budget their time so that they are able to “have a life” outside of school is something that new teachers frequently mention. Support and encouragement from mentors and other colleagues are crucial for new teachers to be resilient and revitalized.

2. Provide information about the daily workings of the school and the cultural norms of the school community.

New teachers have immediate needs to know such things as the attendance procedures and policies, where the supplies are kept, and the location of important places in the school. Perhaps even more important is knowing school culture. This is tricky because it is not written in any handbook or shared at any orientation meetings. Mentors need to guide new teachers, who won't know if they broke a cultural norm until they inadvertently do so and get negative vibes from their colleagues.

3. Promote cultural proficiency regarding students and their families.

Mentors can work with their colleagues to move toward being culturally proficient. Hopefully, individuals and institutions can move through their cultural incapacity and cultural blindness to reach a place of cultural competence. The ultimate goal is to achieve cultural proficiency through continuous attention and learning. We typically think of race and ethnicity when we think of culture. In addition, there are many other aspects of culture, including religion, gender, sexual orientation, physical ableness and class. The cultural competence continuum in the Appendix 4-1 is applicable for all aspects of culture.

4. Promote reflection and improved practice through cognitive coaching.

Mentors who learn how to be coaches will learn and perfect their ability to listen well and ask good questions, sometimes combined with data they collect during classroom observations. It is reflection by the new teachers that is fundamental to their growth. Mentors often are unfamiliar with different forms of data collection, and when they become proficient through the mentor training process, they may then collect information during classroom observations that new teachers would like, in ways that are comfortable and meaningful to the new teachers. Mentors sometimes balk at the idea of coaching, thinking that it sounds like what administrators do when they evaluate teachers. While good supervision and evaluation by administrators will likely include some of the things that mentors are trained to do as coaches, the big difference is that, typically, mentors do not make judgments and administrators do. These issues, among others, are why in-depth mentor training is so important (Villani, 2002).

The quality of the mentoring is, in the vast majority of programs, commensurate with the quality of mentor training. Induction programs and mentoring should be part of an overall plan for professional development for all teachers and educational staff in school districts.

Does mentoring help anyone in addition to new teachers?

Mentors often say they got more than they gave, and this is largely because of the ongoing professional development they receive as mentors, as well as the satisfaction of helping new colleagues. Mentors often think they are motivated by altruism, a desire to give back to the profession, to pass the torch and help newcomers. Mentors find that as they participate in extensive mentor training, they learn a great deal about their own practice as well as how to support a new colleague. As a result, experienced teachers who become mentors benefit greatly from mentoring programs. When this happens, other experienced teachers who are not mentors may start learning more about reflecting on and improving their practice. The value of mentoring for all teachers becomes evident. While induction is for new teachers, mentoring is valuable for everyone, whatever their level of knowledge of content and pedagogy.

Mentoring is far more than a buddy system, and mentoring programs should be designed to go beyond helping new teachers feel comfortable.

Mentors typically say, "I got more than I gave."

Teaching is not something that people are born to do, teaching is a profession that is based on research and pedagogy about learning. The more we discover about the functioning of the brain, the more clear it is that instruction can be carefully designed and offered to promote heightened learning. The JoHari Window of Intentionality exemplifies this concept about instruction.

If a teacher does something well that s/he typically cannot do, and doesn't fully understand the underlying principles for its success, there is only one explanation for that teacher's success: it is a *miracle*. If a teacher knows about something but typically cannot do it, it is called *theory*. We want teachers who *can do*, not *cannot do*.

Helping novice teachers become intentional about their practice is the key contribution of mentors.

Some teachers can teach very well, yet when asked why they do what they do, or even to describe what they do, they may say, "I don't know. I just do it. I've been teaching for twenty-five years, and I just do it." That looks like *magic*, and it is not instructive to a novice teacher trying to become more proficient. However, when veteran teachers can do things and can describe how they know to do what they do, they are being intentional about their practice. *Intentionality* is the key to mentoring. As mentors describe and model their intentionality, they often learn more about their own practice. This is the reason so many mentors report about their own growth and rejuvenation during and after their experience of mentoring.

JOHARI WINDOW MODEL OF INTENTIONALITY		
	DON'T KNOW	KNOW
CAN'T DO	"MIRACLE"	"THEORY"
CAN DO	"MAGIC"	"INTENTIONALITY"

Sources: Adapted from Far West Laboratory for Educational Research and Development. *Mentor Teacher: A Leader's Guide to Mentor Training* by Judith Warren Little and Linda Nelson, eds. ©1990

Is induction and mentoring common throughout the country?

The need for effective induction programs was recognized by many educators in the 1980s, well before most states considered mandating mentoring as part of licensure/certification. As of 2002, 23 states reported having mentoring programs for new teachers, and two additional states were working on doing so. One half of those states mandated mentoring programs, and one quarter of them had a consequence for failure to successfully complete the program (State Departments of Education, CCSSO Policies and Practices Survey, 2002).

What decisions should a school district or state make in developing and implementing a mentoring program?

There are major considerations when planning and/or enhancing a mentoring program. Planning committees should discuss and answer the following questions.

- *Duration of Program?*

Is this a one, two, or three-year program? A multi-year program is optimal because it addresses the developmental needs of the new teachers. The first year may focus on orientation to the system, understanding of school and district culture, and familiarization with curriculum. The second and possibly third year may build on the content coaching that is begun in the first year and continue to strengthen teaching skills and knowledge of pedagogy. Cultural proficiency, which is an ability to be sensitive to and knowledgeable of the diversity of the students and their families and the ways that cultural identities impact learning, may be addressed more deeply as new teachers are more familiar with school culture and curriculum.

- *Teachers Served?*

Is this a program only for novice teachers who are new to the profession, or does it also include teachers who may be experienced and who are new to the school/district? What about teachers teaching a different grade level or subject? If experienced teachers are included in the program, some program differentiation will be useful. While experienced teachers may not need much coaching about classroom management, for example, teachers can always benefit from reflecting on their practice and student achievement.

- *Evaluative or Non-Evaluative?*

Will mentors evaluate new teachers, or is their role non-evaluative? Most mentoring programs are non-evaluative, in which mentors are non-judgmental colleagues who help promote new teachers' reflection on their own practice. There are some peer assistance and review models that include an agreement between the teachers' union and the administration to share the evaluation role. While this is not typical, it is a choice for the district to make when designing a mentoring program.

- *Full-time or Part-time Mentors?*

Are mentors classroom teachers who take on the additional responsibility of mentoring, or are mentors released from some or all classroom teaching responsibilities? Typically, mentors are full-time teachers who also mentor a colleague. Some districts have created half or full-time positions for mentoring, which are filled by teachers

whose teaching responsibilities are decreased or eliminated while they are mentors. There are advantages to both, so consideration of philosophy and cost are crucial in making the decision.

- ***Remuneration for Mentors?***

Are mentors compensated? Mentoring is a big commitment of time, energy and support for a colleague. Often, mentor remuneration is part of the negotiated teachers' contract. There are many ways to remunerate mentors, including salaries for full or part-time mentors, stipends for full-time teachers who are mentors, additional released time for professional development, money to attend conferences, reduction of non-classroom duties, and additional personal leave.

- ***Cost of Program?***

What would it cost to have a mentoring program that we believe will support our new teachers? The cost of programs ranges from virtually nothing to large amounts of capital and human resources. Optimally, programs should have adequate resources for the services they provide to new teachers. Whether this is possible depends on funding. Program costs may include: mentor remuneration; professional development (including training, materials, and conference costs); and substitutes to cover classrooms so mentors and new teachers may meet and observe each other.

- ***Funding?***

How can mentoring programs be funded? There are many different ways that programs are funded. Optimally, programs are a line item in the school district budget, and in this way are more likely to continue each year. Programs have also been funded through federal or state grants (often as part of a teacher quality allocation) and/or funding from local education foundations in specific towns/cities. There are some creative ways that programs are funded, and these are included in the chart entitled "Selected Models of Mentoring/Induction."

What steps should a school district or state take in developing and implementing a mentoring program?

There are many things to consider when designing a mentoring program. Each of the following six steps is important and need careful consideration and planning.

1. Involve key shareholders.

Involving key shareholders ensures a greater likelihood of success, and a well conceived program. Key shareholders include new teachers, mentor

teachers, as well as building and central office administrators. In addition, it can be useful to include teachers' association leadership and the members of the school board, since aspects of the mentor program will have contractual and budgetary implications. Sometimes, there are ways to secure funding for the initial stages of the program, perhaps through grants from the state education agency or local foundations. Ultimately, if not from the outset, mentoring programs need to be part of the school system budget, so it is wise to have everyone at the table to discuss the ramifications of building strong professional development for all teachers, and specifically for new teachers as they join the profession and the school system.

2. Articulate and communicate the selection criteria and selection process for mentor teachers.

Articulating selection criteria and selection process for mentor teachers is very important if the best mentors are to be chosen. Since mentors should be remunerated in some way, the stipend or other financial incentives could make becoming a mentor attractive to some teachers who might not have the background, skills and/or disposition to be good collegial coaches. Sometimes, administrators have used mentor selection and the financial incentives for mentors as rewards for teachers who have done other things for the school. By establishing selection criteria and a process for selection, several things are achieved:

- the school community gets a clear message that this program seeks mentors with the greatest potential and capability to support new teachers;
- the experience, skills, and disposition that are sought are clear; and
- there are appropriate and fair guidelines for selection.

In so doing, the group designing the mentoring program, and the administrators, are guided and potentially protected from criticism about their selection decisions. Clarity and consistency of standards for choosing mentors, as well as a clear selection process that is known in advance by the entire school community, will ensure that mentor selection decisions are done fairly and with the best interests of the program and the new teachers in mind.

3. Match mentors and new teachers.

Matching mentors and new teachers well can make the difference between a meaningful and fruitful relationship and one that is perfunctory. Action research indicates that there are two factors that contribute most strongly to productive matches: proximity and same grade/level or subject area. When mentors and new teachers are in the same building, and even teach in classrooms that are nearby, they are much more likely to meet frequently, in addition to the regularly scheduled weekly meetings that are recommended. When mentors and new teachers teach the same grade level or subject, mentors are clearly in a better position to share their knowledge of

curriculum and instruction with new teachers and help them plan and reflect on their own practice. Special educators can be the most difficult to match because they are often the only person in their school who does that job. In this case, one effective resolution is to have two mentors share the responsibility. One mentor is in the same building and can share cultural norms of the building and community and help with daily, logistical issues. The other mentor would be a job-alike special educator in another building who could be more helpful to the new teacher regarding IEPs, testing, school-system policies and practices regarding special education, and the additional challenges that special educators face.

4. *Provide training and support.*

Providing training and support to mentors is the biggest predictor of whether they will be cognitive coaches who promote the reflection and learning of the new teachers, or simply well intentioned and caring buddies. Mentors need to learn how to coach adult learners, and they need time to practice and receive feedback on their own development as coaches. Mentors need preliminary training before becoming mentors, ongoing professional development and coaching, and support for the important and sometimes difficult work of being a mentor. (See Appendix 4-2 for suggested topics and timelines for mentor training.)

Good teachers are not automatically good mentors.

Many mentors have found that a coaching self-assessment and rubric of coaching have been very instructive in considering their practice as coaches. These tools are invaluable as teachers become mentors and think about their ability to promote the reflection of new teachers and strive to improve their own practice.

A rubric of essential coaching skills and a coaching self-assessment survey are in Appendices 4.4 and 4.5. They may be used in a variety of ways. Mentors may use the survey to identify their strengths and challenges as coaches. This will inform their interest in professional development, as well as possibly motivate them to enhance their coaching repertoire and skills. Mentors may also share the results of their surveys with mentor program planners to assist them in planning appropriate and necessary professional development for mentors. The rubric of essential coaching skills includes levels of performance that are observable and objectively stated. New and experienced mentors will see the breadth and depth of the role. Experienced mentors may realize that there is even more that they may be doing to promote the reflection and practice of new colleagues. As such, the rubric helps inform mentors' thinking about coaching, and helps them set realistic goals for professional development. After identifying areas for improvement or enhancement, mentors and program planners are in a much better position to seek or provide the needed resources to strengthen themselves and the programs.

There are many resources available to guide in the training of mentors. *Mentoring: A Resource and Training Guide for Educators*, 2nd Edition (Dunne

and Villani, forthcoming in 2005) is recommended, among others, because it contains a wealth of concrete, research-based ideas about mentoring, including professional development designs for different audiences, directions for activities trainers and facilitators may use to train mentors, appropriate handouts for training, and PowerPoint presentations for these training designs and experiences. The list of references for this section includes additional resources.

5. *Create supporting policies and procedures.*

Creating the policies and procedures for the mentoring program in advance will promote effective communication and also prevent a number of questions and concerns from arising. For example, an exit strategy needs to be created for the infrequent times when a new teacher-mentor match doesn't work out. This is important because new teachers and mentors are often reluctant to tell their supervisor that a match is not working. The new teachers assume that mentors are highly regarded and, therefore, might be reluctant to tell an administrator anything less than appreciative comments about the mentors. Mentors may not want to prejudice an evaluator about new teachers by reporting problems with the mentoring process. When there are designated people without supervisory responsibilities whom mentors and new teachers may approach in confidence, participants know that there will be help for them without fear that it will reflect poorly on them or their partners.

6. *Conduct an evaluation.*

Conducting an evaluation of the program is essential for assessing its strengths and challenges. Evaluation is something that is sometimes skipped because of a lack of funds. It is critical that there be some evaluation, even if it is not as detailed as might be optimal. New teachers, mentors, other teachers and administrators need to know that their reflections on their experiences in the mentoring program, both positive and negative, are sought and their concerns and suggestions will be considered as the program that has been piloted is improved. A rubric for assessing mentoring programs, such as the one that follows, can offer insights into ways to maximize the benefits and effectiveness of a mentoring program and can help teachers and administrators have a clearer vision of excellence.

What would an effective mentor program look like?

The following rubric offers performance indicators of success for mentoring programs and can be helpful as a guide for successful implementation.

Developing Effective Mentor Programs

	1 <i>Inadequate</i>	2 <i>Basic</i>	3 <i>Proficient</i>	4 <i>Sustainable</i>
Criteria for Success Involvement of Key Shareholders	Mentor program is designed and planned by a few individuals. Could be “top down” or “bottom up.”	Teachers and administrators work together to design the mentor program.	Teachers and administrators representing all grade levels, school committee members, parents and students are involved in designing and planning the mentor program.	Teachers and administrators representing all grade levels, school committee members, parents, and students are involved in designing and planning the mentor program. There is a multi-representative design team that continually assesses the program, identifies what’s working and not working, and makes changes along the way.
Selection Criteria and Process for Mentor Teachers	No criteria exist. Building principals “hand pick” mentor teachers.	Mentors volunteer and are selected by a mentor program committee. No criteria exists.	Criteria for selecting mentor teachers are identified. A mentor program committee selects mentors with input from the building principal.	Criteria for selecting mentor teachers are identified. A mentor program committee selects mentors with input from the building principal. Potential mentors complete an application including recommendations from colleagues.

(Continued)

Developing Effective Mentor Programs

	1 <i>Inadequate</i>	2 <i>Basic</i>	3 <i>Proficient</i>	4 <i>Sustainable</i>
Criteria for Success Mentor and New Teacher Matches	Mentors and new teachers are matched without consideration of grade level, content area, or geographic location.	Mentors and new teachers are matched (to the degree possible) according to grade level and content area.	Mentors and new teachers are matched (to the degree possible) according to grade level and content area. Building principals contribute to the matching process by considering the compatibility of individual styles of the mentors and new teachers.	Mentors and new teachers are matched (to the degree possible) according to grade level and content area. Building principals contribute to the matching process by considering the compatibility of individual styles of the mentors and new teachers. A procedure exists that, in the event matches do not work, both parties are “held harmless,” and a new match is made.
Training and Support	Training consists of disseminating and “walking through” the new teacher handbook.	An orientation session is held for mentors outlining roles and responsibilities.	An orientation session is held for mentors and new teachers outlining roles and responsibilities. Three to four days of mentor training is provided to all mentor teachers. Training includes qualities of effective mentors, needs of new teachers, active listening and questioning skills, cognitive coaching, and data collection techniques.	An orientation session is held for mentors and new teachers outlining roles and responsibilities. Three to four days of mentor training is provided to all mentor teachers. Training includes qualities of effective mentors, needs of new teachers, active listening and questioning skills, cognitive coaching, and data collection techniques. Mentor and new teacher pairs are provided with on-site coaching and support throughout the year.

(Continued)

Developing Effective Mentor Programs

<p>Criteria for Success Supporting Policies and Procedures</p>	<p>1 <i>Inadequate</i></p>	<p>2 <i>Basic</i></p>	<p>3 <i>Proficient</i></p>	<p>4 <i>Sustainable</i></p>
	<p>There are no policies in place to support the mentor program. However, the district has decided to implement a mentor program of some sort.</p>	<p>A set of guidelines is developed to support the mentor program. Incentives are provided for mentor teachers. Training dates are set. Mentors and new teachers have to “catch as catch can” regarding finding time to meet.</p>	<p>A set of guidelines is developed to support the mentor program. Incentives are provided for mentor teachers. Structures are in place to provide mentors and new teachers with time during the school day to meet and visit each other’s classroom.</p>	<p>A set of guidelines is developed to support the mentor program. Incentives are provided for mentor teachers. Structures are in place to provide mentors and new teachers with time during the school day to meet and visit each other’s classroom. The school schedule provides regular professional development time during the school day for all teachers allowing new teachers to link with and learn from other colleagues.</p>

(Continued)

Developing Effective Mentor Programs

Criteria for Success Mentor Program Evaluation	1 <i>Inadequate</i> There is no evaluation of the mentor program.	2 <i>Basic</i> Evaluation of the mentor program focuses only on participant satisfaction and enjoyment.	3 <i>Proficient</i> The impact of mentor training on supporting mentors to successfully fill their roles is assessed. A survey of new teachers' needs is conducted and used to evaluate how well the mentor program serves those needs.	4 <i>Sustainable</i> The impact of mentor training on supporting mentors to successfully fill their roles is assessed. A survey of new teachers' needs is conducted and used to evaluate how well the mentor program serves those needs. Mentor teachers conduct self-assessment around their performance as a mentor teacher. New teachers conduct self-assessment of their teaching against clearly defined teaching competencies. A rubric identifying criteria for success of a mentor program is developed and used to assess the efficacy of the mentor program.

Dunne, K. & Villani, S. (forthcoming 2004). *Mentoring: A resource & training guide for educators*. Woburn, MA: Learning Innovations at WestEd.

Special education professionals have many of the same needs as regular educators, and they also have additional challenges that are discussed throughout this document. Some of the areas requiring specific consideration are: matching special educators with appropriate mentors, special education funding, special education laws and local protocols for meeting the requirements, parents/family education, and co-teaching to fully include youngsters in classrooms in their neighborhood schools. Although districts may not have designated retention programs for special educators, more of them are realizing that it is crucial to consider the unique needs of special educators, in addition to those shared with all new educators. Some districts have special sessions for special educators, in addition to those scheduled for the majority of new teachers.

What are some different approaches in mentoring programs throughout the United States?

When creating or revising a mentoring/induction program, teachers and administrators often ask, "What is out there?" A summary of different types of programs is contained in the following chart, Selected Models of Mentoring/Induction, that compares the programs in terms of such components as funding, duration of program, population served and whether the mentors are full-time teachers/specialist, full-time mentors, or a combination thereof.

Selected Models of Mentoring/Induction

Program	Student Population	Unique Feature of Program	Duration of Program	Funding	Full-time/Part-time	Contact Information
Aurora, CO	K-12: 28,313 and some post-secondary	Continuum of skills correlated with each state standard; District resource teachers support mentors	1 year	District and grants	Full-time teachers	Linda Damon, Director of Staff Development 303-344-8060 228364 lindad@hline.aps.k12.co.us
BTSA, Pajaro Valley, CA	K-12: 19,400	Full-time release for advisors; Statewide program development and implementation	2 years	State and district	Full-time mentors	Ellen Moir, Exec., Dir. New Teacher Center, UCSC 831-459-4323 moir@cats.ucsc.edu
Dover-Sherborn, MA	K-12: 1,982	Teacher leaders coordinate the program and do most of the training	1 year	State grant and local education fund	Full-time teachers	Martin Moran, Teacher Leader 508-785-0635 morann@doversherborn.org
Glendale Union HS, AZ	9-12: 13,683	3-year program of support for new teachers in regional high school district	3 years	District	Part-time teachers	Vernon Jacobs, Assoc. Sup't. 623-435-6000 x 6002 vejacobs@guhsdaz.org
Lee County, NC	K-12: 8,100	Taught by classroom teachers, for classroom teachers	3 years	State and local	Full-time teachers/Full-time mentors	Lou Coggins, Director 919-776-7541 x313 lcoggins.ls@lee.k12.nc.us

(Continued)

Program	Student Population	Unique Feature of Program	Duration of Program	Funding	Full-time/Part-time	Contact Information
Newport News, VA	PreK-12: 33,000	PATHWISE Induction model	1 year, possibly 2 years	Local and state	Full-time teachers	Kathleen Pietrasanta, Dir. Of Instructional Mentoring 757-591-4584 kpietras@sbo.nn.k12.va.us
Rochester, NY	PreK – Adult Ed: 38,000	Peer assistance and review	1 year, possibly longer	District, state and grants	Part-time teachers	Carl O’Connell, Mentor Program Coordinator 585-454-5550 cesmo@aol.com
Saint Paul, MN	K-12: 46,000	Learning Circles- Small groups of teachers meet monthly with resource colleague to discuss issues of their choosing	3 years	District, grant and union	Full-time teachers	Maria Lamb, Director of Instructional Services 651-767-8139 maria.lamb@sppps.org
STEP, Montana	K-12: 159,988 in the state	Telecommunications is used for mentoring beginning mathematics, science, and elementary teachers in this large, rural state	2 years, possibly longer	National Science Foundation Grant and state	Full-time teachers	Elizabeth Swanson, STEP Project PI 406-994-6768 eswanson@montana.edu

(Continued)

Program	Student Population	Unique Feature of Program	Duration of Program	Funding	Full-time/Part-time	Contact Information
University of New Mexico, NM	K-12: 86,114	No new budgetary expenditures - in collaboration with the University	1 year	None	Full-time mentors	Jean Casey, Sec. Program Coordinator 505-277-7785 jhcasey@unm.edu
Vicksburg, MI	K-12: 2,780	Creative funding of instructional specialists; 3 years of coaching and coursework	3 years	District, creatively	Full-time teachers/Full-time mentors	Pat Wilson O'Leary, Instructional Spec. 269-321-1038 patwo@vicksburg.k12.mi.us

Villani, Susan. (2002). *Mentoring Programs for New Teachers: Models of Induction and Support*. Thousand Oaks, CA: Corwin Press.

What are the implications for districts and/or states?

Establishing or revising an induction program requires careful consideration and discussion of participants' needs, funding, role responsibilities, and ongoing professional development for mentors as well as new teachers.

There are many roles for supporting new teachers within the school community. New teachers will be significantly better prepared if they have the wisdom and encouragement of all members of the profession. Parents and families are also members of the school community. Sometimes, new teachers experience additional challenges from skeptical parents/families who are concerned that their newness to the profession may be a disadvantage for their children. When the entire community knows that there is an effective induction and mentoring program for new teachers, families may feel less concerned because they know that the new teachers have the guidance, support, and resources they need to be successful. The Hopkinton Public Schools, Hopkinton, MA, has delineated the awareness and responsibilities for different role groups, and this example is included in Appendix 4-6 as the work of an individual school district in developing its own program.

Summary

Mentoring programs are an essential part of the induction of new teachers and also have significant benefits for the mentors of the new teachers. There are many examples of entire school cultures becoming more collaborative as a result of mentoring programs (Villani, 2002). The collaborations between and among school districts, institutions of higher education, departments of education and educational collectives that can be developed or strengthened are limitless. These efforts require sharing knowledge, skills, resources and strategies, as well as a deep commitment to work together to help new teachers. It was shocking when the education profession first realized and acknowledged that 30-50% of new teachers were leaving in their first five years of employment (U.S. Department of Education, National Center for Education Statistics, 1997). Special educators, bilingual educators and teachers in urban and sometimes rural settings often leave their positions more frequently. This has been known for a long time, yet mentor programs, which can make a difference, are neither as numerous nor as comprehensive as they need to be to support new teachers.

The following appendices include resources that will further assist school districts and schools in developing a framework for teacher retention that includes induction and mentoring programs.

Appendix 4-1 is a continuum that displays levels of cultural competence.

Appendix 4-2 offers suggested topics as well as a school calendar-year timeline for mentor training and ongoing support.

Appendix 4-3 provides a model four-day agenda for mentor training.

Appendix 4-4 uses a Likert-type scale, and this self-assessment survey is a discrepancy analysis tool assessing current knowledge and use of specific coaching skills and information.

Appendix 4-5 examines, by way of a rubric, the essential coaching skills used in mentoring new teachers.

Appendix 4-6 provides an example of how Hopkinton, MA Public Schools had delineated the awareness and responsibilities for each role group in the school district responsible for a part of the mentoring program.

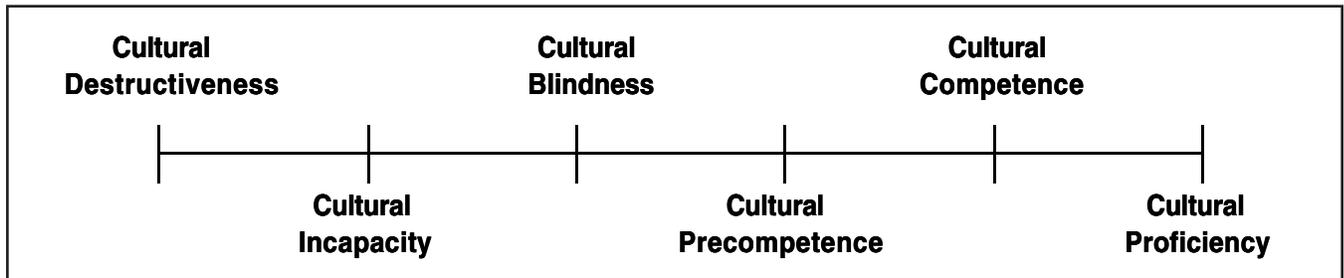
Appendix 4-7 provides twenty steps that can be used for planning and implementing a successful mentoring program.

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The Cultural Competence Continuum



- ***Cultural Destructiveness*** - organizations that enact policies and practices, and individuals whose values and behaviors, serve to eliminate all vestiges of other people’s cultures from their midst.
- ***Cultural Incapacity*** - organizational cultures that foster policies and practices, and that employ people who believe in the superiority of one’s own culture and who behave in ways that disempower another’s culture.
- ***Cultural Blindness*** - organizational policies and practices and individual behaviors that value acting as if cultural differences do not matter or as if there are no differences among and between cultures. Not seeing color is an expressed value.
- ***Cultural Precompetence*** - organizational and personal awareness that recognizes the limitations of one’s skills or an organization’s practices when interacting with other cultural groups.
- ***Cultural Competence*** - organization and individuals who interact with other cultural groups using the five essential elements of cultural proficiency as the standard for individual behavior and teaching practices:
 - Ongoing assessment of one’s own and organization’s culture;
 - Valuing diversity through accepting and respecting difference;
 - Managing the dynamics of difference;
 - Adapting one’s own values and behaviors and the organization’s policies and practices to include new groups; and
 - Institutionalizing cultural knowledge.
- ***Cultural Proficiency*** - organizations and people who esteem culture; who know how to learn about individual and organizational cultures; and who interact effectively in a variety of cultural groups.

(Lindsey, R.B., Robins, K.N., & Terrell, R.D. (2002). *Cultural proficiency: A manual for school leaders*. Thousand Oaks, CA: Corwin Press.)

Suggested Topics and Timeline for Mentor Training and Ongoing Support

Topics

- Stories and Statistics about Mentoring Programs for New Teachers
- The Needs of New Teachers and Phases of Their First Year
- Qualities and Attributes of Good Mentors
- The JoHari Model of Intentionality
- Active Listening Skills
- What Makes a Good Question
- Confidentiality
- The Coaching Cycle
- Data Collection Strategies
- The Norms of Collaboration
- *A Framework for Teaching*
- Matching Instructional Leadership Styles with New Teacher's Need for Structure
- Promoting Reflection Through Questions and Data from Classroom Observations
- Other as indicated by needs assessment of mentors

Note: Professional development sessions for mentors and/or new teachers are excellent opportunities to collect data for formative and/or summative evaluation of the program.

Timeline for Year One of Mentor Training and Support

August

It is optimal for mentors to be trained during the summer so that they may start meeting with the new teachers before the beginning of the school year. An institute of 3-5 days provides ample opportunity for mentors to learn enough about and practice the skills needed to be effective mentors. Including the new teachers in some of the training, particularly the coaching cycle and discussions about confidentiality, has proven to be helpful to both mentors and new teachers.

September – May

It is beneficial for mentors to have monthly meetings with other mentors and a trainer/facilitator to discuss their mentoring experiences, learn from each other, and be supported in their coaching

It is equally beneficial for new teachers to have monthly meetings with other new teachers in the district and a trainer/facilitator to discuss their experiences as new teachers and be supported in their efforts to cope with the challenges they face their first year.

Mentors need ongoing training and support to improve their coaching skills. Monthly professional development is optimal; meeting every two months for additional training is useful. This may take the form of full or half-day sessions for all mentors. It may also include individual coaching of the mentor during planning and/or reflecting conferences, with the permission of the new teacher, to hone cognitive coaching skills.

June

A culminating session for mentors and new teachers to reflect on their experiences and learning during the year, chart successes and challenges, as well as needs for future professional development, is important. This should also be a time for celebration of the efforts and achievements of the new teachers and the mentors.

Mentoring: A Resource and Training Guide for Educators, 2nd Edition (Dunne and Villani, forthcoming 2005)

Charting Our Journey: A Four-Day Agenda for Mentor Training

Kathy Dunne and Susan Villani, Learning Innovations at WestEd

Day 1

- Clarify qualities and roles of effective mentor teachers;
- Understand the needs of new teachers, how those needs shift throughout the school year, and the implications for a mentor's role given these changing needs;
- Engage with research-informed practices and critical elements of effective mentoring and coaching; and
- Enhance participants' understanding of essential mentoring skills.

Day 2

- Learn and practice the norms of collaboration;
- Observe a coaching conference;
- Examine images of content-based coaching;
- Identify ways to match coaching style with new teacher needs; and
- Practice framing and posing effective questions.

Day 3

- Observe and practice a planning conference;
- Learn and practice data gathering strategies;
- Observe and practice a reflecting conference; and
- Consider matching leadership styles with people's need for structure.

Day 4

- Learn about the history and purpose of *A Framework for Teaching*;
- Create a rubric for Domain 2: Classroom Environment based on a lesson observed on a video clip;
- Gather evidence of Domain 3: Instruction through a video lesson clip;
- Consider Domain 1: Gathering evidence regarding planning; and
- Practice and discuss nuances of confidentiality in conversations with colleagues and administrators.

Appendix 4-4
Coaching Self-Assessment Survey

Created by Kathy Dunne, Learning Innovations at WestEd
 Woburn, MA
 &
 Sonia Caus Gleason
 Jamaica Plain, MA

The following self-assessment survey is a discrepancy analysis tool that asks you to self-assess your current knowledge and use of specific coaching skills and information. The Likert-Type scale ranges from 1 to 5.

- 1: no knowledge of or ability to use
- 2: little knowledge of or ability to use
- 3: moderate knowledge of or ability to use
- 4: consistent and solid knowledge of or ability to use
- 5: advanced knowledge of and ability to us

COACH WORK COMPONENTS	Knowledge of	Ability to apply in your work	Comments
Engaging Teachers and Administrators in Your Setting - <i>Strategies to:</i>			
Negotiate entry to one-third or more of classrooms	1 2 3 4 5	1 2 3 4 5	
Develop plan of relevant work with principal	1 2 3 4 5	1 2 3 4 5	
Present concepts of new initiative in small groups	1 2 3 4 5	1 2 3 4 5	
Communicate to teachers and administrators the resources a coach offers	1 2 3 4 5	1 2 3 4 5	
Communicate progress to the larger community (including using existing communication mechanisms)	1 2 3 4 5	1 2 3 4 5	
Communicate with key leadership groups in the school	1 2 3 4 5	1 2 3 4 5	

COACH WORK COMPONENTS	Knowledge of	Ability to apply in your work	Comments
Adult Learning - <i>Strategies to:</i>			
Identify a range of adult learning styles	1 2 3 4 5	1 2 3 4 5	
Identify the learning styles of specific individuals in your school	1 2 3 4 5	1 2 3 4 5	
Effectively respond to people regardless of their learning style	1 2 3 4 5	1 2 3 4 5	
Support adults through the process of change	1 2 3 4 5	1 2 3 4 5	
Group Facilitation - <i>Strategies to:</i>			
Facilitate small groups (4–12 persons)	1 2 3 4 5	1 2 3 4 5	
Facilitate medium groups (12–40 groups)	1 2 3 4 5	1 2 3 4 5	
Facilitate larger groups (40–100)	1 2 3 4 5	1 2 3 4 5	
Effectively deal with resistant behavior	1 2 3 4 5	1 2 3 4 5	
Ensure that all members of a group participate and contribute	1 2 3 4 5	1 2 3 4 5	
Facilitate group decision making	1 2 3 4 5	1 2 3 4 5	
Help other groups to facilitate own group meeting	1 2 3 4 5	1 2 3 4 5	
Professional Learning - <i>Strategies to:</i>			
Conduct a classroom lesson while one or more teachers observe	1 2 3 4 5	1 2 3 4 5	
Give and receive feedback following a classroom lesson	1 2 3 4 5	1 2 3 4 5	
Organize a cycle of peer observation and reflection with a group of 4-6 teachers	1 2 3 4 5	1 2 3 4 5	
Offer non-judgmental feedback	1 2 3 4 5	1 2 3 4 5	
Support teachers in deepening their content knowledge	1 2 3 4 5	1 2 3 4 5	
Teach others to give and receive feedback	1 2 3 4 5	1 2 3 4 5	

COACH WORK COMPONENTS	Knowledge of	Ability to apply in your work	Comments
Data Analysis - Strategies to:			
Analyze summative assessments	1 2 3 4 5	1 2 3 4 5	
Examine student work and student thinking	1 2 3 4 5	1 2 3 4 5	
Conduct a classroom “walk through”	1 2 3 4 5	1 2 3 4 5	
Lead a group in looking at student work	1 2 3 4 5	1 2 3 4 5	
Lead a group in data analysis	1 2 3 4 5	1 2 3 4 5	
Data Use - Strategies to:			
Use data to change focus or emphasis of instruction	1 2 3 4 5	1 2 3 4 5	
Organize a group to use data analysis to shift or refocus instruction	1 2 3 4 5	1 2 3 4 5	
Instructional Planning - Strategies to:			
Develop an annual instructional plan focused on specific content	1 2 3 4 5	1 2 3 4 5	
Engage a group of educators to assess needs	1 2 3 4 5	1 2 3 4 5	
Engage a group of educators to develop instructional strategies	1 2 3 4 5	1 2 3 4 5	
Engage a group of educators to identify appropriate measures of goals	1 2 3 4 5	1 2 3 4 5	
Help a group to organize small strategies around a broad vision	1 2 3 4 5	1 2 3 4 5	

Kathy Dunne, Learning Innovations at WestEd, Woburn, MA & Sonia Caus Gleason, Jamaica Plain, MA

Appendix 4-5

Coaching New Teachers: Essential Coaching Skills

Created by Kathy Dunne, Learning Innovations at WestEd
Woburn, MA

Levels of Performance Elements	1 <i>Emerging</i>	2 <i>Maintaining</i>	3 <i>Sustaining</i>	4 <i>Adaptive</i>
<p>Questioning: The Planning Conversation</p>	<p>Coach asks questions based on the coach's thinking about content, instruction, and assessment</p> <p>Coach frames and poses questions that elicit new teacher responses focused on explanation and clarification</p>	<p>Coach asks questions that both elicit the inner intent of the teacher in terms of content, instruction and assessment and that promote the coach's thinking about content, instruction and assessment</p> <p>Coach frames and poses questions that elicit teacher responses focused on explanation, clarification, prediction and assessment</p>	<p>Coach asks questions that elicit the teacher's inner intent of the lesson in terms of content, instruction and assessment and the coach asks questions of him/herself that elicit the coach's inner intent in the coaching process</p> <p>Coach and teacher co-create questions that elicit teacher responses focused on explanation, clarification, elaboration, prediction, assessment, teacher's intentionality, and connections to other content/concepts</p>	<p>Coach asks questions that elicit the teacher's inner intent of the lesson in terms of content, instruction and assessment and the coach asks questions of him/herself that elicit the coach's inner intent in the coaching process</p> <p>Coach and teacher co-create questions that elicit teacher responses focused on explanation, clarification, elaboration, prediction, assessment, teacher's intentionality, and connections to other content/concepts</p>
<p>Data Gathering and Classroom Observation</p>	<p>Classroom data is subjective and based on judgment and inference – by the coach</p> <p>Classroom data gathered is based on what the coach is interested in observing</p> <p>Classroom data gathered is not shared with the teacher</p>	<p>Classroom data is mostly objective, i.e. measurable and observable with some judgment or inference of the coach</p> <p>Classroom data gathered is mostly based on what was agreed upon between the coach and teacher during the planning conference - additional data is recorded by the coach based on the coach's opinion of what was important to gather</p> <p>Classroom data gathered is not shared with the teacher until the reflective conference</p>	<p>Classroom data is objective, i.e. measurable and observable</p> <p>Classroom data gathered is based on what was agreed upon between the coach and teacher during the planning conference</p> <p>A copy of the classroom data gathered is provided to the teacher immediately following the classroom observation in written format</p>	<p>Classroom data is objective, i.e. measurable and observable and includes questions to elicit the teacher's intentions (at particular moments of the lesson) based upon the data gathered</p> <p>Classroom data gathered is based on what was agreed upon between the coach and teacher during the planning conference and includes additional data the coach is able to gather that pertains to issues that had been discussed between the coach and the teacher during other planning/reflecting conferences</p> <p>A copy of the classroom data gathered is provided to the teacher immediately following the classroom observation in a variety of formats e.g. written, audio, and/or video</p>

Levels of Performance Elements	1 <i>Emerging</i>	2 <i>Maintaining</i>	3 <i>Sustaining</i>	4 <i>Adaptive</i>
<p>Questioning: <i>The Reflecting Conversation</i></p>	<p>Coach begins the reflective conversation with her/his interpretation of what occurred during the classroom observation</p> <p>Coach frames and poses questions that are based on the coach's beliefs and values about what happened/should have happened during the lesson</p> <p>Coach seldom asks questions that focus on student learning</p>	<p>Coach begins the reflective conversation with a question that elicits the teacher's perspective of "how the lesson went" and then adds his/her opinion of how the lesson went</p> <p>Coach frames and poses questions that prompt the teacher to examine the data and how it compares with what the teacher intended</p> <p>Coach poses questions that asks the teacher to identify what the students learned</p>	<p>Coach begins the reflective conversation with a question that elicits the teacher's perspective of "how the lesson went"</p> <p>Coach and teacher co-create questions that prompt the teacher to examine the data and how it compares with what the teacher intended and identify what s/he would do the same or differently next time and why</p> <p>Coach and teacher co-create questions that ask teacher to identify what students have learned and what evidence the teacher has of student learning</p> <p>Coach asks questions that prompt the teacher to begin planning for the next lesson</p>	<p>Teacher begins the reflecting conversation by reflecting on how s/he thought the lesson went</p> <p>Teacher identifies and responds to questions that prompt him/her to examine the data and how it compares with what the teacher intended and identify what s/he would do the same or differently next time and why</p> <p>Teacher shares evidence that demonstrates student learning and any student misconceptions that may exist</p> <p>Teacher identifies what s/he will do next with these students based on the classroom data and her/his own reflections</p>

Levels of Performance Elements	1 <i>Emerging</i>	2 <i>Maintaining</i>	3 <i>Sustaining</i>	4 <i>Adaptive</i>
<p>Analysis of and Response to Teacher Reflection</p>	<p>Coach assumes what teacher responses mean without checking assumptions or paraphrasing</p> <p>Coach accepts vague responses without probing for specificity</p> <p>Coach advocates for her/his perspective without inquiring into the teacher's perspective</p> <p>Coach uses only her/his preferred style of coaching without consideration of the teacher's need for structure</p>	<p>Coach inconsistently applies the norms of <i>pause, paraphrase and probing</i> when responding to teacher's reflections about a given lesson</p> <p>Coach occasionally accepts vague responses without probing for specificity</p> <p>Coach inconsistently comes from a place of inquiry first and advocacy second when talking with teacher about how s/he will apply learnings of one lesson to the next</p> <p>Coach modifies coaching style to match the teacher's need for structure some of the time</p>	<p>Coach consistently applies the norms of <i>pause, paraphrase and probing</i> when responding to teacher reflections</p> <p>Coach consistently probes for specificity around vague responses by the new teacher</p> <p>Coach consistently comes from a place of inquiry first and advocacy second when talking with teacher about how s/he will apply learnings of one lesson to the next</p> <p>Coach consistently modifies coaching style to match the teacher's need for structure</p>	<p>Coach consistently applies all seven norms of collaboration in conversations with the teacher</p> <p>Coach consistently probes for specificity around vague responses by the new teacher</p> <p>Coach consistently comes from a place of inquiry first and advocacy second when talking with teacher about how s/he will apply learnings of one lesson to the next</p> <p>Coach consistently modifies coaching style to match the teacher's need for structure</p>
<p>Engaging with Content</p>	<p>Coach asks questions that elicit responses about the content goals of the lesson without reference to content/curriculum standards</p> <p>Coach references content-based mathematics tools and curriculum without using them with the teacher</p>	<p>Coach asks questions that elicit responses about the content goals of the lesson and about how those goals connect with content/curriculum standards</p> <p>Coach uses at least one content-based tool and one curriculum unit in her/his work with the teacher</p>	<p>Coach asks questions and provides examples of how to connect lesson/unit plans to content/curriculum standards</p> <p>Coach consistently uses most of the content-based tools and curriculum in her/his work with the teacher</p>	<p>Coach conducts demonstration lessons that provide examples of content-specific instruction and assessment that connect to content/curriculum standards</p> <p>Coach consistently uses all of the content-based tools and curriculum in her/his work with the teacher</p>

Kathy Dunne, *Learning Innovations at WestEd, Woburn, MA*

Appendix 4-6
Mentoring Program
 Hopkinton, MA Public Schools

ROLE	AWARENESS	RESPONSIBILITIES
Mentor	<ul style="list-style-type: none"> • To passionately believe in mentoring as a philosophy • To be committed to the personal and professional growth of new teachers • To be familiar with the components of the Mentor Program • To be knowledgeable about the program's requirements, such as the training sessions, observations, conferencing, ongoing peer support meetings • To foster new teachers' growth, recognizing that the professional growth of new teachers is ultimately the new teachers' responsibility • [Understand the importance of trust and confidentiality] • To understand the realities and stresses of first year teachers 	<ul style="list-style-type: none"> ▪ Support new teacher in a confidential, non-evaluative relationship ▪ Promote positive school culture and a problem-solving approach to challenges ▪ Serve as a liaison with other teachers to allow new teachers to use resources and to observe different instruction practices ▪ Reduce isolation of the new teacher by making her/him feel valued as a member of the school community formally and informally ▪ Promote mutual learning with partner ▪ Promote new teacher's awareness of school district policies and practices ▪ Encourage new teachers to voice their opinions and/or concerns ▪ Contact new teacher as soon as match is announced ▪ Meet new teacher at summer orientation and participate in sessions ▪ Meet once a week for at least an hour, at a regularly scheduled time, for first 3 months; then meet every other week for 3 months, then meet monthly for the rest of the year ▪ Maintain a log of meetings and topics discussed (for your use only) ▪ Complete end of the year questionnaire ▪ Mentors will do non-evaluative classroom observations and coaching 3 times a year in addition to informal classroom visits (one observation before Nov 15th, one before Jan 31st, & one before March 30th)
Mentor Leaders	<ul style="list-style-type: none"> • To passionately believe in mentoring as a philosophy • To be committed to the personal and professional growth of new teachers • To be familiar with the components of the Mentor Program • To be knowledgeable about the program's requirements, such as the training sessions, observations, conferencing, ongoing peer support meetings • To foster new teachers' growth, recognizing that the professional growth of new teachers is ultimately the new teachers' responsibility • [Understand the importance of trust and confidentiality] • To understand the realities and stresses of first year teachers and mentors 	<ul style="list-style-type: none"> ▪ Work collaboratively with administrators to promote the district vision and goals ▪ Serve as a liaison with other teachers to allow new teachers to use resources and to observe different instruction practices ▪ Develop or give input on design of new teacher orientations, new teacher support, and continued professional development ▪ Consider issue of how to best match specialists with, or as, mentors ▪ Touch base individually with each mentor and new teacher once a month to check on the functionality of the program ▪ Check with principal periodically regarding administration of the program ▪ Meet monthly with mentor leaders for problem solving and sharing ▪ Promote the working relationships between mentors and new teachers if needed and assist in the decision of a pair to end the partnership ▪ Tell principal if a pairing is ending; the principal will then assign a new mentor (Pro-rate mentor salary for past and present mentors) ▪ Help facilitate coverage for non-evaluative classroom observation if needed

ROLE	AWARENESS	RESPONSIBILITIES
<p>New Teachers</p> <ul style="list-style-type: none"> • Recognize mentoring as a positive experience and work with the support network the system has provided • Be knowledgeable about the goals of the program and all of its requirements • Be willing to reflect upon one's ongoing development in teaching • Understand the importance of trust and confidentiality • Acknowledge stresses new teachers may experience 	<ul style="list-style-type: none"> • Be willing to reflect on craft • Participate in the 3-day orientation program in August • Observe confidentiality • Participate in three non-evaluative classroom observations and coaching sessions with mentor: one before Nov 15th, the second before Jan 31st, and the third before March 30th • Observe mentor, at least, once by Nov 15th; observe another teacher at least once by March 30th • Meet with mentor 1 hour per week for first 3 months; then every other week for the next 3 months; then once a month for the rest of the year • Maintain a log of meetings and topics discussed (for own use only) • Develop own teaching understandings and methods based on reflective practice • Complete end of year questionnaire • Share in the responsibility with mentor for weekly meeting agenda 	<ul style="list-style-type: none"> • Match new teacher and mentors, with input from mentor leaders when possible • Introduce mentors and new teachers when match is made • Find coverage (in advance) for classroom observations, coaching and/or classroom visits when needed • Select the mentor leader • Maintain confidentiality • Respect the new teacher/mentor relationship and address conversations about new teacher with new teacher, not with mentor • Convey confidence and the value of mentor program • Inform new teachers of the evaluation process • Be involved in the ongoing evaluation of the beginning teacher mentoring program
<p>Principals</p> <ul style="list-style-type: none"> • To become knowledgeable about the program and provide input in designing it • To inform the faculty and parents about the program and its benefits • To inform prospective teachers, new teachers, and potential mentors about the details and requirements of the program • To recognize the role of the mentor as the day to day and first line of support for new teachers • [Understand the importance of trust and confidentiality] 	<ul style="list-style-type: none"> • To approve and promote the program • To provide financial support (professional development, grants, etc.) • To facilitate contractual discussions that support the program • To communicate with the administrative team the need for promoting and implementing the program • Promoting and implementing the program • Understanding the system wide benefits of mentoring • Acknowledging and recognizing the contributions of the mentors • Respecting confidentiality between mentors and new teachers • Providing time for mentoring to take place • Providing substitutes to allow for observations • To be involved in the ongoing evaluation of the program • Check with administration on progress of the program • Arrange for end of year report to school committee 	<ul style="list-style-type: none"> • To approve and promote the program • To provide financial support (professional development, grants, etc.) • To facilitate contractual discussions that support the program • To communicate with the administrative team the need for promoting and implementing the program • Promoting and implementing the program • Understanding the system wide benefits of mentoring • Acknowledging and recognizing the contributions of the mentors • Respecting confidentiality between mentors and new teachers • Providing time for mentoring to take place • Providing substitutes to allow for observations • To be involved in the ongoing evaluation of the program • Check with administration on progress of the program • Arrange for end of year report to school committee
<p>Supt. and Asst. Supt.</p> <ul style="list-style-type: none"> • To become knowledgeable about the program and to attend the summer orientation program • To act as liaison to the community and the school community • To inform the faculty and parents about the program and its benefits • To inform prospective teachers, new teachers, and potential mentors about the details and requirements of the program • To recognize the role of the mentor as the day to day and first line of support for new teachers • [Understand the importance of trust and confidentiality] 	<ul style="list-style-type: none"> • To approve and promote the program • To provide financial support (professional development, grants, etc.) • To facilitate contractual discussions that support the program • To communicate with the administrative team the need for promoting and implementing the program • Promoting and implementing the program • Understanding the system wide benefits of mentoring • Acknowledging and recognizing the contributions of the mentors • Respecting confidentiality between mentors and new teachers • Providing time for mentoring to take place • Providing substitutes to allow for observations • To be involved in the ongoing evaluation of the program • Check with administration on progress of the program • Arrange for end of year report to school committee 	<ul style="list-style-type: none"> • To approve and promote the program • To provide financial support (professional development, grants, etc.) • To facilitate contractual discussions that support the program • To communicate with the administrative team the need for promoting and implementing the program • Promoting and implementing the program • Understanding the system wide benefits of mentoring • Acknowledging and recognizing the contributions of the mentors • Respecting confidentiality between mentors and new teachers • Providing time for mentoring to take place • Providing substitutes to allow for observations • To be involved in the ongoing evaluation of the program • Check with administration on progress of the program • Arrange for end of year report to school committee

ROLE	AWARENESS	RESPONSIBILITIES
<p>School Committee Members</p>	<ul style="list-style-type: none"> To become knowledgeable about the program and its components 	<p>Support:</p> <ul style="list-style-type: none"> To provide financial support To facilitate contractual negotiations that support mentoring To approve the program To express public support for the program To participate in the recognition of the mentors <p>Evaluation:</p> <ul style="list-style-type: none"> To be involved in the ongoing evaluation of the program To allow time for reports to the school committee by mentors and new teachers

Twenty Steps Toward a Successful Mentoring Program

Susan Villani. 2002. *Mentoring Programs for New Teachers: Models of Induction and Support*. Thousand Oaks, CA: Corwin Press.

1. Set goals for your mentoring program. What do you want to accomplish?
2. Identify the new teachers who will be included in your program. Whom do you want to serve — beginning teachers, teachers new to your district, teachers who have changed grade level or subject area, teachers returning to the profession after being absent for several or more years?
3. Identify your resources — money, other forms of compensation, and most importantly, personnel.
4. Identify a coordinator or steering committee. Determine whether the committee is advisory or will have decision making responsibilities.
5. Consider the models in Part 2 and determine if any of them address your goals in ways that are feasible. Continually research ways to provide professional development that supports new and veteran teachers.
6. Formulate a plan to pilot.
7. Establish a timeline for the implementation of your plan.
8. Meet with school administrators, teachers' association leadership, and the school committee or board to make the case for the program.
9. Revise your plan and timeline based on the input of the key shareholders, if necessary.
10. Communicate the beginning of your program with all school staff and the community.
11. Establish criteria and an application process to select mentors in the spring. Select extra mentors for unanticipated summer and last-minute hiring.
12. Create handbooks for mentors and new teachers that include the goals of the program, the expectations for participation by mentors and new teachers, and the schedule of meetings and professional development activities. Including other resource materials will increase the likelihood that it will be referred to throughout the school year.
13. Train mentors/support providers.
14. Plan and offer new teacher orientation.
15. Form cohort groups of mentors and new teachers, and schedule periodic meetings throughout the school year.
16. Plan professional development for new teachers and mentors.
17. Develop ways to evaluate your program. Begin collecting data when your program starts, and collect it periodically throughout the year. Determine who will analyze the data, and how it will be communicated to the administration, staff, and larger school community.
18. Revise your program based on your analysis of the evaluations and your own perceptions.
19. Begin Year 2 with increased confidence in the fit of your program to your school district's needs and resources.
20. Honor your mentors, who are passing the torch and welcoming new colleagues into the profession, and celebrate the induction of your new teachers into your school and district communities.