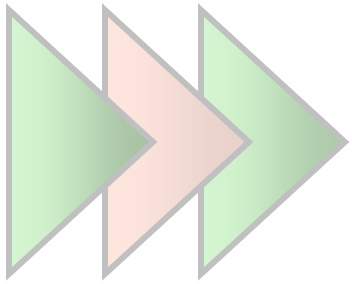
State of Alabama
Department of Education

Teacher Induction and Mentoring Manual



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Teacher Induction and Mentoring Program

Alabama State Department of Education

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Introduction

Among the goals set by the Task Force on Teacher Quality was the recruitment of caring, qualified teachers; improvement in retention rates; and reduction in the turnover rate of Alabama's public school teachers. To accomplish these goals, the Task Force focused on the development of an induction/mentoring program as a means of keeping talented teachers in the profession and improving the quality of teaching. With funding under a Title II Teacher Quality Enhancement grant, the Alabama Department of Education launched the development of a comprehensive induction program that included a two-year mentoring component. In collaboration with Dr. Janice Cotton of the Civitan International Research Center at the University of Alabama at Birmingham and the assistance of ten districts that agreed to participate in the two-year pilot, a framework for creating, supporting, and sustaining an induction program for beginning teachers was developed.

Information in the Alabama Teacher Induction and Mentoring Manual represents best practices from individual states, districts, professional organizations, institutions of higher education, and research. It also incorporates what was learned in the Alabama pilot. District personnel are encouraged to use the manual in the manner that will best support the creation and coordination of an induction program that is most appropriate for their schools. Some districts may select only a portion to implement, and some may modify the material and merge it into their current program.

It is with a great deal of appreciation that we acknowledge the time, energy, and insightful feedback of the teachers and administrators who took part in the pilot phase. Participating districts included Alexander City, Bessemer City, Birmingham City, Brewton City, Dallas County, Dothan City, Fort Payne City, Montgomery County, Phenix City, and Talladega County. We are also indebted to many of our colleagues across the state, especially Mara Jambor, Jefferson County Schools, and Patricia Nix, Retired School Administrator and Teacher, for their critical review of this document.

Code of Ethics

Purpose of the Code of Ethics

The primary goal of the Alabama Teacher Induction Program (ATIP) is to assist beginning teachers in making a successful transition into the school environment. Mentoring is the cornerstone of the program and therefore the conduct of the mentor and the integrity of the mentor/protégé relationship are of the utmost importance in the success of the ATIP. The purpose of the Mentor Code of Ethics is to clarify responsibilities and standards of accountability. While acknowledging every mentor/protégé relationship will be different, the Code should clarify the boundaries of appropriate behaviors and clarify the proper role and function of the mentor.

Respect

- The mentor will respect the protégé's integrity and individuality.
- The mentor will provide services in a nondiscriminatory manner.
- The mentor will show sensitive regard for the protégé's moral, social, and religious standards and avoid imposing his/her beliefs.
- In the relationship, the protégé retains full freedom of choice and decision in his/her own classroom.
- The mentor's main concern is the protégé's integrity and welfare.

Confidentiality

- The mentor will respect the rules of confidentiality with respect to the mentor/protégé relationship.
- The mentor shall disclose confidential information about the protégé only when compelling professional purpose is served or when required by law to prevent a clear and immediate danger to someone. Compelling professional purpose can be defined as anything that severely threatens a child's emotional well being and/or academic performance.
- The mentor should respect the protégé's privacy and confidentiality in disclosing *information* about the protégé to colleagues and superiors.
- The mentor should take precautions to ensure that records, reports, and correspondence relating to the protégé are secure from public inspection and not shared inappropriately.

Power/Gain

- The mentor shall not use the relationship with his/her protégé to private advantage.

Competence

- The mentor shall participate in continuing education to keep informed of current best practice in mentoring and teaching.

Relationship

- The mentor will establish and maintain appropriate professional relationship boundaries.
- The mentor will avoid a dual relationship (e.g., business or intimate) with the protégé that could impair professional judgment, compromise the integrity of the induction program, and/or use the relationship for personal gain.
- The mentor should always be mindful of the importance of serving as a role model and act as an advocate for teaching.

Termination of Relationship

- The mentor should not abandon or neglect the protégé. If the mentor is unable or unwilling to serve as mentor, every reasonable effort should be made to select another mentor and facilitate a smooth transition to the new mentor.

Representative of the School and District

- The mentor is a representative of the school and district and should always attempt to fulfill the mission of the school and reflect the values and standards for which it stands. The mentor should be committed to excellence in teaching.

Conflict of Interest

- The mentor should avoid having an evaluative relationship with the protégé. Serving in an evaluative capacity could compromise the primary relationship.

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Chapter I
Induction Basics

Introduction

This chapter of the manual provides general information on teacher induction programs and factors that school districts should consider in planning a program.

Major topics in this section are:

- Definition of a teacher induction program
- Rationale for creating a teacher induction program
- Steps for planning a teacher induction program
- Responsibilities of building administrators to new teachers
- Responsibilities of school faculty to new teachers
- Inclusion of veteran teachers in the induction program

What is teacher induction?

The first days, weeks, and even months of school can be overwhelming for many novice teachers. For the first time, not only will they be completely responsible for the academic performance and well being of a group of students, they also must learn the culture of the work environment and find their place with fellow educators. A strong teacher induction program can be a powerful tool in minimizing the loneliness and trauma associated with a "sink or swim" experience all too common for first-year teachers. In addition, the U.S. Department of Education states in its 2000 report, *Eliminating Barriers to Improving Teaching,* that attrition rates of first-year teachers can be reduced by up to two-thirds if teachers participate in a formal first-year induction program that includes mentoring.

Teacher induction is a formal, systematic program designed to transition novice teachers into the teaching profession by providing continuous individual and group support and education. Induction programs can help teachers improve their teaching and management skills, adjust to the culture of the school and district, and better understand their professional responsibilities.

Teacher induction programs vary from district to district and school to school. Some consist solely of formal teacher orientation prior to the start of the school year. Others are more comprehensive and include formal orientation, extensive professional development opportunities, release time for study and observation, and mentoring. This manual views teacher induction as a comprehensive, continuous program designed to address the personal, professional, and instructional needs of beginning teachers.

Personal needs such as emotional support help teachers assimilate into the school culture and gain confidence in their skills. Most new teachers enter the profession excited about their new career. They want to be accepted by the other faculty members and feel they are a part of the team. Despite their initial enthusiasm and confidence, some may begin to question their competence as they face challenges in the classroom. Providing emotional support and encouragement to uncertain teachers can help them move from personal concerns to addressing the instructional needs of the students.

The ***professional needs*** of new teachers focus on developing an understanding of school and district policies, procedures, and priorities. These could include formal policies and procedures such as helping new

teachers develop an understanding of the student code of conduct and the evaluation system, and less formal policies and procedures such as how to order supplies and operate the copy machine. This type of support gives new teachers the knowledge and tools to operate effectively within the school and district.

Districts and schools should also address new teachers' ***instructional needs.*** Instructional needs may involve the mentor in explaining, coaching, and guiding new teachers in classroom organization and management, lesson planning, student assessment, and curriculum content and methodology. Addressing instructional needs helps novice teachers improve their teaching skills and this, in turn, promotes greater student achievement.

Personal, professional, and instructional needs can be met through various mechanisms, including formal orientation to the school, workshops, mentoring, informal contact, and sustained professional development opportunities. Some induction programs specifically address these needs during a one-year period, while others view induction as a multi-year program with assistance tapering off as proficiency and confidence grows. Most induction programs are at least two years in length, and some may include a third year if needed.

Why do school districts need an induction program?

Novice teachers enter the profession eager and ready to nurture and educate a group of students. Teacher preparation programs have provided them with an understanding of educational pedagogy, child growth and development, and some direct experience working with students alongside a seasoned professional. While knowledge and practical experience are essential in the creation of an accomplished teacher, most novice teachers have not had the experience of independently planning for, instructing, and evaluating a group of students on a day-to-day basis. Personal, professional, and instructional issues may challenge even the most talented and competent teachers during their first few years of teaching.

Increasing numbers of new teachers are needed in the United States due to the high rates of teacher attrition, or teachers leaving the profession. Troubling statistics from the National Center for Education Statistics show that approximately one-third of new teachers leave the profession during their first three years of teaching and about one-half leave during the first five years of teaching. Attrition rates are highest in low-income urban schools and in the fields of mathematics, science, and special education (National Commission on Teaching and America's Future [NCTAF], 2003). New teachers leave for a variety of reasons, including difficulty with classroom management and instruction, feelings of isolation, and lack of support within the work environment.

It is essential that every effort be made to retain bright and capable teachers. Recognizing the importance of supporting the professional development of beginning teachers, the State Higher Education Executive Officers Association (SHEEOA) gives the following reasons why districts should provide formal induction programs for novice teachers *(SHEEOA, 1999, pgs. 4-5)*:

- *To provide support and guidance to smooth the transition of beginning teachers from novice to professional*
- *To familiarize beginning teachers with the responsibilities of teaching and the culture of the schools where they teach*
- *To increase the competency of beginning teachers by*

improving their content knowledge and professional skills

- *To assess beginning teachers to ensure that they can perform the duties of teaching and that they are an effective match for their particular school*

- *To increase retention of teachers in a particular geographic location or in a particular subject area*

Strong, effective teacher induction programs reduce attrition rates, assist teachers in developing proficiency in needed areas, and break down the walls of isolation by giving the support needed to hurdle the challenges that accompany the first few years of teaching.

How does a district plan an induction program?

School districts should give careful thought and consideration to the planning of a teacher induction program. The planning and preparation involves multiple steps by administrators, teachers, and others that can contribute to the professional development of new teachers. The following steps can serve as a guide for districts in creating an induction program.

1. ***Form a district planning team.***

   The first step in creating a district teacher induction program is to form a planning team that will design, coordinate, and merge existing program components and activities. The planning team could be composed of central office personnel, building administrators, teachers, district professional organization representatives, a higher education representative, and others in the community, such as business persons, who have expertise in creating and coordinating programs. It is important to be explicit about the group's range of authority and the resources it will need to function successfully.

2. ***Identify the specific needs of novice teachers.***

   Identifying the specific needs of novice teachers in the district will help the planning team tailor the induction program to its group of new teachers. These needs can be identified through formal procedures such as surveys or focus groups with novice teachers and/or mentors. Ideally, the surveys or focus groups should gather information on the personal, professional, and instructional needs of novice teachers. Feedback from administrators who work directly with novice teachers could also be helpful.

3. ***Anticipate constraints that may limit the program.***

   Most districts face constraints that hinder the creation and implementation of an ideal induction program. For example, districts may have limited funding for release time where mentors and their protégés can meet, problem solve, and observe in each others' classrooms. Identifying funding for mentor stipends is another common challenge. Once constraints are identified, districts should consider how they can best address these

challenges. For example, if stipends are not available from the district to pay mentors, funds could be sought from local businesses or community organizations. Another option might be to give mentors reduced workloads in exchange for their added time and effort. The planning team should be creative in addressing these challenges. Examining how other districts have approached similar challenges could also be helpful.

4. ***Identify what services are currently provided for novice teachers and consider their effectiveness.***

   Generate a list of services currently provided by the district that are designed especially for novice teachers. These services might include new teacher orientation, new teacher workshops, mentoring by experienced teachers, pairing the novice with a "buddy," and a new teacher performance evaluation. Carefully consider each service and decide which have been effective in supporting and educating novice teachers and which need to be revised or eliminated.

5. ***Review the materials in this manual and identify those services and elements that will enrich the district's induction program.***

   A review of the manual may confirm current practices and provide insight to the planning team on elements that should be added. When selecting new services or elements to add to existing components, it is important to consider the needs of the district's novice teachers and any constraints that might hamper successful implementation.

6. ***Generate a model for the district induction program.***

   After the planning team has identified successful components of the existing program and any new elements that should be added, the team should generate a model that incorporates both. The planning team may find it necessary to phase in new components. A timeline for implementing the model and clear designation of persons responsible for its various parts should be determined. The planning team should also plan how to address constraints that might hinder implementation.

   The planning form found in Appendix A can be used to delineate teacher induction activities, responsible persons, the timeline, and resources needed. *A Guide to Developing Teacher Induction Programs* written and distributed by Recruiting New Teachers, Inc.

(2000) provides additional information on developing a teacher induction program. Information on this and other resources is found on pages 19 –20 of this chapter.

7. Identify or hire an induction program director.

The program director plays a critical role in the success of the induction program. This person is responsible for coordinating and managing the program on a daily basis. Ideally, the primary responsibilities of this person should deal with teacher induction in order for the program to be successful. The number of new teachers in the district will determine how much of the director's time should be devoted to teacher induction. A person who has multiple duties other than teacher induction may not be able to give the program the time that is needed to adequately support the needs of new teachers and better ensure their success. This is very important in districts that have a large number of new teachers.

If an individual that already has many responsibilities directs the induction program, it is important that other persons, such as outstanding teachers and/or school administrators, assist the director with various elements of the program. These individuals can play an instrumental role by participating in activities such as providing training to new teachers and mentors. Building-based administrators play a critical role in the success of novice teachers by creating a supportive environment within the school. While there are many individuals who can assist and support the work of the induction director, the overall success of the program is dependent upon the continuous, strong leadership provided by this individual.

8. Create an induction program advisory group.

An advisory group should be created to support the program director. The planning team that assisted in creating the induction program could be retained as a part of the advisory group. Teachers and principals who have direct experience with the induction program should also be included. It is important to delineate the specific responsibilities of advisory group members as well as schedule meetings in advance for the coming school year. This group should meet periodically to review program activities, assist with program coordination and communication, guide program evaluation, and make any necessary policy recommendations.

9. Plan how to evaluate the program to identify strengths and challenges.

Developing an evaluation plan is an essential part of the induction planning cycle. Evaluation serves as a tool for guiding program improvements by identifying parts of the program that are working well, those that need revision, and those that need to be eliminated.

The planning team and perhaps the advisory group should be involved in the development of the evaluation plan. They should identify an individual who will be responsible for the evaluation. It is possible that someone on staff may have the time and expertise to conduct the evaluation. If not, faculty from colleges and universities can provide guidance or complete the evaluation. Whoever is responsible should have sufficient time to devote to the evaluation. There are several steps in the evaluation process.

Identification of Evaluation Questions
The first step in the evaluation cycle is for the advisory group and district personnel to identify what they would like to know about the district's program. Some questions that might guide the evaluation are:

- Have the needs of beginning teachers been met? How have these needs been met? If not, what prohibited them from being met?
- Do mentors feel they were adequately trained to assume the role? If not, what training do they need to better prepare them to be a mentor?
- Has each part of the program been implemented as planned? If not, what obstacles prohibited successful implementation?
- What components of the program were perceived by new teachers to be most helpful?
- Do mentors and novice teachers feel they received adequate resources to support new teacher development? If not, what resources were needed?
- Has the induction program increased teacher retention?

Collection of Data

After the questions are identified, the team needs to determine how it will gather answers to the questions. A variety of data collection methods can be used, including questionnaires, interviews, focus groups, and examination of existing documents. A combination of several of these methods provides a varied and richer view of the induction program.

Samples of questionnaires can be found in mentoring and induction publications. *Mentoring Novice Teachers* by Debra Eckerman Pitton and *How to Help Beginning Teachers Succeed* by Stephen P. Gordon and Susan Maxey provide sample questionnaires for mentors, novice teachers, and administrators. (Complete listings of these books can be found in the resources section of this chapter on pages 19-20.) Care should be taken in the development of the questions posed to participants through surveys or in focus groups to make certain they will answer the evaluation questions that have been identified. It is important to bear in mind that open-ended questions often yield more information than multiple-choice questions, yet they are more time-consuming to analyze.

Examination of teacher retention is another component of the evaluation that should be included in each district's plan. The district should follow up with teachers who leave through an exit interview, a phone call, or a mailed survey to determine specifically why they are leaving the district or the profession. Looking closely at which teachers are leaving the district and why they are doing so can reveal areas of the induction program that need to be improved, problems within individual schools, the need for additional professional development, or issues that need to be investigated within teacher preparation programs. It is also helpful to maintain a database of information on new teachers that can reveal patterns in teacher attrition. This database could include names, dates of hire, school assignments, types of teaching certification, teaching assignments, graduating colleges or universities, and evaluation scores. The records of teachers who leave the system could then be reviewed as a group to determine if there are similarities in any of these categories. Information gathered through interviews, surveys, or examination of a database can be very valuable in determining what should be added to or revised in the current induction program.

Analysis of Data

Analysis of the data is another critical step in the evaluation process. Analyses of questions should show patterns in responses that will

answer the evaluation questions. It is possible the evaluation results will uncover factors that were unexpected, yet could have strong implications for how to improve the program. Careful examination of the results will reveal program strengths and components of the program that should be modified.

Application of Findings

The final step is the determination of how to use the evaluation results. Results should be shared with key stakeholders, including new teachers, mentors, school administrators, and others that might have an investment in the induction program such as community foundations or businesses. The results could be used as leverage for soliciting additional resources, for making program changes, and for recognizing and continuing successful components.

What are the building administrator's responsibilities to the new teacher?

The building administrator has the greatest access to novice teachers and the potential to be a powerful influence on their personal, professional, and instructional development. Consequently, administrators should play an active role in making certain that the first year of teaching is productive and successful. Studies of why new teachers leave the profession have identified the lack of school-based support and training as major factors (Ingersoll, 2001; Johnson et al., 2001). Therefore, it is extremely important that building administrators provide the leadership and direct assistance necessary to create conditions that promote the professional growth of new teachers. Building administrators should make the commitment to familiarize themselves with the induction program by reading material that is provided by the district and attending orientation and training sessions. The information below lists several ways that administrators should support new teachers' initiation into the academic community.

Building administrators should:

1. ***Orient new teachers at the school site.***

   New teachers enter a school uncertain of what building administrators expect of them. Administrators are often the evaluators of teacher performance; therefore, it is important that administrators clearly communicate their expectations early on. A few topics that administrators could discuss are listed below:

   - Their philosophy of how children grow and learn
   - Their expectations for instruction and professional behavior
   - Their behavioral and academic expectations for students
   - The school's history and special traditions that convey the culture of the school
   - Sources of information that will support the new teacher's growth and inclusion in the school environment

2. Provide instructional support for new teachers.

Building administrators should share ideas and encourage new teachers in the use of best practices related to instruction. Administrators can do this by:

- Making short visits to classrooms
- Observing in classrooms for longer periods and providing immediate feedback, both positive and directive after observations
- Sharing articles and materials to support best practices
- Modeling appropriate behaviors and instructional practices
- Directing new teachers to others who can provide assistance and support if needed
- Facilitating novice teachers' professional development

3. Expect the school staff and faculty to support new teachers.

Everyone in the school should be invested in helping new teachers assimilate into the school culture. Each person is likely to have something to offer new teachers that will support their instructional, personal, and/or professional growth. Administrators play a key role in creating and supporting conditions for school faculty and staff to share responsibility for successful teacher induction. Building administrators should:

- Introduce novice teachers to the school faculty and staff, including office, cafeteria workers, and custodial workers
- Stress to school faculty and staff the importance of welcoming and assisting new teachers
- Tell novice teachers the best mode (email, phone, in person) and time(s) (mornings, after school) to communicate with them
- Create opportunities for novice teachers to plan together, share techniques, reflect on practices, and observe in classrooms

See page 16 of this chapter for additional information on faculty responsibilities.

4. Protect new teachers from challenging situations.

One of the responsibilities of the building administrator that is often forgotten or ignored is the importance of protecting the novice from extra activities and especially challenging situations. In some schools beginning teachers are traditionally assigned the most difficult classes. For example, novice teachers may be asked to teach advanced placement classes or a class with an especially high number of special needs students. Teaching a class of traditional students is challenging enough for most new teachers. Keep in mind that class assignments for novices should match their level of experience, and every effort must be made to avoid assigning novice teachers the most difficult classes. If novice teachers must be assigned particularly challenging classes, make certain they have additional support such as more time with a mentor teacher, assistance from volunteers or classroom aides, assistance or team teaching duties with more experienced teachers, or specialized professional development.

5. Protect new teachers from extracurricular duties.

If within the power of the administrator, extracurricular activities for new teachers should be kept to a minimum. New teachers voice concern that activities such as sponsoring the cheerleaders, coaching the math team, or supervising outside play in lieu of planning can take an overwhelming amount of time. While many new teachers eagerly accept these responsibilities, they are often unaware of the time involved, or they are afraid to say no because they believe such activities will support their tenure in the school. Therefore, it is incumbent on the administrator to limit or eliminate these activities for the first-year teacher. The most important duties of novice teachers are to become orientated to the district and school culture, strengthen their knowledge of subject matter and instructional skills, and gain confidence in their abilities.

6. Create an integrated professional culture in the school.

An integrated professional culture is one where teachers with all levels of expertise and experience share responsibility for the successful education of their students by planning together, sharing ideas, and reflecting on professional practices. Building

administrators help craft an integrated professional culture in the school by creating conditions that allow teachers to have ongoing and cooperative interactions. Such interactions can be formal such as ongoing professional development including seminars and study groups or informal professional development opportunities such as discussions over the lunch table or after school. A study conducted by Harvard Graduate School of Education (Kardos, 2002) showed that new teachers in schools with an integrated professional culture stay in the profession and in the same school at greater rates than new teachers in schools lacking a professional culture. These researchers concluded that school support is essential since this is the environment where new teachers work day in and day out. They offer these recommendations. Building administrators should:

- "…cultivate a professional culture that recognizes the needs and knowledge of new teachers and provides for the ongoing interactions of teachers across experience levels" (Kardos, 2002, p. 19)

- Provide time for mentors and other colleagues to observe new teachers and provide constructive feedback

- Include some time in required faculty meetings to discuss instructional and curriculum topics and to deal with the day-to-day challenges of the classroom

What are the school faculty's responsibilities to the new teacher?

The success of beginning teachers is dependent not only on the support of the central office staff, the building administrator, and the mentor, but also on the support of the school faculty and staff as a whole. Novice teachers enter the school unaware of the school culture and traditions. They do not know the formal procedures and policies or the informal rules and practices that govern everyday life at the school. Everyone in the school should be invested in assisting the novice teacher. Faculty members should consider it their responsibility to help the novice understand the instructional program and the school's policies and procedures. New teachers need the assistance and kindness of any person who is willing and able to help. A faculty member extending an invitation to attend a workshop together or stopping in before class to say hello will help the new teacher feel more at home and accepted in the school environment. Novice teachers need to be accepted. It is important that this need be met early on so they can invest their energy primarily on working with students and increasing student achievement.

Should veteran teachers new to a district or school participate in the induction program?

New teachers come to school districts with varying degrees of experience in the educational arena. Some "new" teachers are fresh out of college and have little educational experience except for field experiences required in teacher preparation programs. Others have been teaching in another district and have years of experience under their belt. Some have served as substitute teachers for years, and others are simply transferring from one school to another. Many educators think of teacher induction as a program for individuals who are moving directly from teacher education programs into their first job as a classroom teacher. There are, however, individuals such as those described above who are experienced, yet are new to a district or school. Do these veteran teachers need to participate in the induction program?

Unlike the teacher right out of college, the veteran teacher enters a new school with a conceptualization of the role of the teacher. This can be problematic, however, for the veteran teacher because typical patterns of behavior that were used in other schools may not fit the present school culture. In addition, it is sometimes mistakenly assumed that veteran teachers are familiar with the information shared with truly new teachers in induction activities. Therefore, it is important that experienced teachers new to a district receive information and assistance with personal and professional needs. While "new" experienced teachers may have a strong instructional base, they likely are not familiar with the formal and informal professional issues that are distinct for each school and/or district. In addition, they may also need personal support as they find their place as a part of the school team. Experienced teachers need to learn the culture and norms of the school and district. Knowing what is expected of them will expedite their entry into the school culture.

Districts must make a decision whether to include or to what extent to include veteran teachers in the induction program. It is likely that a "one-size-fits-all" induction program will not work for everyone. Whatever is decided, districts need to be clear about who qualifies as a veteran teacher. Some districts view any new teacher, regardless of experience, to be a "new" teacher. Others modify the induction program for veterans offering special professional development for the group or including them in only certain professional development offerings planned for novice teachers. Most new teachers, regardless of whether they are veterans or true "new" teachers, need a mentor or at the very least someone to guide them through professional issues such as school

and district policies and procedures. Some veteran "new" teachers may resent being offered assistance on instructional issues, so mentors must be sensitive to their level of experience and knowledge. Care must be taken when matching veterans to mentors to be certain the mentor has sufficient background knowledge and skills to truly challenge the new, but experienced teacher.

Other ideas for supporting the veteran teacher new to a district or school:

1. Arrange for veterans to meet with a designated staff person so they can gain a greater understanding and realistic view of the school program, culture, and expectations. This overview should be tailored to address veteran teachers' needs and questions, but could include information on expectations for instruction and professional behavior, school history and traditions, and student behavioral and academic expectations.

2. Provide a mentor for assistance with formal and informal professional matters that may be unfamiliar such as the district's code of conduct and how to operate the copy machine.

3. Assign veterans to committee work that reflects their strengths and particular expertise. This will convey confidence in their abilities as professionals.

4. Provide formal and informal feedback from the building administrator on teaching performance.

Include "new" veteran teachers in team or committee meetings so they can become familiar with the school culture and expectations. Their involvement in these meetings will also help them become acquainted with faculty on a more personal basis. Resource teachers and university staff can also be used to support their acclimation to the school and district.

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Chapter II
Formal Orientation of Novice Teachers

Introduction

This section of the manual provides information regarding the elements that should be included in a formal orientation of novice teachers.

Major topics in this section are:

- Why formal orientation is important
- Information that should be included in a formal orientation session
- Ways to conduct the formal orientation session
- Preparing novice teachers prior to the orientation session

Why is a formal orientation session needed?

Formal orientation sessions that typically occur prior to the start of the school year are commonplace in most districts across the country. Formal orientation provides a vehicle for:

- Orienting and easing novice teachers into the school culture
- Introducing novice teachers to key policies, procedures, expectations, and instructional issues
- Facilitating relationship building that promotes the development of skills and knowledge needed for successful teaching

Formal orientation sets the tone for the types of experiences that will follow. Teachers form early and sometimes lasting impressions of the district and school based on the content of formal orientation and how meetings are conducted. The content of orientation should address the personal, professional, and instructional issues that will face novice teachers. A strong focus on all three areas will convey to teachers that each is vital to their development. Also, providing ample time to orient teachers at the district level and at the school level sends the message that their successful integration into the district and school is important. This chapter provides direction on the types of content that could be included in formal orientation at both levels and gives suggested schedules.

What types of information should be included in formal orientation?

There is much novice teachers need to know in order to operate a classroom, and there is limited time to share this in formal orientation sessions. Therefore, school personnel must make careful decisions about the content of the orientation. It should provide information that will address the professional and instructional issues as well as the personal needs of beginning teachers. The best way to address the personal needs of novice teachers is to provide time for them to meet and network with other new teachers, their mentors, and key personnel in the school district and their school. There are several suggested activities found in Appendix B that can be used to help novice teachers begin relationship-building with other teachers.

The lists found on pages 4-6 of this chapter provide a starting point for considering the types of information that could be included in orientation sessions. The first list focuses on issues that could be addressed in a districtwide, formal orientation and the second in an individual school orientation. The types and amount of information presented will depend on the amount of time scheduled for orientation, the needs of novice teachers, and the requirements of the district.

Be sure to put in writing information that teachers will need to reference repeatedly and that is most vital to promoting student achievement and teacher effectiveness. It is important to remember that teachers may need to hear some information repeatedly and may need additional time to explore certain topics in depth.

District Formal Orientation Topics

Professional

- District policies, procedures, and rules
- Ethical standards and expectations
- Community culture and traditions
- School district's relationship to the community
- Teacher evaluation program (PEPE or other evaluation system)
- Employee benefits overview
- Student code of conduct
- District expectations
- Professional development requirements
- Paperwork management
- Time management

Instructional

- Curriculum materials overview
- Endorsed instructional methods
- District educational philosophy
- District mission statement
- Schedule of professional development opportunities
- Grading procedures
- Special education programs and services
- State Courses of Study
- Classroom management

- Lesson planning
- Family involvement and education
- Special instructional programs

School Orientation Topics

Professional

- School policies, procedures, and rules
- Access and use of school equipment such as computers and copying machine
- How to sign in and out
- What to do in case of absence
- How to order and get supplies
- Where to find instructional resources
- Where to park
- Lunchroom procedures
- School dress code
- How to handle disciplinary actions
- Fire and tornado drills
- Availability and location of school resources (personnel resources such as librarian and counselor, and material resources such as computers and copying paper)
- School expectations
- School traditions
- Responsibilities and names of key school personnel

Instructional

- Lesson plan requirements
- Planning time
- Student assessment and evaluation requirements
- Special instructional programs
- Grading procedures
- Homework practices and/or policy

What are some ways the session could be conducted?

Formal orientation is the first step in a more comprehensive and ongoing teacher induction program. Orientation sessions vary in length from a one-day basic presentation to a full week of seminars, demonstrations, and tours. Whatever the length of time devoted to formal orientation, it is important to repeat sessions during the year for teachers who are hired after the school year begins. Central office staff, including curriculum specialists and human resource directors, teachers, building administrators, and other significant players such as board members should be included in the planning and the actual presentation of sessions.

A variety of formats can be used for the formal orientation of novice teachers. Consider the following when making your orientation plans:

- Verbal presentations by key personnel
- Videotapes of classroom activities or special events
- Individual meetings with school personnel
- Panel discussions and presentations by district personnel or second-year teachers
- Consultations with school and district personnel
- Slide or computer presentations
- Tours of schools and the community
- Grouping teachers homogeneously by grade level or subject matter for portions of sessions

When selecting the individuals who will be speakers, facilitators, or panel members, be certain those persons are friendly, knowledgeable, good speakers, and excellent role models for novice teachers. Having the friendliest and most enthusiastic individuals participate in sessions (including the bus driver who provides a tour of the community, support personnel who work at the sign-in desk, and the food service persons who prepare the meals) will provide a welcoming tone.

Questions to consider when planning formal orientation sessions are listed in Appendix C. Consider each of these questions as you prepare.

In Appendix D, there is a planning grid that provides a format for considering what topics should be presented, who will present the information, how the information will be presented, and the time needed.

Example of a Formal Orientation Schedule

The following schedule provides an example of the types of activities and topics that could be covered in formal orientation sessions at the district level and school level.

Day One: District Orientation

Morning:	Welcome and remarks from superintendent
	Introductions of new teachers including names, background information, teaching assignment
	District philosophy and mission Ethical standards and expectations Mentoring program
	Personnel policies Overview of employee benefits
	Break
	State Courses of Study
	Overview of Teacher Evaluation Process (Note: More time should be set aside either before or after the beginning of the school year for a formal orientation on the teacher evaluation system.)
	Get-acquainted and networking activity
	Addresses by school board members
	Lunch
Afternoon:	Overview of curriculum and student assessment and testing by grade level or subject matter
	Break
	Family education and involvement
	Panel presentation from second-year teachers
	Questions and answers
	Networking among novice teachers and key district personnel

Day Two: School Orientation

Morning:	Welcome and introduction by building administrator(s)
	School policies and procedures using pertinent materials (faculty and student handbooks, individual and master schedules, administrative and staff personnel directory)
	Break
	Lesson planning, homework expectations, and grading Distribution of teacher editions of textbooks
	Tour of the school
	Helpful hints and supports for surviving and succeeding the first year of teaching led by a panel consisting of building administrator(s), department chairs or lead teachers, key support personnel, and second-year teachers
	Lunch
Afternoon:	Tour of the community
	Break
	Individual meetings with mentors Classroom work

NOTE: Some schools may add only one or two new teachers each year; therefore, this particular schedule may need to be modified. The building administrator may choose to introduce policies and procedures, share expectations and school traditions, and then have a mentor provide a tour of the school and community. Even though there may be a small number of new teachers in a school, it is important that they also receive a school orientation. Chapter I - page 12 provides more information on the building administrator's responsibilities to orienting new teachers at the school site.

Is there anything that can be done to prepare teachers prior to orientation sessions?

Staff that have been in a school for a number of years take for granted information and procedures that are essential to the effective functioning and daily operation of the school. Novice teachers need to know this information, and one way it can be shared is to prepare an *Essentials Packet* that is distributed to them prior to formal orientation. This packet contains written information providing basic, yet essential information that can be referred to frequently as questions arise. Sending the packet to novice teachers before formal orientation will allay some of the typical "information overload" that can occur in intensive one- or two-day sessions. In addition, if novice teachers read the material prior to formal orientation, they can come prepared to ask questions. The list below should provide a starting point for consideration of items that could be included in a district- or school-specific *Essentials Packet.*

- School philosophy and mission statement
- Daily schedule, including when teachers should arrive, the length of class blocks or periods, etc.
- District benefits
- School calendar
- Floor plan of the school
- Parking assignment
- Procedures for copying and purchasing materials
- Dress code
- Overview of any special instructional or family involvement programs
- List of extracurricular activities
- District and/or school policies and procedures

- Teacher handbook
- Student handbook
- Map of the community
- Directions to the school

A few months into the school year, ask novice teachers what pieces of the *Essentials Packet* were helpful, what new information should be added, and what should be revised. Taking time to follow up with teachers will give insight into how to update the packet for future distribution. It will also indicate to novices that their ideas are important to the functioning of the school and district.

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Chapter III
Mentoring

Introduction

This section of the manual provides information on mentoring. Teacher mentoring is a vital component of a teacher induction program.

Major topics in this section are:

- Definition of teacher mentoring
- Rationale for creating a teacher mentoring program
- Mentor selection
- Checklist for mentor selection
- Considerations when matching mentors with protégés
- Ideas for handling an ineffective mentor-protégé relationship
- Responsibilities of the district and school to the mentoring program
- Suggestions on finding time for mentors and protégés to meet
- Incentives for mentors

What is teacher mentoring?

Mentoring is an individualized process. It involves an experienced teacher guiding, coaching, and supporting a novice teacher's progression into greater levels of competence and confidence. A mentor is a friend to the protégé when emotional support is needed, a coach when individual assistance is needed, and a teacher when the protégé lacks information or skills. Mentors should never be asked to evaluate their protégés nor should they consider themselves to be evaluators. Rather, they are assistants in helping their protégés become more proficient through modeling, planned and structured experiences, and thoughtful informal conversations and reflections. Mentors are entrusted with the care and education of other teachers. They should be guided by a strong desire to share their knowledge and experience and to nurture and challenge a fledgling.

Why have a mentoring program?

Hundreds of school districts and states across the United States have mentoring as a component of a teacher induction program. Researchers and novice teachers have identified mentoring as the most valuable aspect of an induction program. Program evaluations show that new teachers with mentors make more rapid advancement toward proficiency in teaching skills than those without mentors. In addition, induction programs with mentoring as a component have lower attrition rates of new teachers. For example, an evaluation of California's Beginning Support and Assessment Program, one of the largest mentoring programs in the country, showed districts using the program had a 10% teacher attrition rate as compared to the statewide attrition rate of 50% (Mutchler, Pan, Glover, & Shapley, 2001).

Multiple benefits can be derived from implementing a mentoring program. Mentoring programs benefit not only the novice teacher or protégé but also schools, districts, and the mentors themselves.

Benefits to Mentors:

- Provides recognition for teaching accomplishments
- Provides a sense of accomplishment in the protégé's development
- Serves as a catalyst for reexamining and improving teaching practice
- Increases self-awareness and growth
- Promotes leadership development
- Renews job satisfaction
- Encourages facilitation and exploration of new ideas

Benefits to Protégés:

- Improves instructional skills and practices
- Reduces classroom management problems
- Accelerates development of effective teaching skills rather than learning through trial and error

- Accelerates the shift from a focus on classroom management to instructional practices
- Promotes personal growth
- Provides peer support
- Boosts self-confidence
- Reduces levels of stress, anxiety, and frustration

Benefits to Schools and Districts:

- Produces lower teacher attrition rates
- Revitalizes school faculty
- Promotes collegiality
- Enhances student achievement
- Promotes sharing of teaching strategies and practices
- Increases opportunities for faculty professional development

How should mentors be selected?

The careful selection of mentors is critical to the success of the program. Mentors are too often selected simply because they have taught in the school for many years or because they have close proximity to the novice teacher. While these elements may be important, considerations of other criteria are essential in the selection process. Persons selecting potential mentors should consider the candidate's professional skills, personal skills, instructional skills, educational background and experience, and commitment to mentoring. A checklist found on the next page should serve as a guide for selecting mentors.

A variety of methods can be used to assess the potential mentor's qualifications for the position. Candidates can be asked to complete application forms and submit letters of recommendation. These letters of recommendation may be solicited from peers and others familiar with their teaching ability. Letters of recommendation from peers indicate they are respected and valued members of the teaching community. In addition, evaluation forms and professional development records can be examined. School administrators and a sample of the school faculty, such as the building-based support team, could interview candidates. A more extensive selection process could involve classroom observations or videotaping and critiquing a lesson. All these mechanisms can provide further insight into the qualities and abilities of potential mentors. In addition, careful reflection on past experiences with the potential candidate should be considered. For example, is the person an active learner who eagerly reads the professional literature and attends professional development sessions? Is the person sensitive and receptive to the ideas of others? Has the person willingly volunteered time to nurture another person? Does this person have the respect of others in the school?

Checklist for Mentor Selection

Use the information listed below as a guide in selecting mentors for novice teachers. Please note effective mentors possess a variety of skills in addition to being excellent teachers. The best mentors must be models for lifelong learning, be viewed by their peers as competent and professional, and be willing to commit the time and attention needed to support a novice teacher.

Professional Skills

- ☐ Shows strong skills in observing and giving feedback (for example, can be candid without being critical)
- ☐ Has a positive view of the teaching profession
- ☐ Knows teaching standards
- ☐ Stays current in professional reading
- ☐ Understands school and district policies and procedures
- ☐ Sets goals, develops strategies, identifies tasks, and takes action
- ☐ Influences and knows how to maneuver within the system
- ☐ Is a team player

Personal Skills

- ☐ Demonstrates excellent communication skills
- ☐ Has a patient, helpful, and caring attitude
- ☐ Is friendly, approachable, and accessible
- ☐ Encourages and nurtures an appreciation of diversity
- ☐ Is supportive of and helpful to other teachers
- ☐ Is enthusiastic and optimistic
- ☐ Is dependable and trustworthy

Instructional Skills

- ☐ Demonstrates skills in working with children
- ☐ Is knowledgeable of curricular content areas
- ☐ Applies effective classroom management techniques consistently
- ☐ Is recognized by peers as an excellent teacher worthy of emulation
- ☐ Thinks systematically about and modifies instructional practices
- ☐ Assesses student learning and modifies instruction to meet individual student needs

Educational Background and Experience

- ☐ Has taught successfully for at least five years
- ☐ Demonstrates effective teaching skills documented on the PEPE or district evaluation

Commitment to Mentoring

- ☐ Believes mentoring supports novice teachers
- ☐ Shows willingness to serve as a mentor (is not coerced)
- ☐ Shows willingness to commit time for protégé development
- ☐ Shows willingness to participate in ongoing mentor professional development
- ☐ Shows willingness to participate in the evaluation of the model
- ☐ Abides by District's Code of Conduct and Code of Ethics

What should be considered when matching mentors to protégés?

The literature shows there are a number of factors key to the successful pairing of mentors to protégés. First, mentors and protégés should be located within the same school and preferably in the same wing if possible. **Proximity** to the protégé has an influence on how often they will interact and how available the mentor will be to provide instructional, personal, and professional support. Another important factor is matching mentors and protégés with **similar teaching assignments**. For example, a fourth grade teacher should be matched with another fourth grade teacher and a history teacher with a history teacher. Having **similar philosophies** of how children develop and learn is another important factor to consider.

Some educators recommend that mentors and protégés be matched according to age, gender, and race. However, a study conducted in Montana showed that age, gender, and race were not important factors in the pairing process (Zetler & Lee, 1997). There may be situations, however, when these factors could influence the mentor-protégé relationship. Administrators should examine each potential mentor-protégé pair and decide whether these factors might have an impact on their ability to function successfully. For example, a novice teacher that is middle-aged might have difficulty relating to and receiving guidance from a mentor who is 20 years younger.

Ideally, mentors should be matched with protégés before the school year begins so they have an opportunity to meet and talk before students arrive. New teachers have a multitude of questions that need to be addressed, and in most cases they will not have established relationships with other persons in the school who can assist them.

Potential Pitfalls to the Matching Process

In an ideal world, administrators would be able to address all of the above factors in the matching process. This is not always possible however. Consider the following situations:

What happens if you have more novice teachers than willing and qualified potential mentors?
Instead of assigning numerous new teachers to one mentor who is an "expert" in all areas, a school district in Bellevue, Washington, divided the responsibilities of mentorship among several teachers. This mentor team worked with a group of new teachers with each veteran teacher responsible for a certain area of development that matched his/her area

of expertise. For example, one team member might have expertise on student assessment, so this person would work on assessment issues with the new teachers. Having a variety of mentors who are "experts" on different topics relieves some of the need for having enough qualified persons who can address all areas. In addition, it provides the protégé an opportunity to learn from and observe several experts.

Another solution is to have retired teachers who previously worked in the school or district serve as mentors for beginning teachers. Some have the time to make the commitment and the experience and skills to support, educate, and encourage a novice.

What happens if new teachers are hired after the school year begins and the administrator cannot match according to proximity?
In this case, generally speaking, it is best to match according to similarity of teaching assignment and then create conditions that make it possible for the mentor and protégé to meet and talk on a frequent basis. For example, the administrator should make certain their planning and preparation times coincide or that their students participate in similar activities at the same time. Even though they may not be located close to each other, they will still have opportunities to talk and exchange ideas.

How should mentors be assigned to itinerant teachers? What about making matches for specialized teaching positions such as the art teacher when there is not a similar teaching assignment within the school?
Itinerant and specialized teaching positions pose a special challenge. In these cases, administrators may recommend two mentors for the novice teacher. In this model, the mentor within the building that does not have the same teaching assignment could serve as the guide for personal matters and professional matters, and provide assistance on those issues that need immediate attention. The second mentor would be based outside the school but have a similar teaching assignment. This mentor would provide instructional and personal support. Since the second mentor will not be as accessible as the in-school mentor, administrators should create time for them to meet, talk, and observe each other's teaching. These meetings will give them an opportunity to make a personal connection and explore substantive instructional issues. Mentor and protégé might use these meetings to plan an instructional unit that they both could implement in their respective schools. Frequent use of e-mail or telephone conversations will provide the means for focusing on implementation and evaluation of the unit and will help sustain the relationship.

What should happen if a mentor-protégé relationship is not working?

Even though the administrator may have carefully considered and addressed every factor in the pairing process, some mentoring relationships can encounter problems, and some simply may not work. Problems that occur in mentor-protégé relationships include a lack of understanding of mentor–protégé roles, personality differences, and differences in teaching philosophy. The involvement of a third party, such as the building or central office administrator, may be necessary to clarify concerns and resolve the problems.

If discussion with the third party does not alleviate the concerns, the building or central office administrator must identify the root of the problem. First, the administrator should determine if the mentor has effectively addressed the novice teacher's personal, professional, and instructional needs. This information can be obtained through individual interviews with the mentor and novice teacher. The mentor might have been successful in meeting some of the needs of the new teacher and not others. For example, the mentor may have discussed policies and procedures and given assistance with instructional matters, but may not be providing the personal support and encouragement that the protégé needs. In this case, it may be possible for the relationship to continue and for the protégé to obtain emotional support and encouragement from another person or persons. The administrator should play a key role in identifying someone who can address these unmet needs.

If the protégé is not getting support for any or most of the personal, professional, and instructional needs, dissolving the mentor-protégé relationship and assigning a different mentor to the novice might be in the best interest of the novice teacher. It is essential that administrators gather enough information on what types of assistance have been provided to the novice teacher to make an informed decision about the appropriate course of action.

While efforts should be made to heal and create a healthy relationship, there are situations where replacing the mentor is essential. In these cases, it is beneficial to have several teachers who are trained and ready to serve as mentors. Some districts have a pool of trained mentors that can be used for reassignment when a relationship is not working or when new teachers are hired later in the school year.

What are the responsibilities of the district and school to the mentoring program?

Mentoring programs do not happen by chance. Creating, implementing, and managing a mentoring program require the commitment and dedication of the school district, the building administrator(s), and the teaching faculty. Each has a role in making the program a success.

Responsibilities of the District to the Mentoring Program

The first responsibility of the district is to ***establish clear goals and expectations*** for the mentoring program. These goals must describe what the district hopes to achieve with the mentoring program and its expectations of the central office staff, school faculty, building administrator(s), mentors, and protégés in making the program a success. The goals should center on a vision of the ideal mentor-protégé relationship and how this relationship should support beginning teachers' strengths and provide guidance for improvement.

A next step is to ***hire or select a mentor program director*** who will be responsible for the overall direction of the program and will serve as a resource and guide to mentors and protégés. Ideally this person should be someone who is skilled and has experience in professional development, is sensitive to needs of teachers, is willing and able to assist others, and is an active learner. The characteristics embedded in the selection checklist for mentors would also apply to the mentor program director. This person might also be the person hired to direct the induction program. Responsibilities of the mentor program director include:

- Planning and facilitating or conducting staff development for mentors and protégés
- Supervising and supporting mentors
- Assisting mentors and protégés in developing goals
- Providing advice and direction to protégés
- Coordinating the mentoring program with other personnel in the district

- Working with building administrators to create an environment that supports the mentor-protégé relationship and the growth of novice teachers

- Clarifying the role of mentors and protecting them from additional school duties

- Assessing progress and making modifications in the program as needed

The specific duties and the time demands of the mentor director will ebb and flow according to the time of year and the particular needs of the mentors and protégés.

The district must also ***build a support structure*** providing mentors and protégés time and a place to meet formally and informally both for one-on-one meetings and for larger group gatherings. Time must be formally scheduled for professional development opportunities and for networking. The district should require, plan, conduct, and facilitate professional development programs for both mentors and protégés

Responsibilities of the Building Administrator to the Mentoring Program

The building administrator plays a primary role in the mentoring program. Often it is the building administrator who screens and recruits mentors and is responsible for matching mentors to protégés. It is also the administrator who creates the structures and finds the time for mentors and protégés to meet for discussion, planning, reflection, and problem solving. The building administrator can be a source of support and guidance for both mentors and protégés. The following list provides some of the building administrator's responsibilities:

- Recruit potential mentors

- Screen potential mentors

- Select mentors based on strong personal, professional, and instructional skills and characteristics (See page 6 of this chapter for specific characteristics and skills.)

- Match mentors to protégés (See suggestions on pages 7-8.)

- Explain the program to mentors and protégés delineating the expectations and responsibilities of each

- Share information about the mentor program with parents and guardians
- Locate a space for mentors and protégés to meet
- Create formal opportunities for mentors and protégés to meet – during common planning time, before or after school, or at other times created by the building administrator
- Support informal meetings between mentors and protégés
- Assess periodically the effectiveness of the mentor-protégé relationships
- Ensure mentors and proteges have access to resources that will help them succeed
- Provide recognition to the mentors for their work
- Share curriculum/assessment ideas with both mentors and protégés
- Explain the mentor-protégé program to the school faculty
- Provide moral support
- Provide assistance and direction when problems are encountered
- Protect the mentors from administrative duties such as being chair of the test committee or accreditation committee
- Understand the role of the mentor and respect the confidentiality of the mentor-protégé relationship
- Facilitate disengagement if needed

Responsibilities of the School Faculty to the Mentoring Program

All teachers have a responsibility to novice teachers—whether they are fresh out of college or new to a school or district. Some may think that since new teachers have mentors, their assistance is not needed. Yet it is possible that other faculty and staff may have expertise in areas that are not strengths of the mentor. New teachers may also have difficulty talking with mentors about certain topics, yet could easily discuss them

with other teachers. Both these examples illustrate how important the involvement and assistance of the teaching faculty can be to the development of novice teachers. In fact, it is possible that some novice teachers may form an equally close and helpful relationship with other teachers in addition to their mentor.

There are a number of ways that faculty and staff can work with and assist new teachers. They can help new teachers plan instruction, find resources, share materials, and explain policies and procedures. Faculty should offer to provide assistance and be available when needed. Novice teachers can benefit from the assistance of all faculty.

A responsibility list can be found in Appendix E for those creating or modifying a mentoring program. It should be helpful in assigning roles to better ensure the success of the mentoring program.

Further Planning Assistance

The National Education Association Foundation for Improvement of Education has a document on its Web site that provides further information on planning and developing a mentoring program. Included in this document are questions to consider when developing a mentoring program. The address of this website can be found on page 17 of this chapter and the questions can be found in Appendix F.

How do you find time for mentors and protégés to meet?

It is recognized that the mentor and protégé must have time to meet with each other in order for the mentoring relationship to be effective. Finding time for them to meet can be a daunting task, especially for school administrators who already struggle with creating time for teacher teams and committees to meet within the school day. Yet, it is critically important. Data from the National Center for Education Statistics show that the effectiveness of mentoring programs is directly tied to the amount of time that mentors and protégés have to reflect, problem-solve, and observe each other. Seventy percent of novice teachers who were mentored at least once a week reported that having a mentor improved their teaching a great deal. Whereas, only 11% of protégés who were mentored just a few times each year reported that they benefited from the program (U.S. Department of Education, 1999).

The following are suggestions for finding time for mentors and proteges to meet. They are adapted from *Mentoring: A Resource and Training Guide for Educators* (Newton et al., 1994):

- Release mentors and protégés from non-instructional duties
- Schedule mentors' and protégés' lunch periods or breaks at the same time
- Schedule common planning time for mentors and protégés
- Hire a substitute to provide release time for one or two days each month
- Utilize volunteers or retired teachers to work with students while mentors and protégés meet
- Arrange team teaching in mentors' and proteges' classrooms

What are some incentives that can be provided to mentors?

The time commitment of mentoring extends well beyond the scheduled one-on-one discussions and professional development sessions. Mentors may be called upon to provide advice and assistance before school, at lunch, in the hallway, and even at home. Mentors are much more than a "buddy" to new teachers. Their responsibilities to protégés are extensive. They are a source of instructional, professional, and personal support.

Since mentoring represents a formal arrangement, districts use different incentives to compensate mentors for the time and effort they invest in the mentoring process. These incentives take different forms and are often dependent on the district's resources. Incentives can be classified as financial, professional, or personal. Examples of these forms of incentives are listed below:

Financial Incentives:

- Funds to support participation in professional development opportunities
- District-paid college credit
- Stipends for supplies or equipment
- Salary increase
- Free school lunches

Professional Incentives:

- Reduction in workload
- Assistance with an area of specific interest
- Recognition by the larger community as a "master teacher"
- Release time
- Placement on the advisory group for the mentoring program

Personal Incentives:

- Relief from lunchroom, bus, or playground duty
- Relief from ticket duty at school games and events
- Higher rank in budget priorities
- Other changes in duties that are meaningful to and negotiated with the mentor

Whatever form of incentives is selected, they are necessary to formalize the mentoring program and communicate that it is a valued program in the district. Therefore, school districts should be certain some form of incentive is available and endorsed by the superintendent and school board.

Release Time

Release time appears to be an especially critical factor in the mentoring process. Research has shown that release time is often the element that distinguishes successful mentoring programs from unsuccessful mentoring programs. Release time provides mentors and protégés the opportunity to collaborate, to plan, to observe, and to reflect on practice. Release time can also be used for the mentor to attend professional development sessions.

One school district in South Dakota strongly recommends using release time instead of cash incentives. They found stipends paid to mentors during the school year produced suspicion among funding agencies as well as professional jealousy among teaching staff. On the other hand, the evaluation of the Texas Beginning Educator Support System reported that release time was a critical component of program success. They also found mentors who received a stipend expressed higher levels of satisfaction and had a greater desire to continue serving as a mentor in the future (University of Texas at Austin, 2001).

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Chapter IV
Professional Development of Novice Teachers

Introduction

Professional development provides a mechanism for mentors and protégés to explore and analyze their beliefs about children and the educational process, to learn about and reflect upon instructional practices, and to examine their classroom practices and skills. Professional development can be both formal and informal. Informal professional development is often job-embedded and can include every conversation between colleagues that focuses on students and learning. Informal professional development could include discussions at the copy machine or in the lunchroom about a particular student or an instructional strategy that is not working. Other professional development for and between mentors and protégés may be more formal and can include study groups, workshops, seminars, team planning, conferences, and scheduled observations. Formal professional development should be carefully planned and scheduled.

The architects of professional development should keep in mind criteria that research indicates are the hallmarks of high quality professional development. A+ Education Foundation lists these hallmarks in their publication, *Teaching and Learning: Meeting the Challenge of High Standards.* It states:

Good professional development:

- *Stimulates a teacher's thinking* and encourages them to examine their daily practices and assumptions.
- *Takes many forms*—workshops, seminars, discussions, coaching, study groups, team teaching, experimenting in the classroom, attending conferences.
- *Is linked to teaching tasks and analysis of student "products."*
- *Is sustained over time and of sufficient duration.*
- *Requires teachers to learn more about the content they teach.*
- *Recognizes "best" teaching and learning strategies differ from subject to subject.*

This section of the manual provides professional development modules for new teachers. These modules center on topics that are of interest and are often needed by new teachers to develop broader understandings and greater competence in the classroom. The four modules are:

- Alabama State Courses of Study
- Classroom Management and Student Discipline
- Effective Instructional Practices
- Keys to Quality Assessment

Each module contains a Facilitator Guide. Each Guide follows a similar pattern:

- *Background information* is provided on the training content and is generally included in the presentation to the teachers.
- *Materials Needed* is a list of materials needed to complete the training as detailed.
- *Preparation* gives the steps that must be taken to prepare for the training session.
- *Opening Activity* is the first activity completed with the teachers and sets the tone for the training.
- *Discussion Guide* provides directions for the bulk of the activities.
- *Summary Activity* concludes the training.
- *Action Plan* gives a suggestion on how teachers can use the content following the session.

There are Participant Guides for two of the modules - *Classroom Management and Student Discipline* and *Keys to Quality Assessment*. These guides provide a framework for the new teacher to reflect upon the topic prior to the professional development session. Further information on the use of the Participant Guide and the Facilitator Guide can be found in the introductory section of these modules.

Blackline masters have been included at the end of each module.

The training modules can be used at any time during the year. However, it is likely that the *Alabama State Courses of Study* module would be completed at the first of the year so teachers will be familiar with and know how to use this document. *Classroom Management and Student Discipline* could be presented next since many new teachers have questions about how to effectively manage their classroom early in the school year. *Effective Instructional Practices* and *Keys to Quality Assessment* might be used the second half of the school year. The length of time needed to complete the training depends upon the topic and the amount of discussion. District personnel should examine each module to determine how much time to schedule for the session and then be prepared to offer another session if discussion is not completed or participants request further information.

Some districts may choose to invite only new teachers to these sessions. Others may invite both mentors and protégés. Including mentors provides them an opportunity to further extend and reinforce with their protégés the content presented in the sessions.

Alabama State Courses of Study
Facilitator Guide

Background Information

New teachers enter the profession and progress through predictable developmental stages. Teachers begin their careers concerned primarily with covering content. Therefore, the first study module for novice teachers centers on the Alabama Courses of Study. In this session, teachers will complete activities to familiarize themselves with these documents and consider how to best incorporate content standards into their daily plans.

Materials

- Marker
- Masking tape
- Chart paper
- Sentence strips
- Extra copies of the Alabama Courses of Study
- Pocket chart
- Page IV-11
- Overhead transparency film (optional)
- Overhead projector and screen

Preparation

- Review this study module prior to the session.

- Ask participants to bring a copy of the Alabama Course of Study for the primary subject that they teach. Facilitators should decide which Course of Study most elementary teachers should bring since they are responsible for teaching many subjects.

- Make 3 copies of page IV-11 for each participant.

- Write each of the statements below on a separate sentence strip as follows:

Students will: Demonstrate the ability to use decoding skills to blend sounds and form words.

• Recognizing and correcting word-recognition errors

Examples: substituting, reversing, deleting, omitting

- Format the chart paper in the following way providing more space in the columns and rows than shown.

Content Standard	How would you rate your understanding of the standard?	Where can I go to get information on the standard?	How can I implement the standard?	How do I know the standard has been met?

- Write on a sheet of chart paper or place on an overhead transparency in large letters the following definition of content standards - *Content standards are statements that describe what students should know and be able to do.*

Introduction

Remind the new teachers that one of their most important jobs in the classroom is to provide a curriculum that will help students acquire knowledge and learn skills and strategies necessary for success in school and life. Ask the teachers what materials they could use to accomplish this. Point out that the Alabama Courses of Study are essential tools listing content standards that should guide curriculum decisions. Inform the teachers that the session will focus on understanding and using the Alabama Courses of Study.

Discussion Guide

Begin the session by grouping teachers by the major subject that they teach. Most elementary teachers should be grouped by grade level. If there is only one teacher for a grade level or teaching a specific subject at a particular grade level, place him with others who would be most closely aligned to his work. For example, place one kindergarten teacher with the first grade teachers, or place the high school social studies teacher with a middle school social studies teacher.

Distribute a copy of the Alabama Course of Study to any person who did not bring the document to the session.

Begin the discussion by asking participants to turn to the Table of Contents. Point out that the Courses of Study have the same major elements. These are:

- Introduction
- Conceptual framework for the curriculum
- Position statements on the subject
- Directions for interpreting the minimum required content
- Minimum content standards for each grade level
- Appendices that provide a variety of information that will be helpful to the teacher

Introduction
Ask the participants to turn to the Introduction found in their document and to read it silently. Ask them to talk with others in their group about what they consider to be the most important points made in the Introduction. Give each group a sheet of chart paper and ask them to record their comments on the chart paper. Ask them to place their chart papers on the wall, grouping together those that focus on the same content area. Ask one person from each group to report what the group recorded on the sheet.

Conceptual Framework
Next ask them to turn to the section on the Conceptual Framework. Have each small group divide up this section so that each member of the group reads at least one portion of the Framework. Then have them report to others in their group what they learned.

Position Statements
Inform them that each Course of Study has position statements on topics that are of particular importance in teaching the subject. Have each small group divide up the position statements so that each person reads one or more. For the position statement(s) assigned, have each group member identify: (1) the most important points made in the position statement and (2) how this information applies to the subject matter. The group members then report to the others in the small group on their understandings. One person should record these points on a sheet of chart paper.

Interpreting the Content Standards
Display the paper with the definition of content standards. Read the definition to the large group, and point out that it comes from the section "Directions for Interpreting the Minimum Required Content." Point out also that the majority of the Course of Study documents detail minimum content standards for each grade level. Explain how the content standards are presented by using the example written on the prepared sentence strips. The example below contains a content standard for second grade.

1. Place the first sentence strip that lists the content standard in the pocket chart.

   Students will:
   Demonstrate the ability to use decoding skills to blend sounds and form words.

2. Place the additional minimum required content (that is preceded by a bullet) next. Explain that this content provides additional specificity.

   - Recognizing and correcting word-recognition errors

3. Place the example that helps to clarify the content standard underneath the second sentence strip.

   Examples: substituting, reversing, deleting, omitting

Point out to the group that this is a common format for all minimum content standards. Tell them that sometimes there will not be examples or additional minimum required content. Give each group time to leaf through the pages of their Course of Study to examine the content standards and their format.

Appendices
Have the participants turn to the Appendices section. Give each group a sheet of chart paper. Ask them to examine this section and identify what information can be found here. Ask them to list their responses on the chart paper. For example, in the English Language Arts Course of Study, the Appendices contain (1) student checklists for composing, writing, and editing; (2) guidelines for developing a local reading list; (3) Alabama high school graduation requirements; and (4) guidelines and suggestions for time requirements and homework. A bibliography and glossary of terms can be found after the Appendices.

Ask the groups to examine the Appendices and to select one section that they can put to use immediately in their classroom. Have them discuss how they will use this section. Have a few teachers share with the entire group what they will use and how.

Additional Small Group Work

Post the prepared chart paper. Tell the groups that you want them to become more familiar with the content standards by reviewing and

thinking about how to use them. Distribute copies of the handout (page IV-11) to each group.

Use the following standard to illustrate how they will complete the handout within their small group. Write the following content standard in the first column of the chart paper and read it aloud.

> *Use descriptive and narrative writing to clarify thinking in all disciplines.*

Read the first question found on the prepared chart paper and ask for responses. Record their responses on the chart paper in the second column. Repeat this process with the other questions.

Ask participants to turn to the section in the course of study that represents their grade level. Have each participant select 5-7 content standards, record them on the handout (page IV-11), and respond to the questions for each standard selected. After completing the chart individually, ask those within each group to share difficulties they may have encountered and insight they acquired. Encourage them to share ideas in their group across content areas and grade levels. Suggest that after the session participants complete the form on all of their content standards and work with their mentors on those standards where they rated themselves low.

Summary

Conclude the session by pointing out to teachers that the State of Alabama provides a minimum framework for standards that must be taught. Emphasize that while these standards are an essential part of the curriculum, that additional standards (such as those designated by local districts or professional organizations) should also be included in their planning and teaching. If time is available, discuss these standards and how they could be incorporated in their daily practice. For example, teachers could analyze the *Principles and Standards for School Mathematics* described by the National Council of Teachers of Mathematics and consider how they could be used to extend or enrich mathematics instruction.

Action Plan

Ask the teachers in the next week to select two content standards that they need to include in their plans immediately. Have them think about what the standards mean and the resources they have at their disposal to teach the standards. They should also consider how to best implement the standards in their classrooms, and how they will assess student mastery. Ask them to share and discuss these standards with their mentor within the next week.

Blackline Masters

Content Standard	How would you rate your understanding of this standard?	Where do I go to get information on the standard?	How can I implement the standard?	How do I know the standard has been met?

Classroom Management and Student Discipline
Facilitator Guide

Background Information

This module is designed for a discussion/study group professional development session. It contains a Facilitator Guide and a Participant Guide that is based on a related article on classroom management and student discipline. The Participant Guide and the article, *Prevention and Intervention for Effective Classroom Organization and Management in Pacific Classrooms,* should be distributed to teachers prior to the session. Have teachers read the article and respond to the questions in the Participant Guide. The questions will help teachers reflect on their current classroom management practices prior to the session.

The Facilitator Guide provides direction for soliciting thoughts and perspectives from the teachers on classroom organization, rules and procedures, and student discipline. The format of the Facilitator Guide follows a similar sequence as the *Alabama State Courses of Study* module. Facilitators can refer to the Participant Guide to find the corresponding question for the Discussion Guide section of the module. For example, Article Reflection Question 1 in the Participant Guide corresponds to Article Reflection Question 1 in the Facilitator Guide.

It is recommended that teachers working at various grade levels be grouped together for this session. The problems encountered by high school teachers are likely to be quite different from those at the elementary level. In addition, it is best that groups not exceed ten teachers with one facilitator.

It is unlikely that this study module will be completed in one, two-hour session. Therefore, it is important not to rush through the materials, but instead be prepared to continue the module on another day. Additional professional development might be necessary to further examine principles of classroom organization and student discipline that are of particular concern or need.

It might be appropriate to include some of the mentors in this session to assist with the facilitation. Their experiences in the classroom could bring additional insight to the discussion.

Materials

- Article beginning on page IV-32 –Koki, S., Van Broekhuizen, D. & Uehara, D. (2000). *Prevention and Intervention for Effective Classroom Organization and Management in Pacific Classrooms.* Honolulu, HI: Pacific Resources for Education and Learning.
- Markers
- 8 ½" x 11" paper – about 10 per participant
- Masking tape
- Chart paper
- 3" x 5" sticky notes - 6 sheets per participant

Preparation

- Read Participant and Facilitator Guides and related article.

- Copy the article and the Participant Guide and distribute to participants prior to the session.

- Label chart paper as follows for Article Reflection Question 1, "Classroom Arrangement."
  Sheet 1 – Student Visibility
  Sheet 2 - Teacher Visibility
  Sheet 3 - Student Mobility
  Sheet 4 - Student Accessibility to Materials
  Sheet 5 - Student Distractions
  Sheet 6 - Accommodation for Activities

- Label chart paper as follows for Article Reflection Question 1, "Classroom Procedures and Routines."
  Sheet 1 - Student use of classroom space, facilities, and materials
  Sheet 2 - Student use of out-of-class areas
  Sheet 3 - Student participation during whole-class activities
  Sheet 4 - Student participation during small-group activities or seatwork
  Sheet 5 - Other procedures

- List on a sheet of chart paper the following guidelines for developing a procedure.

  Procedures should be:
  1. Explained in concrete terms
  2. Accompanied by a rationale
  3. Demonstrated

4. Rehearsed by the students
5. Re-taught if students do not practice the procedure correctly

- List on a sheet of chart paper the following factors that should guide the development of rules.

  When developing rules:
  1. State the rule in clear terms that all can understand
  2. Make certain the rule is reasonable
  3. Make certain the rule is manageable

Opening Activity and Introduction

Distribute two or three 3" x 5" sticky notes to each teacher. Ask them to write on the sticky notes brief descriptions of the greatest challenges they are currently facing in the area of classroom management and discipline. (See Question 5 in "Pre-Reading Reflections" in the Participant Guide.) Collect the sticky notes and read them aloud, grouping similar responses on the wall such as those dealing with transition problems, disruptive students, faulty procedures, etc. Tell the group that in the session today teachers will have an opportunity to explore together many ways they can establish and maintain effective classroom management.

Note: Some teachers may be reluctant to share information initially. If some choose not to discuss their problems, do not force them, but tell them you will add to the list at any point if they have information they would like to share. Keep the sticky notes on the wall since they will be used again in the summary activity.

Discussion Guide - Article Reflection Question 1

Classroom Arrangement –
Post around the room the six pieces of chart paper that list the potential problems with classroom arrangement (Student Visibility, Teacher Visibility, Student Mobility, Student Accessibility to Materials, Student Distractions, Accommodation for Activities.) Ask the teachers what aspects of their classroom arrangement are working especially well. Positively acknowledge them for these accomplishments. Next, ask if they have noticed problems with their classroom arrangement. As teachers state areas of difficulty, probe as to why this might be problematic. For example, if a teacher states students are not going directly back to their seats after sharpening pencils, inquire as to what they are doing on the way back to their seats. The teacher might respond, "Sometimes they stop to stare out the window." Next ask if

they have ideas on how to address the problem. If they do not know, ask other teachers for suggestions.

Summarize the problem on the appropriate chart paper (in this case, "Student Distractions") and list the possible solution(s). Continue asking for problems and recording the problems and potential solutions on the appropriate chart. At the conclusion of the discussion, challenge the teachers to examine their classrooms to make certain:

1. All students can see all displays and the teacher (student visibility); that the teacher can see all areas of the room at all times (teacher visibility).

2. Students are able to move easily around all areas of the classroom (student mobility).

3. Students have ready access to all needed materials (student accessibility to materials).

4. Possible distractions are eliminated (student distractions).

5. The classroom is designed to accommodate many activities (accommodation for activities).

Give them a few minutes to write down areas of their room arrangement that should be addressed when they return to school.

Classroom Procedures and Routines
Post around the room the five sheets of prepared chart paper with the various types of classroom procedures. Ask the teachers what types of procedures they have in place for their classrooms. List these procedures on the appropriate chart paper as they are presented. For example, a routine for how and when students can ask questions should be listed under "Student participation during whole-class activities or seatwork" and possibly "Student participation during small-group activities." The list below has some of the types of procedures that might be mentioned. When there are no more responses, check to make certain they have listed procedures for each of the categories. If not, discuss other procedures if appropriate.

Procedure Categories	Procedures May be Related to
Student use of classroom space, facilities, and materials	▪ How many can use ▪ Where materials are placed ▪ How they are used ▪ How to care for – maintenance

	▪ Notification if there is a problem ▪ Standards of behavior ▪ Numbers allowed
Procedure Categories	**Procedures May be Related to**
Student use of out-of-class areas	▪ Restrooms ▪ Drinking fountain ▪ Lunchroom ▪ Independent library work ▪ Playground or outdoor activity area ▪ Moving from one area of the building to another
Student participation during whole-class activities	▪ Noise level ▪ Getting students' attention ▪ Asking and responding to questions
Student participation during small-group activities or seatwork	▪ Expected behaviors – in and out of group ▪ Coming to and leaving the group, desk or table ▪ Materials needed and allowed ▪ Noise level
Other procedures	▪ Fire drill ▪ Natural disaster drill ▪ Sharpening pencils ▪ Purchasing supplies ▪ End-of-day

Post the prepared chart paper with the guidelines for teaching a procedure. Ask the group to break into smaller groups of 3-4. Review the guidelines:

Procedures should be:

1. Explained in concrete terms.
2. Accompanied by a rationale.
3. Demonstrated.
4. Rehearsed by the students.
5. Re-taught if students do not practice the procedure correctly.

Have each group select one procedure that they consider to be extremely important, and then decide how to 'teach' the procedure to a class.
Next, ask for volunteers to use the strategies discussed to "teach" the procedure to the whole group. At the conclusion of each demonstration, ask for comments from the group. Praise their efforts.

Classroom Rules

Remind the group that the purpose of rules is to teach good behavior so students can get the most out of instruction. Generally speaking, it is best that classrooms

have no more than 5-7 rules. Explain the factors (written on the prepared chart paper) that should guide the development of rules.

1. **State the rule in clear terms that all can understand**
   Provide the following examples and use the questions as a guide to solicit comments from the participants.
   Unclear rules:
   "Be good" – Is this clear? Why not?

   "No running allowed" – Is this clear? Why not? Is it positively stated? Is it specific? Will students know what is meant by "running," or where they cannot run?

   "Respect others" – Is this clear? Will all students understand this term?

   Clear Rule:
   "Keep your hands to yourself at all times" – Ask the teachers what elements make this rule clear.

2. **Make certain the rule is reasonable**
   Explain that a rule is considered reasonable when a) every student in the room is capable of abiding by the rule and b) the rule is needed by more than one student in the room.

3. **Make certain the rule is manageable**
   Explain that if it takes all the teacher's time and effort to enforce a rule, then it is not manageable. Provide the following example of an unmanageable rule - *Everyone will be in their seat ready for instruction by 8:15 a.m.* There are a multitude of factors that could make this rule unmanageable - if a student is late, doesn't have supplies, forgets his/her homework, is called to the office, and so on.

4. **Make certain the rule is compatible with school policies and rules**
   Remind the teachers that rules must be consistent with school and district policies, or it will be confusing to students and sometimes unenforceable.

Have the teachers break into groups of 3-4 (preferably those teaching at the same grade level) and have them develop 5 to 6 classroom rules.

Remind them that the rules must meet the criteria discussed. Have them write their rules on sheets of chart paper. After a reasonable length of time, have one person from each group share the rules with the total group. Accept feedback (both praise and constructive comments) from others in the group.

Tell the group that rules must be taught. Ask one person to teach the rule to the remainder of the group. Remind them to explain the rule completely in concrete terms and provide an example or examples. In addition, it may be necessary to demonstrate or model what the child should do, especially for younger students and those with special needs. Close the discussion on rules by emphasizing the importance of consistency. Let them know that a rule must be enforced every time. Occasionally they may have to coach students who are having difficulty. Remind them that coaching can involve quiet prompts, encouragement, practice, and praise. They will know a rule has been learned when students practice it without a reminder.

Discussion Guide - Article Reflection Question 2

Remind the teachers that sometimes unobtrusive methods of handling inappropriate student behavior can be used rather than those that stop instruction. Ask them to identify some of these methods, which might include establishing eye contact, moving closer to the student, ignoring the behavior, touching the student, and calling on the student.

Read the following scenarios to the teachers. (You could also distribute the scenarios to three volunteers and have them read the scenarios.) After reading a scenario, ask them if an unobtrusive method of intervention could be used to handle the situation and why this would be effective. Have them brainstorm other situations where unobtrusive methods of handling inappropriate behaviors might be useful or situations when they have used unobtrusive methods.

Scenario 1
James is a bright student, but he has a difficult time focusing on the topic being discussed. You often find him staring out the window, doodling on his paper, or trying to make eye contact with other students. How could you get James to focus without stopping instruction?

Scenario 2
Susan has a habit of tapping her desk with her pencil. It is bothersome to you and a few other students, although it appears not to distract everyone. How could you unobtrusively handle this situation?

Scenario 3
Jill and Peyton are passing notes to each other. How can you handle this inappropriate behavior without disrupting the flow of instruction?

Discussion Guide - Article Reflection Question 3

Review the suggestions that the teachers made for applying Jean Charney's ideas for dealing with off-task remarks. (Teachers recorded these in the table found in question 3 of Participant Guide.) Next, ask for an example of an inappropriate behavior that a teacher finds particularly challenging. Using the strategies adapted from Ms. Charney listed on page 10, consider how to address the behavior. This activity can be completed as a whole group or in groups of 3-4. If some teachers have contributed little or others have dominated the conversation, complete the activity in small groups. If the activity is done in small groups, ask for volunteers to share their suggestions for addressing the problem. Provide appropriate feedback including praise for their efforts.

Discussion Guide - Article Reflection Question 4

Solicit from the group examples of negative discipline procedures. List these on the chart paper. Review each one and as you do so, ask what the impact might be on the student both immediately and in the long-term (if known). Point out that negative discipline may stop a behavior at the moment. However, it could escalate the behavior if the student feels threatened, and it will do nothing to instill appropriate behavior.

Next discuss the scenarios that are listed on page IV-30 of the Participant Guide. Have the teachers discuss their recommendations for dealing with the problems. The suggestions could focus on immediate solutions, longer-term solutions such as reviewing procedures, and the possibility of referring the student to a specialist. Remind the teachers that there are persons at the school who are available to assist them with student discipline problems including their mentors, school counselors, and fellow teachers. Encourage them to seek this support before a problem gets out of hand.

Summary

Refer the teachers back to the management and discipline challenges that were recorded on sticky notes at the beginning of the session. Select two problem situations and ask each person to make one recommendation on how to address each problem. Have them record their recommendations on another sticky note and place their

recommendations by the problem descriptions. After they are posted, read the suggestions aloud and discuss. Thank the group for their work and contributions.

Action Plan

Ask the teachers to select two classroom management and student discipline problems to explore on their own in the next week. Have them generate solutions on how to deal with the problems and discuss them with their mentor.

Classroom Management and Student Discipline
Participant Guide

Article

Prevention and Intervention for Effective Classroom Organization and Management in Pacific Classrooms (2000) by S. Koki, D. van Broekhuizen, and D. Uehara at Pacific Resources for Education and Learning.

Overview

The article *Prevention and Intervention for Effective Classroom Organization and Management in Pacific Classrooms* provides research-based practices for establishing and maintaining strong effective classroom management. It provides a general overview of management and discipline strategies that can serve as a beginning resource for beginning teachers and a tool for examining and establishing practices that foster a cooperative, effective working and learning environment. This article was prepared for teachers living in the Pacific region, yet it has widespread applicability to teachers from all areas of the country.

You will use the article and this guide to examine various issues related to classroom management and student discipline. Your responses will then be used in a study group format with other teachers.

Pre-Reading Reflections

Before reading the article, describe your current classroom management plan and any problems you may be encountering by answering the following questions. **Please note**, your answers will not be checked, and you will not have to share your answers with anyone unless you choose to do so.

1. What have you done to ensure that the arrangement of your classroom facilitates learning and minimizes disruptions?

Are you experiencing any problems? If so, what?

2. Think about your classroom rules (standards of behavior). Are students abiding by the rules? If not, why not?

3. Think about your classroom procedures (such as starting and ending activities.) Are they working as expected? If not, why not?

4. Do you have any students who are consistently misbehaving? When are they most likely to misbehave?

In what type of situation?

What have you done to change the behavior?

5. What do you consider to be the most challenging aspect of classroom management and student discipline? If there are several issues that you feel need to be addressed, prioritize them by importance. In other words, rate the most urgent issue that, if addressed, would most improve class proceedings and instruction, as number one. The second most important issue as number two and so on.

Read the Article

Read the article and respond to the questions in the next section.

Article Reflection – Question 1

1. The best classroom management systems strive to prevent problems before they occur. Evertson's review of research (found on page 2 of the article) identified three critical elements to consider in developing a classroom management system: (1) arranging the classroom; (2) planning rules and procedures, and (3) allocating time through rules and procedures. Consider how you are approaching each of these elements by responding to the questions in the tables on the following pages.

CLASSROOM ARRANGEMENT

Question	Yes	No	If not, how can this be improved?
Can you see all students in your room no matter where you stand?			
Is your room arranged to accommodate different types of activities (e.g., active exploration of a topic, quiet reading, small group work)?			
Can students easily move within and between areas for different activities?			
Do some areas of the room distract students and prevent them from completing tasks?			
Are all materials (those used independently and those used under the direction of the teacher) within easy reach of the students?			
Are instructional displays visible to all students?			

CLASSROOM PROCEDURES OR ROUTINES

Appleton found that the use of routines or procedures was extremely important in good classroom management. He defined routines as a familiar way of doing things that both the teacher and students understand and can eventually perform unconsciously. Examples include room use, beginning the period, out of room policies, sharpening pencils, and seatwork. Think about your procedures by completing the table below.

What procedures do you have in place?	Are they working well?		What can you do to improve the procedures if needed?
	Yes	No	

Are there problem behaviors that might be prevented with a procedure or routine? If so, what procedure should be included? How would you teach the procedure to the class?

Procedures to Include	How to "Teach" the Procedures

The authors mention the use of "pay-attention signals" to facilitate a smooth flow of classroom activities. What types of "pay-attention signals" are you using that are working well?

CLASSROOM RULES

Classroom rules provide guidelines and expectations for behavior and support teacher instruction and student learning. Examine your current classroom rules by completing the table below.

What rules do you have in place?	Are they working well?		What can you do to improve the rule if needed?
	Yes	No	

On pages 7-8 the authors discuss the involvement of students and families in generating classroom rules. Have you tried this practice? If so, with what result? If you do not believe this practice should be used, why not?

Article Reflection – Question 2

It is inevitable that in every classroom there will be one or more students who behave inappropriately. The authors mention that some minor misbehavior can be handled unobtrusively so as not to disrupt the entire class. What unobtrusive methods have you used or seen others use to curtail some behavior problems? In what situations were these behaviors used?

Article Reflection – Question 3

There may be some students who repeatedly interrupt the class with inappropriate behavior. Jean Charney outlines strategies for students who speak out continuously on page 10 of the Koki et al. article. These strategies are:

- Giving students a clear understanding of the expected tone of the classroom.
- Naming, defining, and reinforcing desired student behaviors.
- Developing an arsenal of strategies and modeling them.
- Setting up routines that show that self-control is important, such as wait time.

- Negotiating and clearly displaying predictable consequences for blurting out so that students can't claim ignorance of the rules,
- Having students start over whenever there is a communication breakdown.
- Challenging the class to be disruption-free, especially when the class is very excited.

What inappropriate behaviors are you seeing in your classroom?

Could these strategies or a modification of these strategies be used to address the problem behaviors? Pick one or two strategies and think about how to implement them to address these problem behaviors.

Article Reflection – Question 4

1. The authors make the point that negative discipline techniques (such as sarcasm and isolation) can worsen a problem. Have you seen examples of negative discipline in action? What were the immediate and long-term effects of using negative discipline?

2. Two scenarios are described below. Select one, and suggest some positive discipline methods for dealing with the problem.

   Mr. Smith teaches freshman English. James is a student who does not appreciate or seem to enjoy any of the literature that the class has been reading and discussing. He often scowls and will occasionally pass notes to his buddy two rows over. He never comments in class when a question is raised, yet he does appear to have a great deal to say to the girl seated next to him. The girl tries to avoid him and ignore the comments, but he does disrupt her train of thought and the thoughts of others in the immediate area. What could you do?

   Susan is a second grade student who has a very difficult time sitting still, even to listen to a story. For example, when Ms. Hatfield gathers the children on the carpet for "read aloud time," Susan starts squirming after 3-4 minutes and before long is lying on the floor, pulling on a friend's shirt, tapping on a shoulder, or doing something else that keeps others from listening. What could you do?

Blackline Masters

Refer to PREL Document, Item 6b on the CD
(Note: The PREL document becomes Chapter IV, pages 32-55,
of this manual)

Effective Instructional Practices
Facilitator Guide

Background Information

Effective Instructional Practices (Marzano, R.J., Whisler, J.S., Dean, C.B., & Pollock, J.E.) is a comprehensive set of professional development materials focusing on the nine most powerful types of instructional practices linked to improved student achievement. These materials are appropriate for teachers at all grade levels working with all types of students in any subject area. The instructional practices are:

1. Identifying Similarities and Differences
2. Summarizing and Note Taking
3. Reinforcing Effort and Providing Recognition
4. Homework and Practice
5. Nonlinguistic Representation
6. Cooperative Learning
7. Setting Goals and Providing Feedback
8. Generating and Testing Hypotheses
9. Cues, Questions, and Advance Organizers

These professional development materials consist of a kit that contains a Facilitator's Guide, blackline masters for overheads and exhibits, and an instructional video. In addition there is a Participant's Manual. A complete set of these materials can be checked out from your Regional Inservice Center. They also can be purchased from Mid-continent Research for Education and Learning (MCREL). An online catalog of these materials can be found at www.mcrel.org.

Suggested Use of the Materials

There is a great deal of information in the *Effective Instructional Practices Facilitator's Kit*. Several suggestions for school district representatives or professional development facilitators on how to use these materials are listed below. Do not feel limited, however, to these suggestions.

1. *Present all the material (Chapters 1-12) in a two to three day training session.*

2. *Present one chapter at each professional development session.* Begin with the introductory activity (found on page F-iv of the Facilitator's Guide) and then Chapter 1. Conduct follow-up sessions focusing on one chapter at a time covering all the chapters in a one-year period. One chapter or instructional strategy can be presented in approximately 1 to 2 hours, depending on the content and discussion

level of the participants. Presenting the information one chapter or instructional practice at a time has an advantage in that teachers can focus on this practice and become proficient before moving to the next.

3. *Introduce the study material, and then select a few topics to study in depth throughout the year.* There are various ways that these topics could be selected:

   a) Have teachers throughout the district elect 2 or 3 to focus on during the year.
   b) Have teachers at different grade levels choose a focus depending on their needs and their students' needs.
   c) Use existing student achievement data to select those strategies that appear to be most needed by students and teachers.

4. *Create study groups to focus on and extend study of selected topics.* Participants can locate other material on the selected topics for further study and have in-depth discussions on the application of the strategies. Another focus for a study group would be for participants to bring lesson plans, ideas, and experiences on the selected topic to the group for discussion.

Participants

These excellent training materials can be used solely with novice teachers or with novice and mentor teachers. When novice teachers and mentors attend the sessions together, they are exposed to the same information and should then have a similar base of understanding. If mentors and novice teachers attend the sessions together, it would be ideal to provide time at the end of the training session for them to jointly plan a lesson using the targeted instructional practice. Remind the pair that they should find time to discuss implementation of the strategy including successes, surprises, and challenges.

Grade Level Appropriateness

As mentioned earlier, the research-based information and strategies presented in these materials are appropriate for students at every grade level. While all of the content in each chapter may not be appropriate for younger students, there are always elements that can be used with or adapted for younger students. It is important to read all the material and be prepared to discuss how it might be used in the early elementary years. For example, the chapter on summarizing and note taking (Chapter 3) is most appropriate for older students, yet there are elements that could be used in a kindergarten or first grade classroom (such as the summarizing strategy – narrative frame.)

Overview of Facilitator's Guide

Content/Introduction – This section contains information for the facilitator on the study modules and directions for introducing the modules to participants. Information for the facilitator includes: the rationale for the training modules; a description of the materials; and suggestions on how to use the modules (pages Fi-iv). The directions for the first group activity begin on page F-iv.

Chapter 1 – This chapter gives an overview of the research process that was used to identify the nine most effective instructional practices. It is important not to skip this chapter because it provides a thorough description of meta-analysis (the statistical procedure used to identify the practices). It is important to explain this procedure because Chapters 2-10 begin by reporting findings from the meta-analyses that justify targeting these strategies and the extent to which they have produced greater student achievement. The materials found in this chapter and in the facilitator's resources are very helpful in understanding and explaining this statistical procedure.

Chapters 2-10 – These chapters provide information on the nine instructional practices that have been found to be most effective in raising student achievement. The first page of each chapter in the Participant's Manual provides an overview of the content presented and discussed in that chapter.

Chapter 11 – This chapter describes how to match instructional practices that are most effective with specific types of knowledge such as vocabulary terms and learning details.

Chapter 12 – This chapter provides examples of how to apply the instructional practices in a sixth grade unit of instruction.

References, Glossary, Appendices, and Resources – These sections provide further information for the facilitator that will be helpful in conducting the training sessions and locating additional information if needed.

Presentation of Materials

Facilitators should use the Facilitator's Guide and materials in the kit to present the professional development materials. Facilitators should read pages F-i through F-iv in the Facilitator's Guide and pages i to iv in the Participant's Manual before presenting the material. These pages provide a general overview and give suggestions for best use. A checklist (page IV-59) is included to assist facilitators in planning the sessions.

Program Coordinator Preparation Checklist
For Using the Study Modules

- ☐ Read thoroughly the contents/introduction section of the Facilitator's Guide.
- ☐ Make a decision on how much of the material to cover and in what time frame.
- ☐ Select a facilitator(s) for the professional development sessions.
- ☐ Decide who will attend the sessions - only novice teachers or mentors and novice teachers.
- ☐ Develop a schedule for the sessions and notify participants.
- ☐ Distribute the Facilitator's Kit to the facilitator(s) of the module session. Emphasize the importance of thoroughly reading the Participant's Manual, preparing for the sessions using the Facilitator's Guide, and considering how the practices can be used at all grade levels.
- ☐ Distribute copies of the Participant's Manual and ask participants to read a designated section before attending the session.
- ☐ If both mentors and novice teachers attend the sessions, provide opportunities for them to meet after the sessions to discuss implementation of the strategies.

Keys to Quality Assessment
Facilitator Guide

Background Information

The purpose of this professional development study module is to explore five elements of quality classroom assessment in a discussion/study group format. The Participant Guide and the accompanying article should be distributed to teachers prior to the session.

This module centers around a section of a more comprehensive publication on assessment that is a product of the Assessment Laboratory Network Project. The title of this publication is *Making Assessment Work for Everyone. Building on Student Strengths* (2000) by P. Kusimo, M.G. Ritter, K. Busick, C. Ferguson, E. Trumbull, & G. Solano-Flores. This publication can be downloaded at: http://www.sedl.org/pubs/catalog/items/tl05.html. It is available in full text or PDF format. Information on purchasing this book can be found at this web address. This publication can also be checked out at your Regional Inservice Center.

The focus of this study module is on Section 3 entitled *Defining Good Assessment.* Participants should read Section 3 and reflect on their assessment practices as they answer a set of questions. They should bring their responses to the study group. Participants may also bring a downloaded copy of the publication to the session.

The Facilitator Guide provides direction for soliciting thoughts and perspectives from teachers on how to utilize five key elements to plan quality assessment of student learning. The format of the Facilitator Guide follows the same sequence as the module on *Classroom Management and Student Discipline*.

It is recommended that groups be limited to ten teachers with one facilitator. This module may take 2-3 hours to complete, depending on the amount of discussion. Therefore, the facilitator may choose to cover the material in two separate professional development sessions. Additional professional development might be necessary to further examine one or more of the key elements or to explore other assessment issues that are of particular interest or need. The group might choose to read the other sections of the publication *Making Assessment Work for Everyone. Building on Students' Strengths.*

Materials

- Publication - *"Defining Good Assessment" (Section 3) in Making Assessment Work for Everyone. How to Build on Student Strengths* (2000) by P. Kusimo, M.G. Ritter, K. Busick, C. Ferguson, E. Trumbull, & G. Solano-Flores. This publication can be checked out of the Regional Inservice Center or viewed in full text or PDF format at http://www.sedl.org/pubs/catalog/items/tl05.html.
- Markers
- 8 ½" x 11" paper – about 4 sheets per participant
- Masking tape
- Chart paper

Preparation for the Session

- Copy the Participant Guide and distribute to teachers prior to session
- Review the Participant Guide and Facilitator Guide
- Read the selected article.

Opening Activity and Introduction

Ask participants to form groups of two or three persons, and have each share one example of an assessment "nightmare" and an assessment "dream." The assessment nightmare is an assessment that was not understood by the students or produced useless, incomplete, or invalid results. The assessment dream would be an assessment that had a clear target and yielded valuable information. Ask them to share at their table specific reasons why the nightmare assessment was a failure and why the dream assessment was a great success. When the discussion is completed, ask if anyone would like to share with the entire group reasons why a particular assessment was a nightmare or why an assessment was successful. Record the dream and nightmare thoughts on separate sheets of chart paper.

Discussion Guide – Key 1

Clear and Appropriate Learning Targets

Introduce discussion on this key by stating that a learning target is a portion of the content that is clear and specific enough to let the teacher know what to teach and to inform students about what they need to learn. The teacher, developers of instructional materials or textbooks, state departments of education, and others, can design learning targets.

Use the following comments/questions to guide the discussion on clear and appropriate learning targets.

1. Ask the participants to identify a learning target. Record this target on the top of a piece of chart paper.

2. Then ask them to examine the learning target and identify what must be taught to achieve the learning target. Invite discussion.

3. Continue the discussion by querying the teachers about how they would know students have mastered the learning target. Ask them what types of assessment could be used to demonstrate understanding.

4. Ask the group to examine the target again and determine if something should be added to make the learning target clearer to educators, parents, and students. If appropriate suggestions are made, record the revised learning target under the first learning target.

5. Next, ask the participants to break into groups of four. Ask each group to write one learning target on a sheet of paper making certain it is clear and appropriate. Have them exchange the learning target with another group and have that group review the target for clarity and appropriateness. Ask them to make certain they share the same definition of the revised target and its importance to student success. Have them make revisions if necessary.

6. Challenge them to critically review their learning targets and seek feedback from others if they have concerns about their clarity and appropriateness.

Discussion Guide - Key 2

Clearly Focused and Appropriate Purpose

Remind the teachers that the second key to quality assessment is having a worthy purpose that is clearly communicated. Examples may include to give feedback to students on their progress, to help teachers change or improve instruction, or to provide information to administrators and families about student progress.

If participants brought a copy of the publication to the session, refer them to page 93. If they did not bring the publication, read the list generated by classroom teachers on what assessments should do. Ask them to identify those that they consider being especially important.

Ask the participants if there are other purposes for assessment that they would add. If any are offered, list these on chart paper.

Ask the teachers to individually select and write on a sheet of paper 2-3 items that are their primary purposes for assessment. Then, have them form groups of three or four and discuss their priorities.

Discussion Guide - Key 3

Appropriate Match Among Targets, Purposes, and Method of Assessment

Remind the group that the third key to quality assessment is to match targets, purposes, and methods by choosing the best assessment method for the learning target and the population being assessed. Inform them that the next activity will focus on this match. If there are 10 or fewer teachers in the group, complete this activity with the entire group. If there are more, ask the teachers to form groups of 4 to 5. Refer the teachers to page 99 in the publication. Ask them to read each statement and decide upon a response. Remind them that individuals may have different ideas about how to best match targets, purposes, and methods. After a sufficient period of time, ask each group to share their ideas.

Discussion Guide - Key 4

Sufficient Sampling of Student Work to Make Sound Inferences about Learning

Begin the discussion by telling the teachers that the fourth key deals with the importance of having an adequate number of samples from different tasks to make a good judgment about the students' understanding of the learning target.

Refer the teachers to page 103 of the publication. Review the reading standard and its components. Next point out the sampling plan found at the bottom of the page. Ask the teachers to add to this sampling plan. Record their suggestions for samples on a piece of chart paper. After the list is completed, ask if there are sources in the family or community that might yield more information about the student's reading range? When discussion stops, ask if the plan ensures that there will be enough documentation that will accurately reflect the student's achievement. If not, have them continue to improve the plan.

Discussion Guide - Key 5

Fairness and freedom from biases that distort the picture of learning
This key centers on how biases, such as unclear directions, cultural differences, a distracting environment, and student characteristics may hamper students from demonstrating what they have learned. Refer the teachers to page 106 of the publication. In small groups of 3 to 4, have them review the list of possible sources of bias and distortion, and then have them think of situations where they have observed these biases. Ask them to record examples on a sheet of chart paper. Ask each group to post their chart paper and then report to the larger group 2 or 3 examples. After each example is reported, ask the larger group what could be done to change the assessment to get the information that is needed. At the conclusion encourage them to consider biases that might prevent them from accurately assessing student achievement.

Summary

Refer the teachers to page 111 in the publication. Ask teaches to pair up and consider an assessment that they have used or plan to use in the next few weeks. Ask them to take turns answering each of the questions keeping in mind the targeted assessment. At the conclusion, ask if anyone has comments they would like to make about their discussion.

Action Plan

Ask the teachers to use the five keys as they plan assessments for their students. Challenge them to question and improve their assessment practices. Ask them to share how they are using this information with their mentors at their next meeting.

Keys to Quality Assessment
Participant Guide

Article

Publication - *"Defining Good Assessment" (Section 3) in Making Assessment Work for Everyone. How to Build on Student Strengths* (2000) by P. Kusimo, M.G. Ritter, K. Busick, C. Ferguson, E. Trumbull, & G. Solano-Flores. This publication can be viewed in full text or PDF at http://www.sedl.org/pubs/catalog/items/tl05.html. It is available for purchase at this web address. This book can be also checked out from your Regional Inservice Center.

Overview

This study module focuses on the five essential characteristics of quality assessment:

1. Clear and Appropriate Learning Targets
2. Clearly Focused and Appropriate Purpose
3. Appropriate Match among Targets, Purposes and Methods of Assessment
4. Sufficient Sampling of Student Work to Make Sound Inferences about Learning
5. Fairness and Freedom from Biases that Distort the Picture of Learning

The reading material and reflective questions in this Participant Guide should help you develop a greater understanding of how to incorporate high quality assessment practices into your educational program. Your responses will then be used in a study group format with other teachers.

Read the Article

Read the article and respond to the questions within the text as directed.

(***Please note:*** *The reading material for this study module is the third section of a more comprehensive publication developed by a group of individuals from the Regional Educational Laboratories. Occasionally you will see references to other reading materials that are available but not pertinent to your review. You may choose to read the entire publication which can be found at the same Web site address as Section 3.)*

Article Reflection – Introduction

Read pages 79-81 in "Defining Good Assessment," and respond to the questions in the section "Things to Consider" found on page 80. Write your responses on a separate sheet of paper, and bring them to the study session.

NOTE: The pages listed in this study guide are those pages in the publication. If you choose to view the PDF version, the page numbers will differ. The page numbers of the publication, and those used in this study guide, are found on the bottom right-hand side of the page.

Article Reflection - Key 1: Clear and Appropriate Learning Targets

Read pages 82–86 of the publication. After reading these pages, answer the reflective questions listed on page 86 to examine the importance of your learning targets and how you are currently communicating these learning targets to students. After recording your responses, review them and consider the implications for action found on page 86 of the article. Make some notes about how you will determine if learning targets are clear and important.

Article Reflection - Key 2: Clearly Focused and Appropriate Purpose

Read pages 89-92. Prior to answering the reflective questions found on page 92, think of one type of assessment that you plan to use in the next week or two. Write the type of assessment and its purpose on a sheet of paper.

Answer each of the reflective questions found on page 92 keeping in mind the purpose of the planned assessment you recorded. Record your comments to the reflective questions.

After you have responded to the questions, review each question and think about the implications for action that are found in Table 6 on page 92. Make some notes about how will you apply this information to your assessment practices.

Article Reflection - Key 3: Appropriate Match Among Targets, Purposes, and Method of Assessment

Read pages 95-97. Respond to each of the reflective questions found on page 98. Record your responses.

Look back at these questions and how you responded. Read the implications for action found on page 98, and think about how this information can be applied in your classroom.

Article Reflection - Key 4: Sufficient Sampling of Student Work to Make Sound Inferences about Learning

Read pages 100-102. Respond to the questions found in Table 8 (page 102) on a sheet of paper.

Review the implications for action found in Table 8 and consider how you can apply this to your assessment practices.

Article Reflection - Key 5: Fairness and freedom from biases that distort the picture of learning

Read pages 105-108. Respond to the questions found in Table 9 (page 109).

Read the implications for action found on page 109. Record your thoughts or action steps on how to eliminate biases from your assessment methods.

Resource List

The Task Force on Teaching and Student Achievement. (1999) *Teaching and Learning: Meeting the Challenge of High Standards.* Montgomery, AL: A+ Education Foundation.

Koki, S., Van Broekhuizen, D., & Uehara, D. (2000). *Prevention and Intervention for Effective Classroom Organization and Management in Pacific Classrooms.* Honolulu, HI: Pacific Resources for Education and Learning.

Kusimo, P., Ritter, M.G., Busick, K., Ferguson, C., Trumbull, E., & Solano-Flores, G. (2000). *Making Assessment Work for Everyone. Building on Student Strengths*. This publication can be downloaded at: http://www.sedl.org/pubs/catalog/items/tl05.html.

Marzano, R. J., Whisler, J. S., Dean, C. B., & Pollock, J. E. (2000). *Research into practice series: Effective instructional practices.* Aurora, CO: Mid-continent Research for Education and Learning.

Prevention and Intervention for Effective Classroom Organization and Management in Pacific Classrooms

By Stan Koki with L. David van Broekhuizen and Denise L. Uehara

November 2000

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Research Series

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Prevention and Intervention for Effective Classroom Organization and Management in Pacific Classrooms

By Stan Koki with L. David van Broekhuizen and Denise L. Uehara*

November 2000

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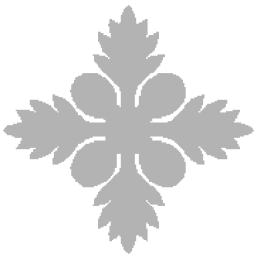


Imagine this scenario from a traditional classroom: Students are sitting in an orderly arrangement, raptly attentive to what the teacher is saying. The classroom is quiet and orderly. When the directions for a learning activity are given, every student gets quickly down to business, working on the same assignment.

Or take this scenario from a Constructivist classroom: Students are working on a problem that is relevant to their lives and experiences. They work individually, in pairs, and in small groups. They share their ideas, ask probing questions, challenge concepts, and collaborate with one another in constructing their own knowledge. Because of all the activity, the classroom is a buzz of student voices.

Whichever environment the teacher has created in his or her classroom, classroom organization and management are pressing concerns. Whether the classroom is quiet and orderly, or appears to an outsider to be in a state of chaos, unless the teacher has taken measures to establish a learning environment and monitor student behavior throughout the period, student learning is greatly hampered. And these measures do not fall into place naturally in the classroom. They must be consciously and carefully planned and implemented by the teacher. When implemented, they must be revised when they don't work out successfully, or when changes result in marked improvements in the context of a particular classroom. Thus classroom organization and management are always ongoing processes. Few teachers master it to perfection in their careers, even though it "is the foundation of a successful career in teaching" (Chiles, 1997, p. 114).

In the Pacific region, entities such as the Commonwealth of the Northern Mariana Islands see multitudes of new teachers in their public-school classrooms each year. It is not uncommon to find a school in which a sizable number of the teaching staff is new to the Pacific region. Recently graduated from U.S. mainland universities, they are new to the classroom and are often unfamiliar with the multicultural student population they encounter in Pacific schools. It is not surprising, therefore, that high stress and attrition are typical for these new teachers.

For both beginning and experienced teachers, inappropriate student behavior is vexatious (Graham, Holt-Hale, & Parker, 1993). Work by Pearson (1987) and Reynolds (1992) points out that beginning teachers most commonly identify control and discipline as their greatest challenge. Inappropriate student behavior tends to detract from stability in the classroom and therefore jeopardizes instruction and student learning.

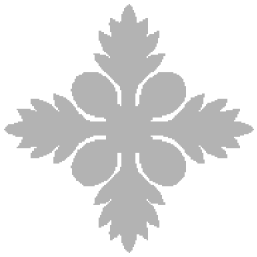
The beginning teacher's concerns with classroom management and student discipline could be a reflection of the difficult transition from the pre-service experience to in-service realities (Feiman-Nemser & Buchman, 1985). The pre-service teacher does not have the opportunity to learn from an experienced teacher how

to begin the school year, set up routines and procedures, maintain an orderly learning environment, and respond to inappropriate behavior. Instead, he or she observes in midstream a functional classroom environment already established by the experienced teacher. How to go about creating such an environment is an issue that falls "between the cracks of the pre-service world and the world of the professional teacher" (Evertson, 1989).

Every teacher must experience this transition from the pre-service world to dynamic in-service realities. In addition, many teachers must determine how to provide effective learning opportunities for students from diverse cultures and languages who come from backgrounds different from their own. This is especially true for teachers in the Pacific region.

Dealing with the pre-service to in-service transition need not be traumatic, because research on classroom organization and management has created a broad base of knowledge that can assist both inexperienced and seasoned practitioners in creating learning environments and dealing with inappropriate student behavior in ways that promote student learning. By using this knowledge, the beginning teacher can identify those elements of classroom life that are crucial to effective classroom organization and management (Evertson, 1979). This paper brings together empirically based studies on classroom organization and management and outlines practices that facilitate creation of a classroom system that is both preventive and interventional.

Using Research to Create a Classroom Management System



Drawing upon the work of other researchers, Evertson (1989) has identified the critical elements in developing a classroom-management system. These are arranging the classroom, planning rules and procedures, and employing those rules and procedures to allocate time. These critical areas constitute the "big picture" that the teacher must keep in mind in order to create a classroom-management system that works. The process begins in advance of the actual act of teaching because it includes planning before school begins.

Arranging the Classroom. The arrangement of the classroom is a fundamental step for any teacher; arrangement of space contributes to or detracts from student learning. Studies at the elementary and secondary levels show that effective teachers arrange furnishings to accommodate different types of activities, to minimize problems resulting from student movement between activities, and to keep track of student work and behavior (Emmer, Evertson, & Anderson, 1980). Classroom arrangement must take into account the following factors:

- the teacher must be able to see each student at all times;
- student traffic should move smoothly within and across activities;

- resource materials such as textbooks and equipment such as microscopes should readily accessible;
- all instructional displays must be visible to students.

Teachers quickly learn that routines that assign responsibility to students for obtaining and returning materials and equipment or developing instructional displays are useful. Such routines make it possible for the teacher to devote more time to instruction (Good, 1983) and give students an active role to play in the life of the classroom.

Planning Rules and Procedures. Classroom rules and procedures must be appropriate for the context in which teaching occurs. Because of the multicultural and multi-linguistic contexts of Pacific classrooms, it would be inappropriate to provide a generic list of rules and procedures. At the elementary level, factors to be considered include room use, procedures during group work, and transitions in and out of the room. The term "room use" applies to use of the teacher's desk and students' desks, storage of materials, bathroom passes, and transitioning among learning centers. The term "procedures during group work" applies to expectations for student behavior and procedures for starting and ending activities. The term "transitions in and out of the room" applies to activities such as beginning the school day, leaving the room, returning to the room, and ending the day.

In addition, there are general procedures to be considered, such as distributing materials, fire and disaster drills, going to the library or cafeteria, becoming a class helper, taking attendance, dealing with tardiness, keeping track of student absenteeism, and so on (Evertson, 1989).

Allocating Time Through Rules and Procedures. Time is an essential element of classroom organization and management. The teacher must develop routines for physical movement that minimize distractions and increase time-on-task (Arlin, 1979). Students who are on-task have greater opportunity to learn. When student movement from activity to activity consumes a great deal of time, the opportunity to learn decreases.

Traditionally, teachers are encouraged to believe that the learning environment must be orderly and quiet. For some principals, a quiet classroom means effective teaching. With the growing movement toward Constructivism in Pacific education, however, more teachers are using activities in which students take an active role. Sharing ideas and information, with various activities occurring at the same time, can make for noisy classrooms. But it would be a mistake to conclude that in such classrooms students are not learning. As one article suggests, "Such activities are often more motivating and interesting to students because they are learner-focused and authentic, encourage critical thinking, and create knowledge that is lasting, transferable, and useful" (Carr, Jonassen, Litzinger, & Marra, 1998).

Training Teachers for Classroom Organization and Management

Teachers don't automatically pick up classroom-management skills as they gain teaching experience. However, they can learn these skills through systematic exposure to principles through specially designed workshops and professional-development experiences (Evertson, 1989). Workshop content for one experimental study was drawn from a teacher manual containing research-based findings on classroom management. Figure 1 provides the content outline of the training.

Figure 1. Training Content for Classroom Organization and Management

1. Planning (before school starts)
   - A. Use of space (readying the classroom)
   - B. Rules for general behavior
   - C. Rules and procedures for specific areas:
     1. Student use of classroom space and facilities
     2. Student use of out-of-class areas
     3. Student participation during whole-class activities/seatwork
     4. Student participation in daily routines
     5. Student participation during small-group activities
   - D. Consequences and incentives for appropriate/inappropriate behavior
   - E. Activities for the first day of school

2. Implementing Rules, Procedures, and Expectations (beginning of school)
   - A. Teaching rules and procedures using:
     1. Explanation
     2. Rehearsal
     3. Feedback
     4. Re-teaching as necessary
   - B. Teaching academic content
   - C. Communicating concepts and directions clearly

3. Maintaining the System (throughout the year)
   - A. Monitoring for behavioral and academic compliance
   - B. Acknowledging appropriate behavior
   - C. Stopping inappropriate behavior
   - D. Using consequences/incentives consistently
   - E. Adjusting instruction for individual students/groups
   - F. Helping students become accountable for academic work
   - G. Coping with special problems

Note: From "Classroom Organization and Management," by C. M. Evertson, in *Knowledge Base for the Beginning Teacher*, 1989, Oxford: Pergamon Press.

For over a decade, the California Teachers Association (CTA) has assisted beginning teachers who want help by implementing a program in which experienced teachers serve as mentors, facilitating the induction process for new teachers. A six-hour course called "I Can Do It" for teachers in their first five years of service provides basic tips on how to organize the classroom and cope with disciplinary problems. Workshop participants develop strategies they can take back and use in their classrooms. An "I Can Do It" session is supported with a practical workbook and a sample lesson plan based on input from beginning and seasoned teachers. The "to do" list includes:

- Going slow in the beginning and establishing classroom rules at the outset.
- Facilitating a smooth flow of classroom activities by giving clear directions to students before activities, using "pay-attention signals," and prereading everything that the students are asked to read in class.
- Teaching to students' different learning styles using a communication style with which the teacher is comfortable.
- Working with parents individually and through parent-teacher conferences.
- Dealing with disruptive student behaviors like "always talking out of turn," by listing them and brainstorming possible solutions.
  (NEA, 1998)

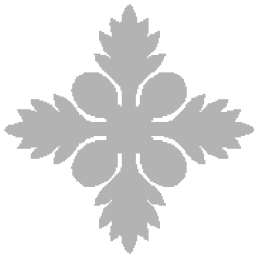
Appleton (1995) has discovered that a valuable strategy for the beginning teacher is the use of routines, a familiar way of doing things that both the teacher and students understand (Gump, 1969). Edwards & Mercer (1987) believe that each routine is characterized by explicit and implicit rules. Some routines are relatively simple, such as how to organize the student's portfolio.

Other routines may be more complex. A good example is a science activity in which students use equipment in small groups rather than individually (Coles, 1992). Regardless, each lesson should consist of a series of routines that are clearly understood by both teacher and students, and there should be smooth transitions from one activity to another. While a routine may be independent of the learning task, particular learning tasks may be more closely associated with certain routines.

In designing classroom routines, the teacher should bear in mind that it is essential that both teacher and student be able to carry out routines unconsciously. How well and how quickly these routines become established and automatic is a major contributing factor to good classroom management. Establishing routines should be a high priority whenever a teacher faces a new class. While this process is second nature for experienced teachers, beginning teachers may be unaware how important it is and how to establish routines effectively (Reynolds, 1992).

Key steps in establishing classroom routines include (1) identifying necessary routines and listing them, (2) articulating the rules for each routine, and (3) teaching each routine to the class explicitly. Establishing routines quickly and efficiently may well be the most important task for any teacher during the first few weeks of school (Brophy, 1987). Unless order is established quickly, student "testing" behaviors may increase until the classroom becomes chaotic. In any classroom, students will test limits to determine what they can and cannot do in the classroom. These behaviors include talking out of turn, not following directions, and not getting to work immediately.

Cultural Differences in Setting Classroom Routines



Setting classroom routines is easier when the teacher and students belong to the same cultural group. The process becomes more complex if there are mixed cultural and linguistic groups in the same class, as frequently happens in schools in the Pacific region. Because the society of the classroom reflects that of the dominant cultural group in the class, routines will inevitably reflect the behavior and language patterns of that group. Students from other cultural groups, especially those with different languages, will have difficulty recognizing some of the expected behaviors and language rules, much less learning them (Philips, 1983).

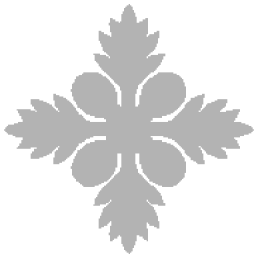
Similarly, a teacher may misinterpret behaviors and responses of students from different cultures. This is particularly true if the teacher responds from within her own cultural perspective instead of the student's (Contreras & Lee, 1990). When such misinterpretation occurs, minority students will suffer from a "considerable learning disadvantage" unless the teacher takes appropriate steps to understand the students better (Cazden, 1986). These steps include:

- learning the key social communication behaviors of the minority group;
- modifying behavioral expectations in routines in response to minority group behaviors;
- interpreting the minority group's behaviors from its own viewpoint rather than that of the dominant group;
- teaching the dominant group to recognize and value the behaviors of the minority group, and vice versa.

Because each cultural group represented in the classroom must be acquainted with the communication behaviors of the other groups (Appleton, 1995), teachers in Pacific entities such as Hawai'i, Guam, and the Commonwealth of the Northern Mariana Islands face considerable challenges in classroom organization and management and in dealing with inappropriate student behavior.

Malin (1990) has discovered that Australian aboriginal children are more concerned about the social group in a class than their Anglo counterparts. This is an orientation that is commonly found in cultural groups in the Pacific region.

Students from these cultures spend considerable time monitoring the activities of their peers, are quick to help someone in difficulty, and experience pleasure in others' achievements. An Anglo teacher trying to establish an individual seat work routine from his or her own cultural perspective is likely to experience frustration and even anger at students' tendencies to gaze around the room, leave their seats to look at other students'work, and make slow individual progress in completing the assigned task. The teacher may very well reach the inaccurate conclusion that the students are "lazy" or "naughty" (Malin, 1990).



Involving Students in Establishing Classroom Routines

In the Constructivist classroom, the strategy is to consider the rule-making process as a potential learning experience, rather than an administrative task. By keeping students actively engaged in the rule-setting process, the teacher serves two objectives. First, she can ensure that behavior policies are consistent and clearly understood. Second, she can prevent problems from occurring even when the classroom is bustling with activity. Rules are regarded as "an integral part of the instructional process, not as bureaucratic requirements. Discipline programs should not violate laws of good teaching" (Schimmel, 1997, p. 3).

Many teachers have learned that it is also a good idea to involve students in the discipline process. One way of doing this is to have students spend part of the first school day developing a list of the five or so most important classroom rules. Such a list might include:

- I keep my hands and feet to myself;
- I wait my turn;
- I am a good listener;
- I don't put down any student.

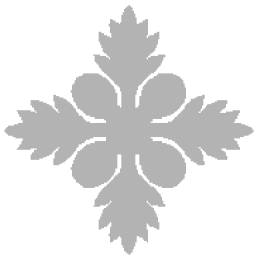
If a student breaks the same rule a number of times, a note is sent home to her parents after it is first shared with the student. The child and parents work together to propose a solution (Gazin, 1999). However, there is no one way of engaging students in the discipline process. Multiple approaches are possible, depending on the unique context of the classroom, the background of the students, and the teacher's creativity in identifying relevant and meaningful activities.

Dowd (1997) empirically investigated the control and improvement of classroom behavior using a problem-solving method in keeping with Constructivist practice. Encouraging students to confront what they have done and contribute to classroom solutions, Dowd found, was far more effective than imposing a solution or lecturing the class. Dowd's strategy consisted of making students write about a particular incident and then help develop a solution. He points out that writing serves an important function by giving students the opportunity to reflect on their behavior.

Some approaches to setting classroom rules may negatively impact significant outcomes of schooling, such as citizenship. Schimmel (1997), for example, notes that if the teacher's classroom-management style is authoritarian, students may respond by becoming passive and apathetic followers. A better approach is to "foster cooperative involvement among teachers, students, and parents concerning the formulation of school and classroom regulations. This would effectively reinforce democratic values . . . improve student behavior and enhance academic performance." Schimmel points out that allowing students and their parents to participate in the rule-making process "does not so much affect what the rules look like as it does their [students'] perceptions of the rules. Students are far more likely to internalize and respect rules that they helped create than rules that are handed out to them."

Some teachers believe that involving students in rule-setting may dilute the integrity of the rules and lead to lax standards of behavior in the classroom. There is research, however, that shows that students frequently respond to being trusted by suggesting rules that are very similar to, and sometimes even stricter than, those advocated by teachers (Castle & Rogers, 1994).

Prevention of Inappropriate Student Behavior



The classroom is often likened to a set of systems. Organizing, managing, and maintaining these systems requires a process in which a learning environment is constructed, complex parts are brought together into a coherent whole, and norms are established and revised to maintain ongoing classroom life (Green & Harker, 1982).

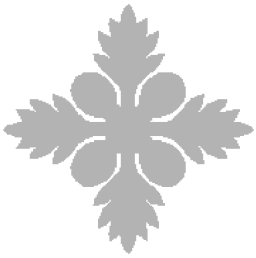
Current research supports a broader definition of "classroom management" than formerly and reflects a change in direction. In a preventive classroom, the bottom line is not curtailing student misbehavior but setting the stage so that such problems do not occur. Instead of focusing entirely on what the teacher can do to control students, researchers are exploring methods of creating, implementing, and maintaining a classroom environment that supports student learning (Doyle, 1986).

Researchers have identified the essential components for a workable management system that goes beyond simple prescriptions and independent teacher behaviors and strategies. Kounin (1970) suggests that the effective teacher is able to create a learning environment conducive to student learning from the beginning of the school year. The teacher is able to:

- develop classroom rules and procedures before instruction is initiated;
- state expectations clearly and explicitly to students;
- establish routines and procedures;

- assist students in understanding routines and procedures and in identifying appropriate performance;
- keep track of student academic work and behavior;
- provide feedback to students on behavior and academic performance.

In classrooms with this type of system in place, there is "improved student task engagement, less inappropriate behavior, smoother transitions between activities, and generally higher academic performance" (Emmer et al., 1980).



Handling Inappropriate Student Behavior

It goes without saying that even the most carefully planned management system will not, by itself, prevent all student misbehavior from occurring. Students misbehave for a variety of reasons, within a variety of contexts, and from a range of motivations. Therefore, the teacher must seriously consider the classroom context within which the inappropriate behavior occurs, and must place a high priority on dealing with the problem. In any professionally responsible educational setting, the assumption is that all related variables must be considered in choosing interventions to facilitate student success. Vision, hearing, general health, nutrition, and family case history should be reviewed in order "not to overlook any historical or contemporary determinants of behavior" (Cummins, 1998). Such considerations are especially critical in the Pacific region, where the living conditions may be more stressful for some children in villages than they are for other children living in more affluent neighborhoods.

Most misbehavior can be handled unobtrusively. Minor inattention or inappropriate behavior should be dealt with immediately without disrupting or stopping the flow of instruction. Stopping a lesson in response to student misbehavior is usually self-defeating and decreases time-on-task. Minor behaviors can easily be handled through eye contact, a touch or gesture, moving closer to the student, or calling on him (Evertson, 1989).

Prolonged misbehavior, of course, will require more direct intervention. The teacher must confront the situation, demand the appropriate behavior, and settle for nothing less (Emmer et al., 1980). Because punishment doesn't, in itself, teach desirable behavior or curtail the need to misbehave, it is best to use it only as a part of a planned response to repeated misbehavior (Doyle, 1990). While some sanctioning may be necessary to alert students, researchers have found that the amount of behavioral sanctioning during instructional time is negatively related to student achievement. When teachers must deal with students who misbehave, it is always at the expense of instructional time (Berliner, 1979; Brophy, 1987).

It is important for the teacher to understand that despite his or her best efforts, problems with particular students may still recur. The teacher must be able to recognize when handling a student is beyond his or her capabilities and turn to other resources such as school counselors, administrators, and parents who may be of assistance in a teaming arrangement. Creating a lively, respectful, and orderly classroom environment is a "continual process, one that requires tremendous creativity and patience from the teacher" (Gazin, 1999).

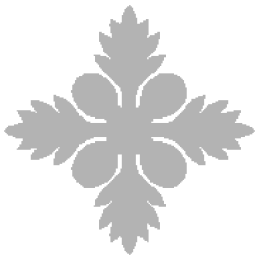
In the Pacific and elsewhere, a common form of inappropriate behavior is interrupting class discussions by making unsolicited comments. This behavior can interfere with student learning because it disrupts the flow of instruction and time-on-task. Techniques for preventing such occurrences include setting clear expectations, supplying models for appropriate behavior, and establishing routines that promote self-control in the classroom (Charney, 1998). Charney uses the following strategies to cure the "blurt-outs" in her classroom:

- Giving children a clear understanding of the expected tone of the classroom.
- Naming, defining, and reinforcing desired student behaviors.
- Developing an arsenal of strategies and modeling them.
- Setting up routines that show that self-control is important, such as wait time.
- Negotiating and clearly displaying predictable consequences for blurting out so that students can't claim ignorance of the rules.
- Having students start over whenever there is a communication breakdown.
- Challenging the class to be disruption-free, especially when the class is very excitable.

A common need of beginning teachers may be training in dealing with inappropriate student behaviors. Boyce (1997) describes a strategy used in a study to help a student physical-education teacher to identify and handle inappropriate elementary-school behaviors. The strategy consisted of a three-pronged approach that enabled the student teacher to identify and deal with inappropriate student behavior in the teacher's physical-education classroom.

In the first step, the supervising teacher directed the student teacher's attention to the misbehaving student. In the second step, the supervising teacher simply stood up when a student misbehaved to alert the student teacher. In the third step, the student teacher was left alone to identify and deal with the misbehavior in whatever way the teacher felt was appropriate while being observed by the supervising teacher.

It appeared that this three-step strategy was successful in helping the student teacher to identify and effectively deal with student misbehaviors. There was a noticeable decrease in the number of testing behavior occurrences due to teacher awareness and accountability. The study found that while ignoring certain types of student testing behaviors may be permissible after the teacher has established structure, it is not a good idea to ignore these behaviors at the start of the school year, because they can result in an inordinate amount of time spent managing student misbehaviors (Boyce, 1997).



Punishment in Intervention

When students persist in misbehaving, punishment as an intervention should be regarded as a last resort. Punishment has serious limitations because by itself it is non-instructive and does not address why the student is misbehaving. Thus punishment by itself is never a solution. The teacher needs to consider it as "only a part of a planned response that should be used consciously and deliberately" (Good & Brophy, 1987).

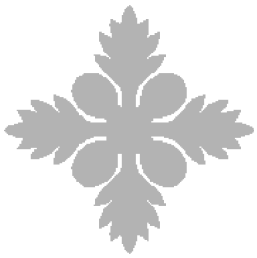
In addition to individual attention, students with serious behavioral problems may need group-management techniques. Specific intervention strategies both within and outside the classroom setting may be necessary (Brophy, 1982).

When students are to be disciplined, the teacher is encouraged to use methods that promote self-control so that punishment also becomes a learning experience. A positive classroom environment promotes students' self-discipline. Creating a positive classroom environment for young children involves:

- Spending lots of leisurely time with the child;
- Sharing important activities and meaningful play;
- Listening and answering as an equal, not as a teacher;
- Complimenting the child's efforts.

The classroom teacher should avoid using negative methods of discipline, such as sarcasm, harsh criticism, abuse, shame, and cruel humor. Discipline techniques such as isolation in a time-out chair or corner may result in negative consequences for the young child. While any adult might occasionally resort to these behaviors, doing so more than once in a while may be symptomatic that "a negative approach to discipline has become a habit. Such a habit must be altered before the child comes to experience low self-esteem as a permanent part of his or her personality" (ERIC, 1990).

A Word About Behavior Modification



Behavior-modification programs are well known to educational practitioners. In these programs, the teacher attempts to shape the student's classroom behavior. Evertson (1989) observes that most of the early reinforcement-oriented behavior-modification programs or approaches have proven impractical for regular classroom teachers. These programs require a great deal of time and many of them are costly. And while earlier the objective was to inhibit student misbehavior, the trend now is to assist students in finding positive ways to cope in the classroom without requiring the teacher to implement a behavior-modification program (Doyle, 1986).

Furthermore, rewarding students who demonstrate desired behaviors may erode the student's intrinsic motivation (Lepper & Greene, 1978). Manipulating students with incentives may prove successful short-term but ineffective over time. Kohn (1993) argues that giving rewards may be "an inherently objectionable way of reaching our goals by virtue of its status as a means of controlling others. The troubling truth is that rewards and punishment are not opposites at all; they are two sides of the same coin. And it is a coin that does not buy very much" (p. 50).

Some researchers advocate consistent, unambiguous consequences for breaking rules on a school-wide basis. While this may be laudable, it is necessary for those administering the rules to consider the *contexts* of individual students and teachers. MacNaughton and Johns (1991) caution that a school-wide program can provide "uniform guidelines," but that those enforcing the rules must take into account factors such as "age, gender, personality, religious beliefs, and physical size." Thus they believe that discipline systems should always be regarded as "works in progress, subject to constant review and revision as the needs of the school community change."

Fitzsimmons (1998) believes that there is merit in adopting behavior management on a school-wide basis so that students are not bombarded by a range of conflicting requirements and expectations. Where there are uniform requirements throughout the school, students are less likely to receive mixed messages. This approach to discipline requires professional development and long-term commitment by all members of the school community. The entire staff (including cafeteria workers and bus drivers) adopt strategies that are uniformly implemented. From the perspective of prevention, schools can benefit "from having in place a clearly defined, consistently enforced behavioral-management system designed to support students in controlling their own behaviors" (Fitzsimmons, 1998).

Group Management Strategies

Researchers (Kounin, 1970; Gump, 1982) have identified strategies that are part of the repertoire used by effective teachers to obtain high work involvement and low instances of misbehavior among students. These include:

- "with-it-ness," or always being attentive to student behavior and in control of the classroom situation;
- "overlapping," or being able to juggle more than one thing at the same time;
- "smoothness and momentum," or being able to move with ease in and out of activities, effectively sequencing and pacing instruction;
- "group alerting," or being able to keep a whole-group focus in which all students are attentive.

These strategies reflect both academic and social aspects of classroom learning. For effective group management, students must know "not only what they are to learn, but how they are to participate" (Weade & Evertson, 1988).

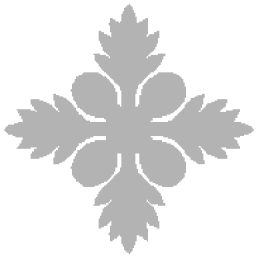
Conclusion

The purpose of classroom organization and management is helping students to become self-initiating and responsible for their own behavior and learning so that they achieve well in school. The teacher's responsibility is to provide the framework and to intervene judiciously when appropriate. To do this, the teacher must be constantly aware of preventive and interventional considerations when responding to inappropriate student behavior. This skill is an essential requirement for teacher competence. The following questions by Evertson (1989) may provide guidance for the teacher's efforts in developing an effective classroom management system:

- How do I seat students in order to facilitate their learning?
- What class rules and procedures must I plan and implement?
- How do I deal with undesirable student behavior?
- Are my rules easy to understand?
- Can I consistently enforce them?
- How do I make students accountable for their work? What self-monitoring techniques do they need to learn?
- What are the requirements for completing and turning in assignments? Are they clear and explicit?
- How can I allot turns equitably to encourage participation by all students?
- What consequences will deter undesirable behavior?
- What do I do if initial interventions do not work?
- How do I achieve smooth and orderly transitions within and between activities to minimize inappropriate student behavior?

- How do I occupy students who finish their work early to ensure that the slower students get the time and help they need?

Recommendations



Creating smooth-running and effective learning environments is a universal challenge. To promote better organization and management in Pacific classrooms, we make the following recommendations:

- No single classroom-management routine or technique is appropriate for every problem situation. For this reason, teachers need to know the strengths and limitations of a variety of options, and how best to fit these routines or techniques to the students being taught, the school and community norms, and the severity of the problem.
- For any behavior problem exhibited by a student, teachers should consider the extent to which institutional variables may be influencing student's behavior in a way that contributes to the problem. Considering these institutional variables should be the first step in an effort to reduce inappropriate student behavior.
- Use of the same interventions by all instructional personnel working with the student will greatly enhance the opportunity for student success. These interventions, which are appropriate for all educational environments, promote continuity across all classrooms and educational settings in which the student functions.
- In providing opportunities for faculty development, teachers' needs for training and assistance in classroom organization and management should be seriously explored.

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Chapter V
Professional Development of Mentors

Introduction

Mentoring is an excellent means for supporting and guiding new teachers toward higher levels of competency and confidence. While teacher preparation programs prepare teachers to effectively educate children, few teachers have been taught the most productive ways to nurture and support adult development. Mentors need to understand adult development and appropriate and effective methods for nurturing adult growth. The training modules contained in this chapter are designed to prepare mentors for this role so they can work with new teachers in a purposeful and helpful manner from day to day.

Four separate training modules are included in this section of the manual. Each training module centers on one of the four phases of mentoring relationships as described by Lois Zachary in her book *The Mentor's Guide* which can be found in the resource list on page V-136. The mentoring relationship phases are:

1. Preparing
2. Negotiating
3. Enabling
4. Closure

While these are distinct developmental phases, they are not bound by time. Mentors and protégés move through these phases as the relationship builds and changes.

Each training module follows a similar sequence. The module begins with a brief description of the mentoring relationship phase and an overview of the topics that are explored. This description is followed by a series of activities that can be used in mentor training. The activities include background information, materials needed, preparation suggestions, and the procedure for completing each activity. Blackline masters are at the end of each training module.

The time needed to complete the training varies for each module. Some districts may choose to complete all the activities within a module, while others may decide to use selected activities that match the particular needs of participants.

It is important that training be provided throughout the school year so that the training coincides somewhat with the actual phases of the mentoring relationship, understanding that each pair will progress through the phases at different rates. For example, the training for the preparation module should be provided before, or if necessary, shortly after mentors begin working with their protégés. The information gained in this module will help mentors better understand the needs of new teachers and build a deeper understanding of the mentor's role. The negotiating module should be presented 3-6 weeks after school begins since this module centers on creating a working plan for the mentor and protégé. The enabling module should be presented around January. This module focuses on how to observe and provide feedback to protégés on their classroom practices. The closure module should be presented near the end of school, such as in April, so that mentors and protégés can consider how to best close the relationship and/or the school year.

Preparing

Excellent teachers are not necessarily prepared to mentor new teachers. Providing and structuring opportunities that nurture professional growth and development of novice teachers requires a different set of skills than those needed to teach students.

The first training module focuses on the essential step of preparing mentors to build and sustain a positive and productive mentoring relationship. This module is divided into three sections:

1. Introduction to Mentoring
2. Adult Learning
3. Readiness to be a Mentor

These sections contain activities that build understanding of the mentoring process; support reflection on readiness to assume the role; build knowledge of adult/teacher development; and raise awareness of how mentors can support the growth of protégés. Blackline masters are at the end of the Preparing module, on pages V-36 – V-50.

Section 1 - Introduction to Mentoring

It is likely that teachers selected to be mentors have experience as a supervisor of student or intern teachers or have served as a mentor in an unofficial capacity. While some may have experience working with adults, they may not have a deep understanding of the roles of a mentor and why mentoring is important. This module will provide opportunities for mentors to explore these and other topics with their peers.

Topics:

In this section, mentors will:

1. Review current understandings about mentoring
2. Articulate the benefits of a mentoring program
3. Explore the definition of mentoring
4. Examine the roles of a mentor
5. Identify characteristics of an effective mentor

Topic 1
Current Understandings about Mentoring

Introductory Activity

Background Information

Participants have varying experiences and knowledge about the mentoring process. The following activity provides a format for participants to assess their current understanding and knowledge on topics related to mentoring. It also gives the trainer the opportunity to evaluate prior knowledge and tailor activities for each particular audience.

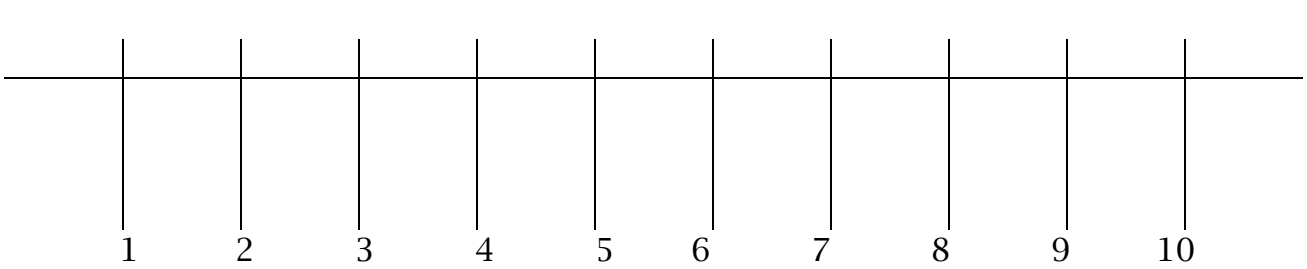
Materials

- Adhesive red dots for each participant
- Masking tape
- Chart paper - 4 sheets

Preparation

- Write on the top of each sheet of chart paper one of the following phrases:
  - Mentor Roles
  - Benefits of Mentoring
  - Adult/Teacher Development
  - Novice Teacher Needs

  Underneath the phrase, draw 10 vertical lines down the sheet and number each line from 1 to 10. An example of one sheet is below.



Secure the charts to the wall prior to the training session.

Note: These charts will provide visual feedback on the levels of understanding the group has about the topics. Remember that these topics will be addressed in the training program.

Procedure

1. Have the participants reflect on their knowledge by pointing to each chart and prompting with questions:

   Mentor Roles - "What do you know about the roles mentors play with protégés*?"*

   Goals of Mentoring - "Who benefits from the mentoring program? Is it just the novice teacher?"

   Adult/Teacher Development - "How comfortable are you with the adult learning process?"

   Novice Teacher Needs - "What challenges do novice teachers face?"

2. Distribute the red adhesive dots. Explain if they are knowledgeable about a topic, they should place their red dot in the 9 or 10 range. If they have limited knowledge about a topic, the dot should go in the 1 to 2 range. Have the participants rate their present knowledge on each of the topics moving from chart to chart.

3. Recap by briefly reviewing with the group what the charts reveal.

   Note: Leave these charts up during the training.

Topic 2
Benefits of the Mentoring Process

Activity: Benefits of the Mentoring Process

Background Information

Mentoring benefits the mentor, the protégé, and the school district.

The benefits for mentors include:

- *Satisfaction of being able to share skills and knowledge* that are often not shared in college classes.
- *Recognition of their teaching accomplishments* in being selected as a mentor for a new teacher.
- *Opportunity to work with adults in addition to children.*
- *Pride in observing the protégé grow as a professional.*
- *Refinement and improvement of teaching skills.* Mentoring serves as a catalyst for reexamining and improving teaching practices. As mentors share with novice teachers, they reflect on their practices and often refine and improve what they are doing with students.
- *Renewed job satisfaction* as they reflect on their practices and assist another teacher.
- *Leadership skills and opportunities.* The process informs mentors of the responsibilities of school administrators and prepares them to assume further leadership positions.
- *New learning opportunities. M*entors and protégés have opportunities to explore new research, techniques, materials and ideas. In addition, protégés can share with mentors new ideas and information acquired as recent graduates.

The benefits for protégés include:

- *Smoother transition into the school culture.*

- *Recognition that teaching is a continually developing career.*

- *Improvement in instructional skills and practices.* Protégés experience accelerated development of effective teaching skills under the tutelage of mentors rather than learning through continuous trial and error.

- *Lessening of classroom management problems.* Novice teachers who have mastered classroom management issues can focus more on instructional practices.

- *Enhanced personal growth.*

- *Boost in self-confidence.*

The benefits for school districts include:

- *Greater teacher retention.*

- *Elimination of problems earlier in the school year.*

- *Increased opportunity for faculty professional development.*

- *Increased collegiality and sharing among teaching faculty.*

- *Enhanced student achievement*

Materials

- Chart paper
- Markers

Preparation

- Read the background information.

Procedure

1. Distribute a sheet of chart paper to small groups of 3-4.

2. Ask each group to label their chart paper with one of the following headings.

Benefits to the Mentor
Benefits to the Protégé
Benefits to the School Districts

Note: If there are more than 3 groups, more than one group may be assigned the same heading.

3. Ask each group to make a list of the ways that the assigned group would benefit from participation in the mentoring program.

4. Have each group report and compare lists.

5. Share any benefits in the background information that were not listed on the charts.

Topic 3
Definition of Mentoring

Activity: Being Mentored

Background Information

Mentoring is an individualized process between experienced and novice teachers for the purpose of guiding, coaching, and supporting the new teacher's progression toward greater levels of competence and confidence. Many times these relationships are not formal, nor are they long term. It's like the old adage when the student is ready, a teacher (mentor) will appear. There are times in each of our lives when we wanted to learn something, and an individual provided the guidance, coaching, and support to help us accomplish our goal.

Materials

- "My Mentor" on page V-37
- Pens

Preparation

- Make one copy of page V-37 for each participant.

- Complete the activity prior to the session to have a better understanding of how to lead the discussion.

Procedure

1. Share the background information with the participants.

2. Give each mentor a copy of the "My Mentor" handout. Ask them to think and respond to each of the questions.

3. Have participants share their answers with another person at their table. Invite several to share their experiences with the entire group.

4. Recap by pointing out that this activity raises awareness of the importance of mentoring. Tell them the next activity will explore the various roles of mentors.

Topic 4
Roles of a Mentor

Activity 1: Mentor Think, Pair, Share

Background Information

Mentors assume many roles (including advisors, confidantes, facilitators, connectors, change agents, learners, problem solvers, etc.) This reflective activity will focus on the roles that mentors may assume. As mentors review the information about mentoring, participate in training, and work with their district-level supervisor, their roles will become more apparent and will be ever changing. As the roles become clearer, then the process and tasks become more evident.

Materials

- 3" x 3" adhesive notes - at least 15 for each participant
- Chart paper, one for each group of 4 participants
- Markers

Preparation

- Read through the summary statements found in step 7 of "Procedure" and be prepared to elaborate on some of them with personal examples.

Procedure

1. Share the background information with the mentors.

2. Ask participants to think of a mentor that has been influential in their lives. Have them think of the various roles that the mentor performed for them. Have them write one role on each adhesive note. Encourage the participants to write all the roles that come to mind.

3. Have them share the roles with another person sitting at their table.

4. Have each pair then join with another pair and share roles. Have each group of four sort the roles into similar categories.

5. Give each group a sheet of chart paper, and ask them to record these roles on the sheet.

6. Have each group share their results. As the groups report their findings, write the roles on a blank sheet of chart paper. If duplicate roles are shared, simply make a check on the paper next to that role.

7. After the groups have reported, recap their answers focusing on the following roles and summary statements.

   Advisors - Mentors offer advice to protégés in learning new skills and information. They give advice based on wisdom or competence and extensive experience.

   Confidantes - Mentors offer personal and emotional support to new teachers, while maintaining confidentiality.

   Counselors - Mentors provide emotional support through empathetic understanding.

   Facilitators - Mentors offer protégés assistance as they solve problems. This is done through questioning strategies, offering feedback, brainstorming, and proposing alternative solutions.

   Connectors - Mentors work as advocates and link protégés to people, services and resources. As they introduce protégés to people inside the school, school system, or in the neighborhood, protégés develop an extended support system. Connecting protégés to resources such as books, articles, workshops, etc., opens the door to lifelong learning.

   Learners - Mentors are role models in this community of learners. They learn new information, skills, and strategies with and from their protégés.

   Coach – Mentors prompt growth through careful listening, asking reflective questions, and paraphrasing responses and concerns.

   Guide - Mentors instruct protégés in the informal "unwritten rules" and norms of the job.

Role Model - Mentors model desired behaviors.

Teaching - Mentors provide instruction in the specific formal skills and knowledge of the job.

Friend – Mentors act as friends to protégés. This can have both positive and negative consequences.

8. Recap by telling the mentors that mentoring is similar to becoming a parent - it is a role that they will grow into. They will assume many roles, continue to learn throughout the process, and confer with others who have preceded them. The rewards can be great. Although they will assume many roles as a mentor, remind them that they can't do it all; nor should they be expected to. Novice teachers need support from others—principals, district-level supervisors, and grade-level/subject peers. Each of these individuals offers unique support to the novice teacher. It truly takes a village to grow a teacher.

   Note: Mentors are only one type of support for the new teacher. See Chapter III, pages 10-13 of this manual for further information.

Activity 2: What's All the Hoopla About?

Materials

- Hula hoops - two, large

Preparation

- Read through this activity and practice beforehand to make sure that you understand the directions.

Procedure

1. Have the participants form a circle.

2. Take the two hoops into the center of the circle. Remind participants that hoops can be used in many interesting ways.

3. Tell them you are going to demonstrate how a village might grow a teacher. Ask each person to name one person who helps

and supports a new teacher. Ask them to imagine the hula hoops represent two new teachers.

4. Have everyone join hands.

5. Ask two participants to release their hands. Place both hoops between them and have them hold hands again. Now the hoops are resting on top of their hands.

6. Tell participants that you challenge them to simultaneously pass the two hoops in opposite directions around the circle without ever letting their hands go. One hoop goes in one direction and the other goes in the opposite direction. The hoops will cross in the middle and keep going, so that each ends up where they began.

7. Remind participants to keep their hands together.

8. As they begin this exercise, you will hear many comments. Listen and remember what they say and observe what they do, but make no comments until the recap.

9. Recap at the end by making comments about your observations such as "I noticed some of you cheered others on. Some gave specific directions."

10. Then ask, "Who won?" Point out that mentors are not solely responsible for the success of the new teacher. It takes many people in the system to help them be successful.

Adapted from: Williamson, B. (1993). *Playful activities for powerful presentations.* Duluth, MN: Whole Person Associates Inc.

Topic 5
Characteristics of an Effective Mentor

Activity 1: Little Tugboats Can Move Great Ships

Background Information

There are many characteristics or qualities of an effective mentor including *commitment*, *acceptance*, and *support*. In this section on characteristics of an effective mentor, each of these qualities are addressed in individual activities.

Commitment
The effective mentor is committed to the role of mentoring. Commitment stems from the fact that mentors believe they can have a positive influence on the performance of protégés. Mentoring is challenging as well as satisfying. Committed mentors understand the concept of persistence. They know that change happens over time. They are willing to commit the time to make a difference.

Materials

- Overhead transparency film
- Overhead projector
- Screen
- "Tugboat and Ship" on page V-38

Preparation

- Make an overhead transparency of page V-38.
- Read over the information and be prepared to share the metaphor of the tugboat and the ship.

Procedure

1. Show the overhead of the tugboat moving the ship. Point out the vast differences in size.

2. Ask if any of the participants have seen a tugboat moving a ship. Ask them to share their observations.

3. Ask participants to identify the task of the tugboat. Acknowledge responses. Some comments and questions you might ask are: "Yes, the task of the tugboat is to assist the ship in getting in and out of the harbor. It seems at first that it would be impossible for the tugboat to move this huge vessel. Sheer force might be necessary, so the little tugboat might move far away, build up steam, and ram the ship. Would the tugboat accomplish the task this way? Another method is for the tugboat to get behind the ship and push. What would be the problems with this method? What if the tugboat pulled the boat? What challenges occur then?"

4. Ask the participants, "How does the tugboat meet the goal?" Acknowledge responses.

5. Recap by pointing out that with gentle support over time the goal of the tugboat is met. Overwhelming the ship with force won't work for protégés either. Pushing or pulling is not an effective method either. Gentle guidance from the side gets the task accomplished more effectively.

Activity 2: The Busy Mentor

Materials:

- None

Preparation:

- Read the scenario and be prepared to discuss with participants.

Procedure:

1. Ask the mentors to think about the following story as you read it aloud.

2. Sally is the lead teacher in a large school. It is quite apparent that she has many responsibilities at school and is highly regarded as a successful teacher. Not only staff and faculty but also central office administrators listen to her recommendations. It is clear that she is considered an important member of the teaching community. Jennifer considered herself lucky when Sally was assigned to be her

mentor. Jennifer is bright, energetic, highly motivated, and eager to become a great teacher. Their relationship started out on a mutually positive note, and they developed rapport easily. But after only a couple of weeks into the school year, demands on Sally's time began to emerge. She was serving on an important statewide curriculum committee. Sally included Jennifer in some of the meetings, and Jennifer was eager to see how the committee worked and hoped this would give her insight to be a better teacher. Some of the tasks that were assigned to Sally were shared with Jennifer. For example, some of the research that was to be done, quickly became Jennifer's responsibility. As time went on it was clear that Sally had many responsibilities, and she was eager to include Jennifer so she could learn the ropes. Before long, the quality of their interaction had changed from two-way information sharing and discussions to assignments and information giving. Their meetings became less and less frequent. There was little, if any, discussion of what Jennifer was learning and no time for her to ask questions. It is true that Jennifer was learning a lot, but the learning was not very satisfactory.

3. Discuss the following question: "What was missing here?"

4. Recap by pointing out that the mentor, while well intentioned, was too caught up in other duties and tasks. Say to the mentors: "The process of mentoring is not one in which you dictate what the protégé should do. It also doesn't mean that you should try to make the protégé be just like the mentor. It is a means of providing support in a non-threatening way. Mentoring is a way to counsel and provide insight and facts that the new teacher can use to be a more effective teacher. Mentoring takes a commitment of time."

Activity 3: Empathy or Sympathy

Background Information

Acceptance

An effective mentor is accepting of the beginning teacher. By acknowledging the novice teacher as a developing professional, characteristics that may appear negative are now seen as challenges that can be overcome by working with the protégé. As mentors understand the challenges, needs, and concerns of

beginning teachers, they become more tolerant of beginning teachers. Acceptance does not mean agreement, however.

How does the mentor show acceptance of the novice teacher? The key is to develop empathy for the novice teacher rather than being sympathetic. Sympathy is defined by Webster's II New Riverside Dictionary as "A relationship between individuals in which whatever effects one effects the other in a similar way." Conversely, empathy is defined as "Identification with and understanding of the thoughts or feelings of another." (Webster's II New Riverside Dictionary, 1996, pp. 684 & 227 respectively.)

Materials

- Cards on page V-39
- T-chart "Empathy/Sympathy" on page V-41
- Empathy/Sympathy answer key on page V-40
- Resealable bags

Preparation

- Duplicate on card-stock page V-39, which contains 8 mentor statements cards. Make enough to create a set for each four participants. Cut the cards apart and put each set in resealable bags.

- Duplicate enough T-charts on page V-41 for each group of four participants.

Procedure

1. Share the background information on empathy and sympathy with participants.

2. Have the participants read the statements on the cards and sort them on the T-chart into empathy and sympathy categories.

3. Have the participants share how they sorted the cards. An answer key is provided in blackline masters on page V-40.

4. Recap by pointing out that empathy empowers novice teachers by letting them know their problems are acknowledged and that you have confidence in their abilities to handle situations. Remind the mentors it is important to develop empathetic feelings with protégés.

Activity 4: Support for Beginning Teachers

Background Information

Supportive
The effective mentor is skilled at providing support. Novice teachers walk through the school doors with varying degrees of skill and expertise in teaching. In order to be successful, it is important for mentors to attempt to address the multiple needs of new teachers. ***Personal needs*** such as emotional support help new teachers assimilate into the school culture and gain confidence in their skills. Also, attention should be devoted to new teachers' ***professional needs*** such as providing explanations of school and district policies, procedures, and priorities so teachers can have an understanding of how to best operate in the system. Finally, novices should receive support for their ***instructional needs,*** such as classroom organization and student assessment, so novice teachers can improve their teaching skills and better promote student learning.

Materials:

- Adhesive notes for each participant
- Pens
- "Categories of Concern for Novice Teachers" on page V-42
- Chart paper
- Markers

Preparation:

- Make one copy of page V-42 for each group of four mentors.

Procedure:

1. Have participants write as quickly as they can in 2 minutes a list of the most difficult challenges a new teacher faces. Tell participants to put one challenge on each adhesive note.

2. Using the Background Information, review with the mentors the three broad areas of need including professional, instructional, and personal.

3. Have participants get into groups of four with their notes. Have them read their notes to the other members of the group. Then ask them to sort the notes into the following categories: personal, professional, and instructional.

4. Distribute copies of "Categories of Concern for Novice Teachers" on page V-42.

5. Give a sheet of chart paper to each group. Ask them to put on the chart paper two specific concerns under each area of need—professional, instructional, and personal.

6. Ask each group to share the concerns on their lists. Select one concern from each group's list and ask the mentors how they can address that concern in a supportive manner.

Activity 5: Suggesting Help

Background Information

Communicating a desire to provide support or help without coming across as "pushy" or "dictatorial" involves special tact on the part of the mentor. It is important that the mentor's actions, both verbal and nonverbal, reassure the protégé that the mentor is aware of her knowledge, efforts, and accomplishments. When problems or concerns arise, mentors should help the protégé understand that trying a different approach may be all that is needed.

Materials

- Scenarios on pages V-43 – V-44.

Preparation

- Make two copies each of pages V-43 – V-44.

Procedure

1. Ask for four volunteers to read aloud the scenarios on pages V-43 – V-44.

2. Ask one pair to read the first scenario. After they have read it, ask the question: "What was positive about the way the mentor responded to the new teacher's request for help?"

3. Repeat by having the second pair read the second scenario. Follow-up with the question listed in step 2.

4. At the conclusion point out that neither mentor used words that were demeaning. Instead the mentors talked about the new teachers' concerns and offered approaches that could resolve the situations.

Section 2 - Adult Learning

The dynamics of coaching an adult are very different from teaching children. In this section of the module mentors will learn about the emotional phases of a first year teacher, explore basic beliefs about development, and consider how this information can be used to support adult development.

Topics

In this section mentors will:

1. Consider the emotional phases of novice teachers
2. Examine beliefs about the developmental process and the implications of those beliefs for mentoring

Topic 1
Emotional Phases of Novice Teachers

Activity: Phases of First Year Teaching

Materials:

- Yellow construction paper
- Scissors
- Marker
- Masking tape
- Resealable bags or envelopes
- Chart paper

Preparation:

- Cut the construction paper into six 6" circles. Draw these faces on the circles: 2 happy faces, 3 faces with a straight line for the mouth, and 1 sad face (1 set = 6 faces.) Make one set of faces for each table with the yellow construction paper and one set for display. Mount masking tape on the back of the set of display faces. Place the remaining sets in resealable bags or envelopes.

- Read the activity and become familiar with the phases of development.

Procedure:

1. Introduce the activity by telling the mentors that novice teachers experience a range of emotions during their first year of teaching. Ask the mentors to brainstorm a list of these emotions at their table.

2. Ask the group to tell you some of the emotions, and as they are called out, write them on a large sheet of chart paper. Ask them if some of the emotions are more likely to be experienced at particular times of the year.

3. Tell the mentors that some new teachers follow predictable stages of development. Practitioners who have been working with new teachers for a number of years have identified stages of new teacher development. (See *The Stages of a Teacher's*

First Year by Ellen Moir listed in the Reference list on page V-135 for more information. This article is part of an ASCD book, *A Better Beginning. Supporting and Mentoring New Teachers* that can be checked out of your Regional Inservice Center.)

4. Display the prepared faces in no particular order so all the teachers can see them. Distribute a set of faces for each table. Tell the teachers you would like for each table to look at the faces and sequence them according to the emotions that new teachers might experience from the beginning of the school year to the end.

5. Ask if any group would like to share how they sequenced the faces. After hearing from several groups, share the following information.

   Eagerness:
   (Place one of the happy faces on the wall.)
   At the beginning of the year new teachers are eager to begin their teaching career. They are ready to change the world. *They don't know, and they don't know that they don't know.*

   Endurance:
   (Place the face with the straight mouth under the happy face.)
   New teachers are learning a great deal and are also discovering there is much that they do not know. They are instantly challenged with a variety of situations and problems for which their college experiences have not prepared them. The day-to-day experience of teaching is much more daunting than anticipated, and they are working at a fast pace just to keep up. Since they do not have lesson plans, they are spending tremendous amounts of time developing them. They are working long hours plowing through textbooks, courses of study, and guidebooks. Despite the long hours and heavy workload, they remain committed. *Things aren't going well, but they don't know why.*

   Distress:
   (Place a face with a frown under the straight mouth face.)
   After about two months, new teachers begin to question their abilities and knowledge. Classroom management problems are becoming challenging. There are increased responsibilities and concerns such as completing the first report card, meeting family members at Open House, and undergoing PEPE

evaluations. In an effort to keep up with the day-to-day teaching and increasing responsibilities, their stress levels are elevated and some are suffering from insufficient sleep. Relationships with family and friends are strained. Thankfully, Thanksgiving and Christmas holidays are just around the corner. *They now know that they don't know.*

Rest and Renewal
(Place the face with the straight line under the frowning face.) Finally a break comes at the end of the calendar year. This gives the new teacher time to renew relationships with family and friends and get some much needed rest. Many of them use this time to organize materials and plan curricula.

Hope
(Place the final straight line face under the previous one.) Teachers return after the break believing that perhaps they can be a successful teacher. They know more about school and district policies and procedures and the realities of teaching. Although they may experience difficulties, they also experience success. Their attention shifts from themselves to learning and applying effective instructional strategies. They see growth in their students, which is rewarding, yet they are worried about state-mandated tests and whether they have adequately covered the curriculum. *They now know, but they don't know they know.*

Reflection
(Place the happy face under the previous straight line face.)
Toward the end of the school year, new teachers begin to think about what they have accomplished and what remains a challenge. They begin to plan how they can improve the instructional program and how they can better manage classroom and student behavior. This brings them full circle, eager to begin the new school year. *They now know, and know that they know.*

Topic 2
Developmental Beliefs

Activity: Growing as Adults

Background Information:

Knowledge of child development enables teachers to foster student learning in the classroom. Knowledge of adult development is important to foster the professional development of novice teachers.

Research conducted since the 1960s has investigated and supported the theory that adults grow and develop in a continuous fashion. Phase theorists such as Erikson, Levinson, and Gould all describe age-related developmental tasks or conflicts that stimulate further development. Other theorists posit stage theories that view development as a series of sequentially ordered stages that do not depend on age. Movement through these stages is influenced by life events, support of others, and stress.

There are common beliefs about development that are supported by both stage and phase theorists. Two such beliefs focus on the development process:

1. Development is an ongoing process.

2. There is a pattern and sequence to development with each stage offering a different frame of reference through which individuals interact and act upon their worlds.

Two other beliefs describe how development occurs:

1. Growth occurs though interactions among self, others, and the environment.

2. Individuals play an active role in determining the course and content of their growth and are naturally inclined to growth.

(Levine, 1989; Oja, 1991)

Materials:

- Overhead transparency film
- Overhead projector and screen
- "Developmental Process" on pages V-45 – V-47

Preparation:

- Make overhead transparencies using pages V-45 – V-47.

- Read through the background information and activity. Think of examples from your own experiences that you can share with participants if needed.

Procedure:

1. Present the background information using the overhead transparency page V-45.

2. Ask the mentors to think about ways that they have changed or grown in their adult life. Such changes could be related to one's beliefs or attitudes toward subjects such as family or politics. They could be related to beliefs about teaching.

3. Have them look at the four beliefs and relate their experiences to these beliefs. Display overhead transparency page V-46. First examine the beliefs centering on the developmental process. Ask: "Is your development ongoing?" "Do you look at things differently now as compared to your early growth?" Have a few persons answer these questions.

4. Next ask about the beliefs that focus on how development occurs. Ask the questions: "Have other persons or the environment influenced your development?" "Did your actions or thoughts contribute to your growth?" Again, ask volunteers to answer the questions.

5. Ask the mentors to shift their reflections to examining how these questions relate to their work with new teachers. Ask them to work with 3 other individuals at their table and reflect on the questions listed on the overhead transparency on page V-47.

6. Ask the mentors to think about what they can do to support development of the new teacher, specifically focusing on the

question that addresses what and who has an influence on the new teacher's development (third question).

7. Ask the mentors to keep in mind their own experiences as new teachers as they work with their protégés. Recognizing the concerns of new teachers and their developmental levels will help them provide appropriate and needed support.

Section 3 - Readiness To Be A Mentor

Teachers selected to be mentors should exemplify quality teaching. Before these excellent teachers assume the mentoring role, a process of self-reflection is necessary. This section provides opportunities for mentors to reflect on why they want to be a mentor, what they bring to the role that will make them successful, and what they need to be more proficient.

Topics:

In this section mentors will:

1. Discover personal reasons for becoming a mentor
2. Identify personal strengths and challenges
3. Identify and plan personal ongoing professional development needs

Topic 1
Reasons to Become a Mentor

Activity: Exploring Motivation

Background Information

Teachers agree to become mentors for varying reasons. Some assume this role because a principal asked, because they want to work with adults, or because they are concerned about the plight of new teachers. Mutually beneficial relationships are key to successful mentoring relationships. Therefore, it is important for mentors to gain something from the relationship. Guidance from the business field tells us to ask 'why?' several times to get to the heart of the situation. The following activity offers mentors an opportunity to determine their true motivation.

Materials:

- "Exploring Motivation" on page V-48

Preparation:

- Make one copy of page V-48 for each participant.
- Complete this activity before sharing with participants.

Procedure:

1. Distribute the handout "Exploring Motivation" to each mentor.
2. Read the heading of the handout to the mentors, and ask them to complete the sheet by responding to the sentences.

   Note: Do not have the participants share this information.

3. When completed, tell the mentors they have identified their underlying motivation for becoming a mentor.

Topic 2
Personal Strengths and Challenges

Activity: Do I Have the Right Stuff?

Background Information:

Some mentors are very modest about their abilities to mentor other adults, while others readily acknowledge their accomplishments and abilities. This activity helps mentors reflect on their personal strengths and areas that could be strengthened.

Materials:

- "Qualities of Successful Mentors" on page V-49
- Pens
- Adhesive notes – about 10 per participant
- Chart paper – 3 sheets
- Markers

Preparation:

- Make one copy of page V-49 for each mentor.
- Place the adhesive notes on each table.
- Write "Personal," "Professional," and "Instructional" on the top of three separate sheets of chart paper.

Procedure:

1. Tell the mentors that they are going to brainstorm a list of traits that characterize a successful mentor. Remind them that successful mentors are strong in personal, professional, and instructional areas. Tell them they have 3 minutes to write as many traits as they can on the adhesive notes. They should put one trait on each adhesive note.
2. After 3 minutes, ask them to come to the front and place the adhesive notes on the piece of chart paper that matches the area. Read the notes to the mentors, grouping together those that are the same.

3. Distribute the "Qualities of Successful Mentors" checklist to mentors. Give the mentors these directions: "This checklist provides a description of the qualities, skills, and abilities necessary to become a successful mentor. You will possess many of these qualities, but probably not all. You also may have some positive characteristics that are not listed but that are unique to you. Rate yourself on the items on the checklist. The categories on the checklist are divided into personal, professional and instructional. Your responses to this checklist will not be shared with anyone, so please rate yourself honestly by placing a check in the appropriate column.

4. After they have had time to complete the checklist, ask the mentors to silently consider ways they can improve on qualities that they marked in the "Disagree" and "Strongly Disagree" columns.

5. Tell the mentors that although there is no ideal profile of a successful mentor, those that possess many of these traits are likely to do well. Encourage them to talk to the district coordinators if they have concerns about their qualifications.

   Note: This is a highly personal activity and should not be shared with the entire group.

Topic 3
Personal Ongoing Training Needs

Activity: Training Needs

Background Information

One of the qualities of successful mentors is that they are life-long learners. Mentors should plan for their own professional development. Since some mentors may never have worked with adults, they likely need to develop a new knowledge base and new skills.

Materials:

- "Mentor Training Needs" on page V-50

Preparation:

- Make one copy of page V-50 for each participant.

Procedure:

1. Have the participants reflect on what type of professional development they need to become more competent mentors. They could use the "Qualities of Successful Mentors" checklist from the previous activity to make decisions.

2. Distribute the "Mentor Training Needs" sheet to each mentor. Have the participants individually complete the form and give to the trainers.

3. Submit these forms to the district coordinator so professional development can be tailored to fit the mentors' needs.

Concluding Activity: Musical Mentoring

Materials:

- Lively music
- Markers
- Green adhesive dots for each participant
- Chart paper - eight sheets
- Charts from introductory activity (Topic 1)

Preparation:

- Prepare the chart paper placing one of the following sentence stems on each page:

  Mentoring is …
  Mentoring involves…
  I think I'll enjoy mentoring because…
  Without mentoring new teachers…
  The definition of mentoring is …
  Mentors serve many roles including…
  Mentoring will help me…
  I have learned that mentoring…

- Attach the charts to the walls in the room. Arrange the furniture to facilitate movement.

Procedure:

1. Introduce the activity by reminding the participants that a great deal of time has been spent investigating the concepts of mentoring. Tell them they are now going to share their understandings of different aspects of the mentoring process.

2. Tell the mentors that this activity is similar to musical chairs. When the music starts they move around the room. When the music stops they are to get in groups of 5 near the closest chart and complete the sentence stem written on the chart. Everyone should write one statement.

3. Repeat this process until all participants have the opportunity to respond to each stem.

4. Read the responses from each chart to the group.

5. Give the mentors four green dots. Using the four charts from the introductory activity for Topic 1, have the participants place their green dots on the space that indicates their comfort level with the knowledge presented.

6. Recap by discussing their changes in knowledge by reviewing the difference between the placement of red dots and the green dots on the charts.

Masters

My Mentor

Has anyone ever been a mentor to you?

Write down the name(s) of the mentor(s).

Describe the mentoring relationship(s).

What did you appreciate most from the person that was your mentor?

What did you learn from your mentor?

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MABEL COLE

Although this situation is challenging, I know you can handle it.	Yes, we are expected to perform extra tasks before and after school. Since coming early is a challenge with your new baby, what are you going to say to the principal?
We are all excited about the arrival of the new reading textbooks. It's a shame they weren't delivered on time.	Johnny is quite a challenge. You poor, dear, its not fair that they put him in your room. I remember they did that to me my first year…
I know that the classes you have been assigned mean that you have 5 preps. How have you been handling this?	They do expect a lot out of teachers in this system. Sometimes I feel like mother, counselor, nurse. They need to hire social workers to work with these families.
You know my room hasn't been cleaned in three days either. What are we going to do about this?	I know you are worried because Antonio is not reading yet. You know these children come to school every year less and less prepared. I just don't know what we are going to do. Things just don't seem to be getting any better.

Answer Key

Although this situation is challenging, I know you can handle it. E	Yes, we are expected to perform extra tasks before and after school. Since coming early is a challenge with your new baby, what are you going to say to the principal? E
We are all excited about the arrival of the new reading textbooks. It's a shame they weren't delivered on time. S	Johnny is quite a challenge. You poor, dear, its not fair that they put him in your room. I remember they did that to me my first year… S
I know that the classes you have been assigned mean that you have 5 preps. How have you been handling this? E	They do expect a lot out of teachers in this system. Sometimes I feel like mother, counselor, nurse. They need to hire social workers to work with these families. S
You know my room hasn't been cleaned in three days either. What are we going to do about this? S	I know you are worried because Antonio is not reading yet. You know these children come to school every year less and less prepared. I just don't know what we are going to do. Things just don't seem to be getting any better. S

Empathy	Sympathy

Categories of Concern
for Novice Teachers

Professional

System concerns
Policies and procedures
Roles and responsibilities
Community values
Communicating with families

Instructional

Observations and feedback
Obtaining resources and materials
Management/Discipline
Planning, organizing, and managing instruction
Assessing students/evaluating student progress
Using effective teaching methods
Individualizing student instruction

Personal

Emotional Support
Friendship
Encouragement
Adjusting to the teaching environment and role
Role Conflict

Scenario 1

New Teacher:

I have two girls that are driving me crazy. One of them talks every time I turn my back, and she never completes her work because she talks so much. The other encourages the talkative little girl by giggling at everything she says. She is so preoccupied with winning the approval of this girl that she doesn't get her work done. I have separated them, but they make eye contact and talk anyway. They are becoming quite good at lip reading. I don't know what to do.

Mentor:

You used one technique that I have used and that is separation of the two. This is not working however. I've had some success with telling the child that if she does not talk for 15 minutes when doing quiet work, she will get to be my special helper for the day. Then as she develops more self-control I increase the time before giving the reward. You could pick whatever reward the child would treasure. Would you like to try this?

Scenario 2

New Teacher:

Quite a few of my children are just not getting addition with fractions. I have been going over and over this concept, and they don't know anymore than they did when we started. I have considered using some manipulatives to help them understand the concept. Have you done this? What else do you do?

Mentor:

This is a hard concept for children to grasp. Every year I, too, have difficulty. Using manipulatives is a good idea. I've noticed a change in their understanding when I do this. Would you like to observe me teaching this concept in my room? Perhaps some of my techniques using manipulatives would be helpful.

Developmental Process:

- Development is ongoing
- There is a pattern and a sequence to development with each stage offering a different frame of reference through which individuals interact and act upon their worlds.

How Development Occurs:

- Growth occurs through interactions between self, others, and the environment.
- Individuals play an active role in determining the course and content of their growth and are naturally inclined to growth.

(Levine, 1989; Oja, 1991)

Developmental Process:

1. Is your development ongoing?

2. Do you look at things differently now as compared to your early growth?

How Development Occurs:

1. Have other persons or the environment influenced your development?

2. Did your actions or thoughts contribute to your growth?

Developmental Process:

1. Is the development of a new teacher ongoing?

2. Will he or she look at things differently over the course of the year, even the first month?

How Development Occurs:

1. What and who has an influence on the growth of the new teacher?

2. What impact does the new teacher have on his or her own growth?

Exploring Motivation

Why do you want to be a mentor? Complete each sentence to explore your motivation for assuming this role.

My motivation for becoming a mentor is…

This is a motivating factor because…

The motivating factor is significant for me because…

Reexamine your responses to the previous three statements and restate your primary motivation for becoming a mentor.

Qualities of Successful Mentors

	Strongly Agree	Agree	Disagree	Strongly Disagree
Personal				
I have excellent communication skills.				
I am patient and caring.				
I encourage and nurture an appreciation of diversity.				
I support and help other teachers.				
I am enthusiastic and optimistic.				
I am dependable and trustworthy.				
Professional				
I have strong skills in observing and giving feedback.				
I know teaching standards.				
I stay current in professional reading.				
I am a team player.				
I influence and know how to maneuver within the system.				
I understand school/district policies and procedures.				
I abide by school/district policies and procedures.				
Instructional				
I apply effective classroom management techniques consistently.				
I think systematically and modify instruction to meet individual needs.				
I assess student learning and modify instruction as needed.				
I set high standards for myself and my students.				
I use many teaching techniques that are proven to be effective.				
I know my curricular content area(s).				
I can explain things on many levels of difficulty, adding details as necessary.				

Mentor Training Needs

Training Objectives	Activities to Meet this Objective

Negotiating

The second training module for mentors is on negotiating the mentoring relationship. This module focuses on the elements necessary for successful mentoring relationships such as trust and effective communication skills. It also provides activities that prepare mentors to create a shared plan with the protégé for the coming year. Mentors and protégés will establish goals and develop an agreement on how they plan to meet those goals. This agreement or action plan will serve as the framework for the work of the pair.

In this module, mentors will:

1. Learn mentoring relationship phases

2. Relate new teacher emotional and developmental phases to the mentoring relationship phases

3. Explore why trust and commitment are essential

4. Reflect on the use of effective verbal and non-verbal communication

5. Investigate topics for the initial mentor-protégé meeting

6. Develop a "Mentoring Action Plan"

Blackline masters on pages V-71 – V-81 are at the end of the Negotiating module.

Topic 1
Mentor-Protégé Relationship Phases

Activity: Stages of the Relationship

Background Information

The mentor-protégé relationship progresses through various stages as each comes to know the other, and they discover how to work effectively as a pair. The rate that a protégé and mentor move from stage to stage varies. What the mentor does with the protégé will depend on the individual development of the new teacher.

Stage 1 – Getting to Know You
In the first stage, the mentor and protégé are getting acquainted and learning each other's strengths, similarities, and personal traits. They are learning how each likes to communicate, exploring the boundaries of trust, and considering how the relationship can operate most effectively. In this beginning stage, the mentor takes the lead in providing guidance to the protégé. The protégé's primary focus is on getting things done. Questions often center on an "I need to know ***now***" basis.

Stage 2 – Building a Relationship
In the second stage, the mentor and protégé begin to examine more substantive issues, such as how to deal with classroom management. The mentor begins seeking suggestions from the protégé rather than providing "pat" answers on how to handle situations. They have a better understanding of how to relate to each other and trust is likely to be present. The protégé is questioning her ability and approach in working with the students and may be overwhelmed with various responsibilities.

Stage 3 – Cementing the Relationship
Stage 3 is characterized by the strengthening of the relationship with the mentor and protégé working somewhat like a partnership. There is strong trust between the pair. They enjoy working with each other, planning, reflecting, and sharing ideas. The protégé feels more confident of her abilities. Instead of providing a solution to every problem, the mentor solicits ideas from the protégé and then offers suggestions only as requested or needed. When suggestions are provided, the suggestions include providing guidance on how to implement strategies or how to prioritize areas

of need. With the help of the mentor, the protégé is developing an ever-widening repertoire of strategies.

Stage 4 – Closing the Relationship
In the final stage, as the protégé becomes more confident and competent, the mentor begins to withdraw from the relationship and serves as a guide encouraging the protégé to become independent. Instead of providing answers to the protégé's questions, the mentor asks questions that help the protégé reflect and analyze situations. This guidance helps the protégé to develop the capability to analyze situations independently. The mentor also introduces the protégé to resources that can support self-growth. Eventually the mentor and protégé terminate the formal relationship and it is transformed into that of professional colleagues.

Note: These stages are based on a model developed by the Association for Supervision and Curriculum Development. For more information on these stages, see *Mentoring to Improve Schools: Facilitator's Guide.* (1999). Alexandria, VA: Association for Supervision and Curriculum Development.

Materials

- "Stages of the Mentor-Protégé Relationship" on page V-72

Preparation

- Review and be prepared to discuss the stages of the mentor-protégé relationship.

- Make one copy of page V-72.

Procedure

1. Distribute the handout. Introduce the first stage of the mentor–protégé relationship using the background information.

2. Ask the mentors to share at their tables any experiences they have had in working with new teachers that are illustrative of this stage. If time is available, have three or four persons share their experiences with the entire group.

3. Continue following the same procedure with stages 2 – 4. Point out or ask questions that illustrate changes in the stages. Discuss how these changes are likely to influence interactions with protégés and the types of assistance provided.

Topic 2
Relating New Teacher Phases To Mentor-Protégé Relationship Phases

Activity: Fitting the Pieces Together

Background Information

Mentors should be aware not only of the stages of the mentor-protégé relationship, but also the developmental phases of new teachers so they can provide guidance that matches developmental needs. In the previous training module, mentors were introduced to the emotional phases of the new teacher ("Emotional Phases of Novice Teachers" on page 23). Linking this information with the stage of the mentor-protégé relationship provides additional information on the types of support that are most appropriate for new teachers.

Materials

- Chart paper – 6 sheets
- Markers
- Masking tape
- Overhead transparency film
- Overhead projector and screen
- "Emotional Phases of New Teachers" on page V-73
- Blank paper

Preparation

- Write one of the following phrases on the top of each sheet of chart paper: Eagerness, Endurance, Distress, Rest and Renewal, Hope, and Reflection.

- Review information on the emotional phases of new teachers in the "Phases of First Year Teaching" in the Preparing module.

- Make one copy of page V-73 for each participant.

Procedure

1. Place the six sheets of prepared chart paper on the wall.

2. Remind the teachers that in the first training module they were introduced to the emotional phases of new teachers. Read aloud the names of each of the phases from the chart paper.

3. Ask the mentors to move from one chart to the next writing down a word, phrase, or sentence that describes what new teachers are experiencing in each phase. Remind them that they can write about what the new teachers are learning, feeling, or experiencing in their relationships with family or colleagues.

4. Read comments on each piece of chart paper making comments as needed.

5. Distribute the handouts describing the emotional phases of the new teacher. Read each phase and see if the participants would like to place additional information on the charts.

6. Ask the mentors to now relate the emotional phases of the new teacher to the stages of the mentor-protégé relationship. Have them consider which emotional phase the teacher is likely to experience at each of the stages of mentor-protégé relationship. Have them work together on this at each table.

7. Have the group share how they matched the emotional phases to the mentor-protégé relationship.

8. Lead a group discussion on how this information can be helpful as they work with their protégés throughout the school year.

Topic 3
Trust and Commitment

Activity 1: Putting the "us" in Trust

Background Information

Trust and respect are the foundations for a developmental relationship. In order for trust to develop within the mentoring relationship, the protégé needs to have confidence in the mentor's knowledge and recognize the mentor's commitment to the protégé. The protégé will most likely test the mentor's knowledge and skills to determine if the mentor knows what he is talking about before following his advice.

Materials

- Small pieces of paper
- Pens

Preparation

- None

Procedure

1. Share the background information. Tell the mentors that building trust is essential to a positive working relationship. Using small pieces of paper, have the participants write down something about themselves that is highly private and confidential and few people know. Have them fold up the paper and place it in their palm.

2. Lead them in the following discussion:

   How does this feel?

   What if someone else found this piece of paper and shared it with others?

   Under what circumstances would you share this information? With Whom? Why?

3. Have the participants think of people that they trust. Then ask them:

   Why do you trust them?

   What situations or events did you share to build trust in these individuals?

   What characteristics make them worthy of trust?

   How do you act when you are with them?

   What do you need to do to establish trust?

4. Recap by pointing out that trust is fragile and sometimes difficult to form. Actions taken by mentors prove to protégés if they are trustworthy.

Activity 2: Building a Relationship

Background Information

In order for mentors to be positive and supportive, they must create and maintain trusting and committed mentor/protégé partnerships. The following advice can help mentors build these partnerships.

- Save personal war stories for other veteran teachers. They usually do not offer protégés appropriate support. Protégés want to know what mentors can do to help them; not what mentors did before. Sometimes they do not see the relevance of the story shared.

- If novices don't accept an idea or an approach, be willing to back off. Just because it works for mentors does not mean it will work for protégés.

- Keep the relationship confidential. Refrain from discussing details of the mentoring relationship with peers. They don't need to know every success or failure of protégés.

- Mentors should plan ahead so they can be available when approached for help or when they suspect help may be needed. For example, if a mentor knows that Open House is scheduled in

a couple of weeks, she should give the protégé a "heads-up" on ways to prepare.

- Listen to the novices' concerns. They may seem unimportant to mentors, but they are important to new teachers.

- Encourage novices to reflect and question their performance.

- Take the time to debrief teaching episodes, challenging novices to explain why they took particular actions.

- Plan ways to get to know novices outside the school. This allows for more sharing and building of trust. It communicates to them that they are important and liked as individuals.

- Get to know the novices' capabilities and limitations. Don't set them up for failure.

Materials

- Adhesive notes – 3" x 3", about 10 for each participant
- Chart paper for each group of four

Preparation

- None

Procedure

1. Distribute the adhesive notes to the participants.

2. Have the participants write down one activity that would help build the mentor-protégé relationship on each of the adhesive notes. Encourage them to write as many helpful activities as they can think of in three minutes.

3. Have participants get into groups of four and share their ideas. Ask them to create a list on the chart paper of those they believe have the potential to be the most useful in the mentor-protégé relationships. Have the groups share their lists with the entire group.

4. Present the background information.

Topic 4
Effective Verbal and Nonverbal Communication

Activity 1: Hat's Off to You

Background Information – Nonverbal Communication

One of the first keys to successful communication is to minimize any barriers. Negative, nonverbal communication can be a communication barrier. Nonverbal communication often speaks louder than anything that we say. The old adage *Do as I say not as I do* holds little credence in rearing children or mentoring teachers. Sometimes it is difficult to hear words because actions speak louder than words. Research from Burley-Allen (1982) shows us the relative impact that non-verbal communication has on the listener. Words impact the listener 7%, tone impacts the listener 38%, and facial expressions, posture and gestures impact the listener 55%.

Materials

- 5 hats, caps, or construction paper crowns
- Markers
- Index cards

Preparation

- Write the following words on the cards and attach one to each hat or crown:
  Boss-respect me
  VIP-admire me
  Intelligent-listen to me
  Insignificant-ignore me
  Pitiful-pity me

Procedure

1. Ask five volunteers to come to the front of the room.

2. Place the hats on their heads. Do NOT let them see what is written on their hats.

3. Tell those with hats, they must determine what is written on their hats by the way people treat them. They should not look at the labels.

4. Organize the rest of the participants into a line where they pass silently in front of each volunteer. Have them, in their most theatric manner, treat the volunteers nonverbally according to the labels on the hats.

5. After all participants have filed past the volunteers, quiz each of the volunteers on what they think is written on their hats. Ask each how the actions made them feel.

6. Recap by pointing out that often how we treat others non-verbally has as much of an impact on how they feel about themselves as what we say. Remind them to be aware of all the nonverbal language including facial expressions, gestures, body position, space between the speaker and receiver, and the physical environment.

Activity 2: It Takes Two

Materials

- "Listen to the Speaker With" on pages V-75 – V-76
- Professional journal or book

Preparation

- Select four to five paragraphs from a professional journal or book (about 2 minutes of read-aloud text).

- Make one copy of pages V-75 – V76 and cut apart on the lines.

- Arrange six chairs at the front of the room.

Procedure

1. Ask for six volunteers to assume a role found on the cards listed on pages V-75 – V-76. Distribute one card to each person. Select one person to be the "leader" and ask them to read aloud the paragraphs selected from the professional journal or text.

2. Ask the volunteers to sit in the chairs at the front of the room. Tell the persons with the cards to read silently the descriptions on their cards and then in their best theatrical manner behave as described when the leader shares the information.

3. After the reading, have the observers discuss what happened.

4. Recap by reminding them that nonverbal communication transmits a message and that mentors should carefully consider what they are transmitting verbally and nonverbally to protégés.

Activity 3: "Be the Guide on the Side, Not the Sage on the Stage"

Background Information - Verbal Communication

Communication requires the active participation of more than one person. The sender transmits a message and a receiver gives feedback that the message was or was not received. Ineffective verbal communication can create roadblocks to building effective relationships with novice teachers. Gordon (1977) identifies 12 barriers to successful interpersonal communication: criticizing, name calling, diagnosing, praising evaluatively, ordering, threatening, moralizing, excessive questioning, advising, diverting, logical argument, and reassuring. Mentors should be aware of these barriers so communication between mentor and protégé can be as effective as possible.

Materials

- "Barrier, Description, Example" on pages V-77 – V-78
- Resealable bags
- Card stock

Preparation

- Copy pages V-75 – V-78 on card stock. Make enough copies for each group of four participants. Cut the cards apart on the lines and place each set in a resealable bag.

Procedure

1. Share the background information.

2. Distribute the resealable bags to each group. Tell the participants they will be putting a puzzle together to create a chart listing barriers to communication, descriptions of each barrier, and examples of each barrier.

3. To get them started, have the participants locate the pieces that have the words "Barrier," "Description," and "Example" and place them horizontally across the top of the table.

4. Next have them locate the pieces that are numbered 1 - 12, and align them vertically under the heading "Barrier."

5. Have the participants sort the "Examples" that are in quotation marks together. The "Description" cards are left.

6. Have the participants put the puzzle together listing the "barrier," then the "description" of the barrier, and an "example" of the barrier.

7. After each group has completed the puzzle, ask the mentors if they were the new teacher and heard these examples, how would they feel? Ask how they might respond to these words. Expect participants to challenge several of these, especially "Praising Evaluatively" and "Reassuring." Help the participants to understand that although mentors are expected to praise, guide, and reassure, these situations can create feelings of inadequacy and dependency. They can stop communication and reflective thinking. Challenge the mentors to consider their ways of responding and determine if they might be creating roadblocks to communication. Point out that some responses are so automatic that we are unaware that they shut down communication.

Topic 5
Initial Meeting with Protégés

Activity: Initial Conversations

Background Information

At the beginning of the school year, it is important for mentors to take the lead. Often new teachers think they shouldn't bother busy mentors, some don't know what to ask, or others may be embarrassed to admit they don't know certain things. New teachers have many conflicting emotions during this time. While a new teacher is excited about the new job, they are also anxious about many things, including the relationship with the mentor. It is the responsibility of the mentor to alleviate any anxiety about the mentor/protégé relationship.

The first meeting between mentor and protégé will determine the context within which the mentoring relationship will grow. Therefore, this initial contact is critical. Mentors set the tone for the first meeting. It is important that they listen well and use reflective listening. As mentors listen, they should try to understand not only what is being said but the feelings behind the words as well. Mentors should empathize and offer support.

Beginning a new relationship can be awkward for both the protégé and mentor. Developing an outline for the first meeting can be helpful. Consider the following suggestions.

Begin the conversation by getting a feel for the new teacher's experiences and insights. Ask about background and education. Develop questions that will allow the protégé to share this information. It might be helpful to jot down notes to remember important information. Possible questions are: "Tell me about your student teaching experiences. What did you learn? What are your teaching strengths? What are your hobbies? Tell me about your family. What name do you prefer to be called?"

At some point in the middle of the conversation, the mentor could ask, "Have you planned for the first few weeks of school?" Offer assistance to help during the first two weeks of school with instructional needs and managing students. Give them information on school policies and procedures. Be aware that the protégé may not ask for help. The new teacher may not realize or may be reluctant to admit help is needed. Set up a routine time to share

information, questions, and concerns. Discuss the purpose and goals of the mentoring program.

At the end of the conversation, share some information about yourself, why you agreed to be a mentor, and why you will be a good mentor. You might share your previous experiences, education, and background. Talk about your strengths and areas you are working to improve. This discussion sets the stage for your protégé's continued professional development by illustrating you are continuing to grow professionally. Also share positive information about the school/school system and what it was like to be a new teacher when you started. Empathize with the new teacher.

Materials

- "Mentor-Protégé Meeting Log" on page V-79

Preparation

- Make one copy of page V-79 for each participant.
- Read through this information and complete the log on page V-79 to use as an example if needed.

Procedure

1. Share the background information.
2. Distribute page V-79 to each mentor. Ask them to team up with another mentor and develop an outline for the first conversation. Point out that they can record the outline under the heading "Discussion Points."
3. Have each team role-play the first conversation using the outline that they have developed. Then ask them to complete the remainder of the log based on the conversation they had in the role-play.
4. Point out that the log can be used at each meeting to provide a structure and a system of accountability for their work together. Emphasize that the log is for their use only and should remain confidential.

Topic 6
Mentor-Protege Action Plan

Activity 1: Establishing Ground Rules

Background Information:

A Mentor–Protégé Action Plan is an agreement between the mentor and protégé that establishes the expectations and steps that will be taken for learning and growth to occur. There are critical steps in creating a Mentor-Protégé Action Plan: setting goals; identifying how the goals will be met; creating timelines; designating responsibility; and determining how the partners will know the goals have been met. The plan must be developed by the mentor *and* protégé with all elements agreed upon by both parties.

A mentoring relationship has a much better chance of being successful if it is guided by specific ground rules. Ground rules detail the behaviors and the procedures that will direct the work listed in the Mentoring Action Plan. Ground rules can include how often the pair will meet, how they will relate to each other, how they will deal with outside influences such as disruptions, confidentiality boundaries, and so on. Ground rules help the pair understand what to expect from each other so they can operate more efficiently and be more relaxed and open. Some sample ground rules are:

- Mentor and protégé will give their undivided attention to the topic of the meeting
- All matters discussed in the meeting are confidential
- Cell phones will be turned off during the meeting
- Differences of opinion will be respected
- Mentor and protégé will listen carefully to each other

Mentor and protégé should establish the ground rules together. These ground rules should state the behaviors of each person so these actions will be clear and expected by both parties. From time to time it is important for the pair to review the ground rules and make certain they are clear and working as planned.

Materials

- Chart paper
- Masking tape
- Markers

Preparation

- Read background information.

Procedure

1. Present the background information to the mentors.

2. Ask the mentors to get into groups of four. Have two persons pretend they are novice teachers and two mentors. Ask each group to generate a list of ground rules that they think are essential for operating as a pair. When each group has created their list, have them share it with the other.

3. Give each group a sheet of chart paper. Ask each group to decide on the four most important ground rules and write them on the piece of chart paper. When completed, have them post the paper on the wall.

4. Have each group read their ground rules. Remind the mentors that while this activity raised their awareness of the types of ground rules that could guide the work of the pair, that the novice teacher must be involved in their creation.

Activity 2: Setting Goals

Background Information

Mentor-Protégé action plans focus on the goals established by mentor and protégé. The first step in developing the action plan is identifying goals. Mentoring relationships can fail if they do not focus on targeted learning goals. Care must be taken in creating goals to make certain they are precise, descriptive, measurable, and achievable.

Materials

- Overhead transparency film
- Overhead projector and screen
- "Evaluate Your Goals" on page V-80

Preparation

- Make an overhead transparency of "Evaluate Your Goals" on page V-80.

- Review this section and insert appropriate anecdotes from your experiences.

Procedure

1. Share the background information with the mentors.

2. Place the transparency "Evaluate Your Goals" on the overhead projector. Read and discuss each of the questions adding your own comments and experiences.

3. Ask the mentors to pair up and develop two goals that would be appropriate for a new teacher. After the goals are selected, have them read the questions on the transparency to assess the goals. Have them make adjustments if necessary.

4. Ask some of the mentors to share their goals with the rest of the group. Have the group assess if the goals are precise, measurable, achievable, and describe the outcomes.

5. Point out that goal setting provides the focus for the mentoring relationship and keeps the work focused and the pair accountable.

Activity 3: How Do We Get There?

Background Information:

Once the goals are identified, the pair must then decide how the goals will be met. What will the novice teacher need to do to meet the goals? What will the mentor need to do to support attainment of the goals?

Materials

- "Mentor-Protégé Action Plan" on page V-81

Preparation

- Make two copies of page V-81 for each participant.

Procedure

1. Distribute the copies of the "Mentor–Protégé Action Plan" (page V-81) to each participant. Tell them one copy should be kept to use with their protégés and the other for this activity.

2. Ask the pairs who created goals to work together. Have them record their goals in the appropriate space on the action plan handout.

3. Next ask one person in the pair to pretend to be the novice teacher and the other the mentor. Ask each to identify responsibilities necessary to meet the goals. Have them record these responsibilities on the action plan sheet.

4. Ask each pair to share the responsibilities with another pair.

5. Point out that designating responsibilities clarifies what each person in the partnership must do to better ensure goals are met.

Activity 4: When and How Will We Know?

Background Information:

The final step in the development of the action plan is to establish a timeline for attainment of the goals and to decide how the pair will know they are being successful in meeting their goals. The action plan should include a time for beginning goal activities, times for checking progress toward attaining the goals, and an end date. The action plan should also list how the pair will assess attainment of the goal(s).

Materials

- "Mentor-Protégé Action Plan" used by pairs in Activity 3: *How Do We Get There?*

Preparation

- None

Procedure

1. Present the background information to the group.

2. Tell the pairs formed in the previous activity that they will continue to work together in creating the action plan. Each should assume the role they portrayed in the previous activity, "How Do We Get There." Ask them to create timelines for meeting the goals. Also have them think about success criteria or what they can use to judge their progress. In other words, what will they see or be doing, or what will students be doing?

3. Give the pairs time to complete the timeline section and the criteria for success section. Have them share this with another pair at their table.

4. Finally, tell the group the action plan is complete when both mentor and protégé sign the plan. Tell them both mentor and protégé should have a copy of the plan and bring it to each meeting. The pair should use the plan to guide work and check progress. They should periodically determine if the plan is proceeding as outlined. If not, they should determine if this is because of their actions or lack of action, or perhaps more urgent needs have been identified. If needed, the pair can develop a new plan that both agree upon.

Masters

Stages of the Mentor-Protégé Relationship

Stage 1 – Getting to Know You
In the first stage, the mentor and protégé are getting acquainted and learning each others' strengths, similarities, and personal traits. They are learning how each likes to communicate, exploring the boundaries of trust, and considering how the relationship can operate most effectively. In this beginning stage, the mentor takes the lead in providing guidance to the protégé. The protégé's primary focus is on getting things done. Questions often center on an "I need to know ***now***" basis.

Stage 2 – Building a Relationship
In the second stage, the mentor and protégé begin to examine more substantive issues, such as how to deal with classroom management. The mentor begins seeking suggestions from the protégé rather than providing "pat" answers on how to handle situations. They have a better understanding of how to relate to each other and trust is likely to be present. The protégé is questioning her ability and approach in working with the students and may be overwhelmed with various responsibilities.

Stage 3 – Cementing the Relationship
Stage 3 is characterized by a strengthening of the relationship with the mentor and protégé working somewhat like a partnership. There is strong trust between the pair. They enjoy working with each other, planning, reflecting, and sharing ideas. The protégé feels more confident of her abilities. Instead of providing a solution to every problem, the mentor solicits ideas from the protégé and then offers suggestions only as requested or needed. When suggestions are provided, the suggestions include providing guidance on how to implement strategies or how to prioritize areas of need. With the help of the mentor, the protégé is developing an ever-widening repertoire of strategies.

Stage 4 – Closing the Relationship
In the final stage, as the protégé becomes more confident and competent, the mentor begins to withdraw from the relationship and serves as a guide encouraging the protégé to become independent. Instead of providing answers to the protégé's questions, the mentor asks questions that help the protégé reflect and analyze situations. This guidance helps the protégé to develop the capability to analyze situations independently. The mentor also introduces the protégé to resources that can support self-growth. Eventually the mentor and protégé terminate the formal relationship, and it is transformed into that of professional colleagues.

Emotional Phases of New Teachers

Eagerness:
At the beginning of the year, new teachers are eager to begin their teaching career. They are ready to change the world. *They don't know, and they don't know that they don't know.*

Endurance:
As the school year begins, new teachers are learning a great deal and are also discovering there is much that they do not know. They are instantly challenged with a variety of situations and problems for which their college experiences have not prepared them. The day-to-day experience of teaching is much more daunting than anticipated, and they are working at a fast pace just to keep up. Since they do not have lesson plans, they are spending a great deal of time developing them. Despite the long hours and heavy workload, they remain committed. T*hings aren't going well, but they don't know why.*

Distress:
After about two months, new teachers begin to question their abilities and knowledge. Classroom management problems are becoming challenging. In addition, there are increased responsibilities such as the first report card, School Open House, and PEPE evaluations. In an effort to keep up with the day-to-day teaching and increased responsibilities, their stress levels are elevated, and some are suffering from insufficient sleep. Relationships with family and friends are strained. Thankfully, Thanksgiving and Christmas holidays are just around the corner. *They now know that they don't know.*

Rest and Renewal
Finally a break comes at the end of the calendar year. This gives the new teacher time to renew relationships with family and friends and get some much needed rest. Many use this time to organize and plan curricula.

Hope
Teachers return after the break believing that perhaps they can be a successful teacher. They know more about school and district policies and procedures and the realities of teaching. Although they may experience difficulties, they also experience success. Their attention shifts from themselves to learning and applying effective instructional strategies. They see growth in their students which is rewarding, yet they are worried about state-mandated tests and if they have adequately covered the curriculum. *They now know, but they don't know they know.*

Reflection

Toward the end of the school year, new teachers begin to think about what they have accomplished and what remains a challenge. They begin to plan how they can improve instructional program and how they can better manage classroom and student behavior. This brings them full circle, eager to begin the new school year. *They now know, and know that they know.*

Adapted from: Moir, E. (1999). The stages of a teacher's first year. In M. Scherer, (Ed.), *A Better Beginning* (pp. 19-23). Alexandria, VA: Association for Supervision and Curriculum Development.

Listen to the speaker with:

Eyes: maintain eye contact
Head/face: nodding/smiling
Arms and Legs: uncrossed
Body: leaning forward

You are very receptive to what is being said. Try to make the sender feel important. You are very interested in the information being shared.

Listen to the speaker with:

Eyes: eyes scrunched
Head/face: still/no smiling/ confused look
Arms and Legs: uncrossed
Body: leaning slightly forward

You are totally confused by what is said or why the speaker is telling you this. It might as well be a foreign language.

Listen to the speaker with:

Eyes: maintain eye contact/ glaring
Head/face: nods/forced smiling
Arms and Legs: both crossed
Body: sitting rigidly in chair

You are very angry about something that has just happened to you. You just can't seem to get over your feelings. Your mind is on the previous event and not on what is being said.

Listen to the speaker with:

Eyes: some eye contact, but mostly looking around
Head/face: nods/no smiling
Arms and Legs: hands crossed on lap; legs crossed; foot tapping
Body: leaning back

You are distracted because of so many other things that need to be done. You have a very important appointment across town in ten minutes. However, you do want to be polite.

Listen to the speaker with:

Eyes: looks at the speaker, no eye contact
Head/face: head propped on one hand
Arms and Legs: crossed legs; one arm holding the other
Body: slouching

It has been a long day. All you really want to do is go home and rest. However the speaker insists on telling you this story.

Barrier	*Description*	*Example*
1. Criticizing	Negative evaluation	"This is all your own fault."
2. Name calling	Stereotyping	"You're just a rookie, none of you know what to do."
3. Diagnosing	Analyzing behavior	"Just because you just got out of college doesn't mean you know everything."
4. Praising Evaluatively	Making positive judgments	"You are the ideal teacher, you do everything perfect."
5. Ordering	Demanding the person follow your instructions	"I expect you to have your lesson plans finished by tomorrow."
6. Threatening	Manipulating actions through warnings and threats	"If you don't show up at the staff development training, I'll report this to the principal."

7. Moralizing	Preaching	"You shouldn't wear such short dresses, it makes you look cheap, not professional."
8. Excessive Questioning	Asking convergent questions	"Did you spend a lot of time preparing that reading activity?"
9. Advising	Solving their problems	"If that child were in my classroom, I would …"
10. Diverting	Ignoring problems by focusing attention elsewhere	"You think that you spend a lot of personal money for classroom supplies, when I was a new teacher, I…"
11. Logical Argument	Using appeals or logic without considering associated guilt	"If you had gone to that meeting instead of picking up your son at the ballpark you would have that information."
12. Reassuring	Changing the others negative feelings.	"Don't worry about the evaluation, they'll still renew your contract."

Source: Gordon, T. (1977). *T.E.T. Teaching Effectiveness Training*. United Kingdom: Longman Group.

Mentor/Protégé Meeting Log

Protégé: _____ Mentor: _____
Date: _____ Time: _____

Goal(s):

Discussion Points:

Next Steps	Person Responsible	Start Date	End Date	Assessment

Evaluate Your Goals

Are the goals **precise**?

Goals are concise, clear, and state what will be accomplished.

Are the goals **measurable**?

Goals can be measured in some way.

Are the goals **achievable**?

Goals are realistic and can be attained with available resources.

Do the goals **describe the desired outcome?**

Results will be clear when the goals are attained.

Mentor-Protégé Action Plan

Goals	Strategies/Activities	Person Responsible	Begin Date	End Date	Evidence of Completion

Barriers to Communication Statements

Statement 1: "This happened because you didn't schedule a conference with the parents to show her the child's progress against the standards. You're just inexperienced. With experience you will learn how to handle situations like this.

Statement 2: "You must schedule a conference right away."

Statement 3: "You better schedule a conference, or I'm going to report this to the principal."

Statement 4: "If only you had followed the guidelines, this wouldn't have happened."

Statement 5: "I know this mother. She just went through a divorce. What do you know about that? Has she talked about it?"

Statement 6: "This is what you need to do. Call the parent and schedule a conference right away to discuss her progress."

Statement 7: "You handled this the wrong way. You should never begin a conversation like this when you have only a short time. Next time you need to….."

Statement 8: "Oh that's interesting, but did you know that Mr. Smith is going to Jamaica next week?"

Statement 9: "Oh don't worry about that. I'm sure things will be better tomorrow."

Statement 10: "I know this is important to you, but right now I am very busy."

Statement 11: "You think you have problems!"

Barriers to Communication
Answer Key

Statement 1: "This happened because you didn't schedule a conference with the parents to show her the child's progress against the standards. **(D*iagnosing and Criticizing*).** You're just inexperienced **(*Name Calling*).** With experience you will learn how to handle situations like this."

Statement 2: "You must schedule a conference right away." ***Ordering***

Statement 3: "You better schedule a conference, or I'm going to report this to the principal." ***Threatening***

Statement 4: "If only you had followed the guidelines, this wouldn't have happened."
Moralizing or Preaching

Statement 5: "I know this mother. She just went through a divorce. What do you know about that? Has she talked about it?" ***Inappropriate questions***

Statement 6: "This is what you need to do. Call the parent and schedule a conference right away to discuss her progress." ***Advising*** (NOTE: in some situations this is not a barrier)

Statement 7: "You handled this the wrong way. You should never begin a conversation like this when you have only a short time. Next time you need to….." ***Lecture***

Statement 8: "Oh that's interesting, but did you know that Mr. Smith is going to Jamaica next week?" ***Diverting***

Statement 9: "Oh don't worry about that. I'm sure things will be better tomorrow." ***Reassuring***

Statement 10: "I know this is important to you, but right now I am very busy." ***Withdrawing***

Statement 11: "You think you have problems!" ***Sarcasm***

Barriers to Communication

JUDGING

- Praising Evaluatively
- Name Calling and Labeling
- Criticizing
- Diagnosing – analyzing motives instead of listening

SOLUTIONS

- Inappropriate Questioning or Advising
- Lecturing
- Ordering
- Advising
- Threatening
- Moralizing or Preaching

AVOIDING THE OTHERS' CONCERNS

- Sarcasm
- Diverting
- Withdrawing
- Reassuring

Someone's Watching Over Me

1. How many times have you been observed?
2. How often?
3. How long ago was the last time?
4. Who observed you?
5. Why?
6. How did you feel?
7. What happened before the observation?
8. How did that make you feel?
9. What did the observer do during the observation?
10. How did you feel?
11. What happened as a result?
12. How did that make you feel?

13. What effect might your observations have on your protégé?

The Planning Conference

1. Decide collaboratively on the area of instruction that will be the focus of the observation

2. Inform the protégé that you will be recording significant behaviors and words related to the focus

3. Agree on a time and place for the post-conference to discuss the observation

Observation Notes

Date_____ Time_____ Setting_____

PURPOSE/FOCUS OF OBSERVATION:

OBSERVATION:

QUESTIONS/COMMENTS:

Directive Informative Approach

1. **Identify the problem or restate the focus of the observation. Seek clarifying information if needed.**

2. **Offer solutions to the problem. Ask the novice teacher which solution(s) she would like to try. Ask if she has additional ideas.**

3. **Repeat the chosen solutions. Confirm with the novice teacher that these are the solutions she wants to try. Ask the teacher to restate the final choices.**

4. **Schedule a time for a follow-up meeting**

Based on Carl Glickman's model of Developmental Supervision

Reflective Questions to Use After Observation

Questions for the mentor

1. What do you think went well with your conversation with the protégé?
2. What would you change when you work with the protégé next time?

Questions for the protégé

1. How did the mentor help you?
2. What areas have you identified for next steps?
3. Are there things you would like to change for your next interaction with the mentor?

Adapted from: Glanz, J., & Sullivan, S. (2000). *Supervision in Practice. 3 Steps in Improving Teaching and Learning.* Thousand Oaks, CA: Corwin Press.

Collaborative Approach

1. **Identify the problem or restate the focus of the observation from the new teacher's perspective. Seek clarifying information if needed.**

2. **Listen and reflect on what is heard to eliminate misunderstandings.**

3. **Begin collaborative brainstorming obtaining the new teacher's ideas first.**

4. **Negotiate options through discussion and problem-solving.**

5. **Agree on a joint plan, and schedule a follow-up meeting.**

Based on Carl Glickman's model of Developmental Supervision

Reflection

Observation-Coaching Cycle

What are some of the most significant points that you learned about the observation-coaching cycle?

How are you going to use this information in your work with new teachers?

Give each table a sheet of chart paper, and ask them to record their ideas.

1. Have each group place their paper on the wall and one person from each group read the suggestions to others.

Activity 2: Celebrate Mentor Success

Background Information

Just as new teachers should be recognized for their accomplishments, mentors should also be acknowledged and praised for their work. Various mechanisms can be used to celebrate mentor success. Some districts may choose to have a party, others may highlight their work in newsletters or on web pages, and some may provide recognition at school board meetings. It is important, at a minimum, to provide sincere, verbal praise to these individuals for sharing their expertise, time, and support with new teachers.

Materials

- None

Preparation

- Place the chairs in a circle

Procedure

1. Have everyone sit in the circle. Tell the mentors that it is likely that they have experienced moments when they were very proud of their work with the protégés. They may be proud of how they raised the protégé's confidence when discouraged. They may have helped the protégé learn how to successfully navigate the system. Some may have helped the protégé more effectively apply proven teaching strategies. Tell them the purpose of this activity is for them to recognize their accomplishments.

2. Tell the mentors that you would like for them to make an "I'm proud" statement. These statements should reflect something that is a source of pride in how they worked with their protégé. These statements could begin "I'm proud that I was able to…." or "I'm proud that…"

3. Begin my making your own "I'm proud …." statement, then give others an opportunity to speak. There may be pauses between statements. Encourage them all to share but recognize that some may not choose to participate.

4. At the conclusion, acknowledge the statements and thank them for their work.

Masters

Mentor Reflection

1. What mentoring goals did you have for this year?

2. Do you feel that you met these goals? If yes, why were you successful? If no, why were you not successful?

3. What did you know about mentoring before assuming this role?

4. What would you like to learn more about?

5. What makes you a good mentor?

6. What aspects of mentoring do you feel least confident about?

7. What can you do to build confidence?

Mentor Action Plan

Mentor's Name _____ Date Developed _____

Goals	Strategies/Activities	Begin Date	End Date	Evidence Of Completion

New Teacher Reflection

1. What goals did you have for this year?

2. Do you feel that you met these goals? If yes, why were you successful? If no, why were you not successful?

3. What did you know when you entered the teaching profession?

4. What would you like to learn more about?

5. What do think you do very well?

6. What do you feel least confident about?

7. What can you do to build confidence?

Mentor-Protégé Action Plan

Goals	Strategies/Activities	Person Responsible	Begin Date	End Date	Evidence of Completion

Action Plan

Goals	Strategies/Activities	Begin Date	End Date	Evidence of Completion

Protégé Signature: _____ Date _____

Mentor-Protégé Reflection

1. What goals did mentor and protégé set for this year?

2. Do you feel that you met these goals? If yes, why were you successful? If no, why were you not successful?

3. What did you know about the mentoring process before working together?

4. What did you not know that you wish you had?

5. What has worked well with your mentoring relationship?

6. What areas of the relationship could be improved? How could you make this improvement?

7. What would you like to learn more about or do more frequently?

Resources

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Induction Program Planning Form

Activities	Actions to be Taken	Starting and Ending Dates	Resources Needed	Persons Responsible

Appendix A

Get-Acquainted Activities for Novice Teachers

- Ask the teachers to sit in a large circle. Read the following partial statements, providing time for each person to respond. Allow persons to pass if they do not want to respond.
  "When I daydream, I usually think about..."
  "My favorite food is..."
  "I am most happy when..."
  "The quality I most value in a friend is..."
  "Someday I want to..."

- Give everyone a 3x5-inch card or slip of paper, a pen, and a straight pin. Ask them to write on the card a name of a famous person in large letters and then pin it on the back of another teacher without telling them who that person might be. Tell them to begin trying to discover the name on their card by moving from person to person and asking each person one question. They must continue asking each person one question until they identify the name written on their card.

- Divide the teachers into groups of four. Give each group a packet containing two 3x5 inch cards, two paper clips, four toothpicks, and one pencil. Tell them they have 10 minutes to create a household item that everyone must have. Let them know that unique ideas are encouraged. At the end of the ten minutes, stop them and tell them they must prepare a three-minute presentation on the item to the group. Praise all efforts.

- Prepare slips of paper with one question from the list below written on each slip. Divide teachers into groups of four to eight. Put slips of paper into a box. Pass the box from person to person with each taking out one slip of paper, reading the question, and responding. Anyone has the right to pass.
  Questions:
  What makes you happy?
  What is your favorite food?
  What do you do to have fun with your friends?
  What is your favorite book?
  What would you do if you were president?
  What do you consider to be the most important quality in a friend?
  What do you do when you really get angry?
  What would you do with a million dollars?
  What is your favorite sport?
  What makes you angry?
  Where would you like to be right now if you could be magically transported there?
  What famous person would you like to be?
  What foreign country would you like to visit?

Questions to Consider
When Planning Formal Orientation

1. What information should be introduced to novice teachers in formal orientation?

   Professional –
   Instructional –

2. How will the personal needs of novice teachers be addressed?

3. Who should be involved in planning formal orientation?

4. Where will the orientation session(s) be held?

5. What length of time will be scheduled for formal orientation?

6. How will the information be presented?

7. Who will be presenters at the formal orientation sessions?

8. Are there special materials that need to be gathered for distribution?

9. What materials should be sent to teachers before the session?

10. What types of follow-up will be necessary?

11. Who is responsible for follow-up?

Planning Grid for Formal Orientation

Topic	Presenter	Presentation Method	Time Needed

Appendix D

Responsibility List

Responsibility	Person(s) Responsible
Establishes goals and expectations for program	
Recruits potential mentors	
Screens potential mentors	
Matches mentors to protégés	
Provides orientation to mentoring	
Informs school faculty of their responsibilities to protégés	
Plans professional development for mentors	
Provides professional development for mentors	
Arranges the first meeting between mentors and protégés	
Arranges a location for mentors and protégés to meet	
Works with mentors and protégés to find best time for them to meet	
Has ongoing communication with mentors	
Has ongoing communication with protégés	
Evaluates mentoring program	
Plans professional development for novices	
Provides professional development for novices	
Explains mentoring program to the community	
Provides recognition to mentors and protégés for efforts and achievements	
Serves as a mediator if problems occur	
Supervises and supports mentors	
Coordinates mentor program with other programs in the district	
Creates time for mentors and protégés to meet	
Selects mentor program director	
Supervises mentor program director	

Key Questions to Consider
When Designing a Mentoring Program

School districts launching a mentoring program should find the questions listed below helpful in the planning process. These questions come from the National Education Association Foundation for the Improvement in Education and are listed in its publication "Creating a Teacher Mentoring Program." This document can be found on the worldwide web at http://www.nfie.org/publications/mentoring. html.

1. Do we have existing mentoring policies and are these effective?

2. What policies and practices are barriers to mentoring and how can these be overcome?

3. What partners should be involved in the creation of the mentoring program and how?

   District administrators and school board members?
   Teacher association leaders?
   Parents?
   University faculty?
   Retired teachers?
   Others?

4. Do we need a formal, written governing agreement for our mentoring program? Who should be the parties to this agreement?

5. Who will be involved in providing ongoing direction for the mentoring program?

   District administrators and school board members?
   Teacher association leaders?
   Parents?
   University faculty?
   Retired teachers?
   Others?

6. Which teachers will receive mentoring?

   First-time teachers right out of college?
   Teachers new to the state, new to the school district, or new to a school?
   Teachers experiencing a change in grade level, type of assignment,

or cultural environment?
Veteran teachers who are experiencing difficulties?

7. Will participation in the mentoring program be mandatory or voluntary?

8. How long will a protégé participate in a mentoring program?

9. How frequently should mentoring activities occur?

10. What is the best way to provide time for mentoring?

11. Will our teacher-mentors be full-time or will they have classroom duties, too?

12. How long will mentors serve?

13. What is our target mentor-protégé ratio?

14. How will we ensure that the mentor-protégé relationship remains confidential?

15. What operational changes need to be made in our schools to make mentoring possible?

16. Do we need to change the nature of new teachers' initial assignments?

17. Do mentors and protégés have ready access to e-mail and telephones?

18. How will our university partners prepare teachers to give and receive peer assistance?

19. How will retired teachers become involved in the program?

20. What incentives should be provided for those who serve as mentors?

Electronic Collaboration: Using Technology in the Mentoring Process

Benefits of Using Technology in the Mentoring Process

Research shows that teachers who participate in a mentoring program during the first few years of their teaching careers become better teachers and stay in the classroom longer than those who do not have mentors to ease their transition into the profession. However, there are often barriers to creating an effective mentoring relationship, especially those of time and distance. Introducing technology to the mentoring relationship can help overcome time and distance problems.

Sometimes distance constraints prohibit teacher pairs from reflecting and learning from each other. Desktop computer technology allows teachers who are separated, whether it is by a few classrooms or many miles, to communicate, observe, and learn from each other. Technology provides a window into other teachers' classrooms when the physical presence of another individual might not be possible or conducive to the learning experience. Also, teachers using desktop computer technology can set their own agendas and create learning situations that fit their particular needs at a time that is convenient for them.

An electronic collaboration component was part of the pilot of the Alabama Induction and Mentoring Program. Selected mentors and their protégés were provided with technology equipment that would extend their ability to communicate with each other beyond face-to-face sessions and exchange information in many forms. Participating teachers were trained to use the technology to make classroom observations as independent of time and distance as possible. Based on the results of the pilot, the following information and suggestions for implementation are provided for school systems considering the use of technology to augment the mentoring relationship.

The Technology

Since resources vary from school system to school system, three levels of electronic collaboration implementation are outlined on the following page to include high-tech, mid-range, and low-tech equipment configurations.

A high-tech and ideal configuration of equipment would include the following:

- Laptop computer with built-in video digitizing capabilities (or attached external video digitizing device)
- CD and/or DVD burner
- Access to high speed Internet connection
- Pan-tilt-zoom video camera
- Wireless sound system with lapel microphone
- Video editing software

The teachers in the pilot were supplied with the above listed equipment in order to gain the most benefit from a portable technology solution. The object was to allow teachers to video themselves teaching, record and edit the video footage, use movie-editing software, burn it to a CD (for archival purposes) and then send the video with embedded questions or comments to their partner teachers. The video can be sent as an e-mail attachment if high-speed access to the Internet is available.

A mid-range configuration of equipment might make use of existing computer equipment that has been upgraded to handle the technical demands of desktop video production. The upgrade might consist of any or all of the following depending on the quality of the available computer:

- Additional RAM memory
- External digitizing device
- External hard drive to meet increased storage demands
- External CD burner
- Video camera (digital or analog)
- Wireless sound system with lapel microphone

A more “low-tech” solution makes use of a standard video camera to record the protégé or mentor teacher while she is teaching. Videotapes can be exchanged so that the partner teacher can view the tape at his or her convenience. The tapes can then become a part of the teacher’s professional portfolio. The disadvantage to the low-tech solution is that someone needs to be present to operate the video camera.

- Video camera
- Wireless sound system with lapel microphone

Issues Related to Implementation

The effective use of the equipment described above requires that both the mentor and the protégé have the skills to use the equipment in conjunction with the mentoring process. The learning curve is steep for those who are not at least moderately knowledgeable in the use of technology.

It is important to assess skill levels early on and plan professional development accordingly. Skill levels will impact the amount of training needed and the time it will take to realize the full potential of the technology. Follow-up and assistance with technical, management, and support issues should continue throughout the year.

Training should be hands-on and involve the mentor and the protégé working together. If possible, it should begin prior to the opening of school to allow time for concentrated practice. The training facility should have high-speed Internet access so teachers can practice sending attachments and video files.

Teachers need access to technical support on a timely basis at the building as well as the district level. They may also need assistance with classroom management issues that can arise when setting up and using the equipment.

In some cases the veteran teacher may have less experience with technology than his or her protégé. This situation can have a positive impact. If managed properly, it provides an opportunity for the new teacher to contribute to the relationship, build self-confidence, and work in collaboration with the mentor.

Principals and other administrators should receive an orientation to electronic collaboration. They will be better able to provide support if they have an understanding of the technology and equipment involved as well as the purpose and benefits of e-mentoring.

Suggested Activities and Applications

Produce a video of a lesson for the mentor to observe.

Desktop video production technology can be a vehicle for the mentors to observe a lesson taught by his or her protégé. In this activity, the mentor views a lesson that has been captured by video and burned onto a CD. It is possible for the protégé to include a written lesson plan and self-assessment of the lesson on the CD along with the video. If the system has high-speed, broadband Internet access, it may be possible to send the

video via e-mail. (Note: If the video is very long, it will take considerable time to do this.)

After viewing the video, the mentor and the protégé can discuss the lesson in a face-to-face conference, via e-mail or by telephone. In the conference, the mentor provides personalized feedback on the strengths observed and gives suggestions for improvement with time provided for protégés to ask questions or clarify conditions.

After creating the video, it is important that the protégé take some time for reflection and self-assessment. Here are some suggested questions for analyzing the lesson:

- What were the goals of the lesson? Why was it being taught?
- What environment or class structure was used for the lesson? (Example: cooperative learning groups, project-based learning)
- Give concrete examples of specific teaching strategies used during the lesson. (Example: "When I was questioning Johnny, I used scaffolding to…")
- What evidence of student learning was exhibited? Were the goals of the lesson met? Why or why not?
- What would you do differently if you taught the lesson again?

The mentor teachers can then write a short commentary on the lessons they observe:

- What did they see that worked? Why?
- What did they see that didn't work? Why not?
- What suggestions do you have for improvement? What would you suggest that the teacher do differently? Why?

Maintain a portfolio of video files from the novice teacher demonstrating increased competence.

Through desktop video production, the novice teacher can maintain videos of various lessons taught throughout the year. Lessons should be videoed and archived on a regular basis and used to demonstrate increased mastery of teaching standards and skills. The mentor and novice teacher can review these clips periodically and adjust goals as needed.

Maintain a portfolio of video files from the mentor teacher demonstrating ideal teaching strategies.
Using the same technology, it is easy for the mentor teacher to video herself teaching a lesson using ideal teaching environments and strategies as a demonstration or model lesson for the protégé teacher. The same sort of analysis described above should take place with the protégé watching the lesson to see what works and why. The mentor teacher should also supply information as to the goals and purpose of the lesson as well as evidence of learning and understanding on the part of the students.

Create mentoring opportunities for those who teach specialty areas.
In small districts, it is possible that new teachers teaching subjects such as art, music, or a foreign language may not have access to a mentor in their specialty within their district. Even in large districts, there may not be another teacher in a particular specialty available for mentoring within the school. Technology gives new teachers the opportunity to be mentored by others in their specialty area even if this person lives many miles away. In order for this to be successful, districts must work cooperatively to match mentors in these specialty areas. Periodic, face-to-face meetings should be arranged to give this mentoring relationship a personal touch.

Using the technology, teachers in specialty areas can plan lessons together, implement the lessons in their classrooms, and then meet again via e-mail to discuss implementation. This pairing is particularly important to the novice teacher's instructional growth.