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AUTHOR Emrick, William S.
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ABSTRACT

This handbook focuses on the development of a mentor program at the Ferguson-Florissant School District in Missouri. The states's Excellence in Education Act suggests and the recently amended rule for teacher certification requires that beginning teacher support systems include a mentor program. The purpose of this program is to give new teachers opportunities through training and assistance to improve their chances of achieving a successful teaching career. It also provides mentor teachers with the opportunity for sharpening skills that are already present and to expand upon teaching skills and knowledge. The program is described under these topics: (1) program goals; (2) mentor selection criteria; (3) mentor teacher's tasks and duties; (4) definition of new teacher; (5) new teacher training; (6) program administration; (7) program evaluation; (8) mentor's function(s); (9) mentor teacher qualities; (10) mentor behavior; and (11) beneficial aspects. Appended are 20 case studies, a list of what mentors can do, and sample professional development plans for a beginning teacher. (SI)

MENTORING HANDBOOK

OFFICE OF HUMAN RESOURCES

FERGUSON-FLORISSANT SCHOOL DISTRICT

"I've come to a frightening conclusion
that I'm the DECISIVE ELEMENT
in the classroom. It's my personal approach
that creates the climate. It's my daily mood
that makes the weather. As a teacher, I
possess a tremendous power to make a
child's life miserable or joyous. I can
be a tool of torture or an instrument
of inspiration. I can humiliate or
humor, hurt or heal. In all situations,
it is my response that decides whether a
crisis will be escalated or de-escalated and
a child humanized or de-humanized." Haim Ginott

Why Beginning Teachers Fail—

And What You Can Do About It

Bernice Stone

Too many new teachers flunk the sink-or-swim test without seeking help from the principal.

One of my best student teachers gave up teaching last spring. I was shocked that such an intelligent and mature individual would quit after her first year.

She had called me at the university from time to time to ask for help and advice. Unfortunately, the problems she faced were not ones I could solve. She had begun working on the first day of school with no time to prepare for her class, a combination of fifth and sixth graders that included some of the worst behavior problems in the school. She had coped valiantly, working long hours and trying to deal with her many problems. Of course, she knew the last person to turn to was her principal, because that would be a sign of weakness or incompetence. The concept of "sink or swim" was firmly instilled in her.

Finally, in December, unable to deal with the situation any longer, she called her principal, crying on the phone in desperation. The principal arranged for

Bernice Stone is an associate professor of education at California State University in Fresno

a mentor teacher to work with her, and removed an emotionally disturbed child who was creating havoc in her classroom. But the damage was done. Discouraged and disillusioned, she resigned in June.

This is not an isolated incident. Many new teachers become discouraged and abandon their teaching careers. A 1984 Wisconsin study reveals that the most academically able are among the first to leave education, and that they are doing so in increasing numbers. Approximately 50 percent of those who take jobs as teachers leave the profession within five years!

Nationwide, approximately 15 percent of the new teachers leave after their first year of teaching, compared to the overall teacher turnover rate of six percent. This means that the first-year teacher is two-and-a-half times more likely to leave the profession than his or her more experienced counterpart. Of all first-year teachers who enter the profession, 40 to 50 percent will leave during the first seven years of their careers, and more than two-thirds of those will resign in the first four years of teaching.

The transition from student teacher to first-year teacher is a traumatic encounter with what has been labeled "reality shock." Most beginning teachers enter their first classrooms with idealistic and unrealistic expectations. Once they begin teaching, panic develops as they realize the extent of their responsibility and limitation of their skills. This results in an intense, stressful, trial-and-error period.

Insecure and unsure about what to teach and how, they often have serious problems with discipline, motivating students, dealing with individual differences, and classroom organization. They must also find time to prepare their rooms, locate materials, organize curriculum, and plan activities for an unfamiliar group of students. Reluctant to complain, and unable to interact freely with experienced teachers, beginning teachers feel isolated.

As a college supervisor, I listen to many tales of woe from beginning teachers. Joan's experience in her first job is typical.

"It's very, very lonely. I felt all by myself. I had the worst kids and the most kids—32 inner-city first graders. And I was left completely alone. No one ever walked into my room. I never saw the principal. Finally, a second-grade teacher took pity on me and saved my life. We taught music together with both classes in one room. She led the singing and I played the piano. I learned how to control students by watching her. I wouldn't have made it without her."

Most studies affirm that beginning teachers usually need help with discipline and management, but several projects report that emotional support is equally important. Also, without basic information on procedures, guidelines, or expectations of the district, and without appropriate materials for the classroom, any teacher can fail.

What can the principal do? There are no magic answers, but principals can make a difference. Susan's experience illustrates the influence principals can have on the performance of a beginning teacher.

Susan was hired in the middle of the year and assigned to a special first-grade class which included all of that grade level's discipline problems. The principal's idea of supervision was to frequently pop into class unannounced, sit silently in the back for 20 minutes, and walk out with a long face. Susan would then be called into the office and lectured on the high noise level and the unruliness of her students. He offered no support and his remarks were negative. His only suggestion was that she observe Mrs. Jones, "to see how a good teacher operates," but he didn't provide any release time to do this.

Susan left that school at the end of the year and took another position. This time the principal made a point of expressing praise and encouragement.

"He praised us all over the place and I just blossomed. He was always smiling and giving us lots of new ideas for things we could do with the children."

By the middle of the year Susan's performance was so good she was asked to present a demonstration lesson on new curriculum material for the PTA.

As a principal, you can develop a simple and practical induction program to ease the transition of new teachers into their new surroundings. A good example is the induction program used by Richard Sparks, principal of nationally recognized Fort Washington School in Clovis, California. Last year he set up an all-day orientation workshop and luncheon for his eight new teachers. Two mentor teachers introduced the newcomers to all aspects of the school, from where to get paper to how to get along with the faculty. This was an excellent opportunity for beginning teachers to learn all the "nuts and bolts" details and to have all their questions answered.

A "buddy system," pairing each new teacher with a veteran teacher, was also set up. The principal assisted in this effort by dispersing the new teachers among the grades so that most novices were paired with veterans in the same grade.

A key element of Sparks' induction program is providing an understanding of the mission and philosophy of the school—why things are done as they are.

"The first thing a new teacher wants to know is what are the rules of our relationship. I give a clear understanding of the school goals and expectations," he says. "A new teacher is like a new kid in the class. Both need lots of attention. Our first-year teachers are not only breaking into a brand-new profession but into a new social order in the school. Anything the principal can do to help this person's position should be done immediately."

Principals can significantly ease the transition for new teachers by personally making them feel welcome, perhaps by having a welcoming luncheon at the beginning of the year. One principal makes it a habit to informally drop into a new teacher's classroom to ask if there is anything he or she needs. This is an opportunity to establish a friendly relationship and possibly uncover any problems the teacher is having.

Principal Susan Van Doren of Weldon School in Clovis, California, holds a series of informal breakfast and lunch meetings with new teachers during the first two months of school. This is an opportunity for her to provide information and to answer questions.

"Meetings depend a lot on the personalities of the teachers and the special needs of the group. Some come along a lot faster than others, so I

don't have a set pattern," she says. To help them along, Van Doren asks questions like, "Have you thought about . . .?" or "What are you going to do about . . .?"

Here are some guidelines for developing an effective induction program for new teachers:

1. Be clear about your expectations and your philosophy. What is considered effective teaching in one school may not be true for another. For example, in one school strict discipline may be valued, while in another a more relaxed, creative approach is important.

2. Provide an orientation for both the district and the school. Although new teachers have been through an extensive preparation program, an informal seminar with opportunities to ask questions and share feelings can help cope with "reality shock" and speed up the acclimation process.

3. Provide emotional support and foster self-esteem. Novice teachers need help in fighting self-doubt and fear of incompetence. Be encouraging and give positive reinforcement, but also make specific suggestions for improvement so that the person is aware that you are personally interested.

4. Provide a supportive workplace. Make available sufficient textbooks, materials, supplies, and resources. Place the teacher at a grade level that is familiar and comfortable. Avoid placing discipline problems or students with excessive individual needs in a new teacher's class.

5. Time is the most valuable resource you can provide—for preparation, for interaction with experienced teachers, for conferencing with a mentor teacher, for observing others, or for learning new strategies. Substitute time is expensive but in the long run may contribute to a more successful teacher. Don't make excessive demands on the new teacher's time in the form of outside responsibilities or special jobs.

6. Provide a "buddy" or mentor teacher, a successful teacher at a similar grade level and preferably one whose classroom is close to the novice teacher's. Mentors should be able to supply emotional support as well as assistance with management, instructional strategies, and resources. Mentors need to be collaborative problem solvers rather than authoritarian consultants. It is also essential that this support be informal and nonevaluative.

Coaching is one of the most effective means of providing individualized training for new teachers. In this process the mentor demonstrates new strategies, observes the novice, and provides feedback.

It is important for a principal not to expect too much from an induction program. But you can reasonably expect the following results:

- Teaching performance will most likely improve, but your new teachers will not become instant successes.
- Some teachers will fail. They are most likely to be individuals without the abilities and personal attributes required to become acceptable teachers.
- Providing emotional support and positive reinforcement will help new teachers feel more comfortable, but may not improve instruction. That will require more specific assistance.
- Induction programs will *not* relieve problems of misplacement, overloads, overcrowded classrooms, and lack of textbooks and supplies.

With a national teacher shortage near at hand, retention of new teachers is an urgent priority. The National Center for Education Statistics estimates that the demand for new teachers between 1986 and 1990 should reach 197,000 per year. In the 1990s and beyond, the situation will worsen due to high retirement rates and increasingly rigorous credentialing standards. These and other projections point to a demand for teachers that will exceed the supply. That is why induction cannot be left to chance. Supporting the professional development of an inexperienced teacher is both challenging and rewarding. If you succeed, you may find yourself with an outstanding educator for many years to come. ☐

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TABLE OF CONTENTS

APPENDIX

Page

Page

NEW TEACHER ASSISTANCE

The Excellence in Education Act requires establishment of professional development programs specifically for beginning teachers who have no prior teaching experience. By offering collegial support and practical assistance, these programs should help beginning teachers polish their skills, improve their chances for success and encourage them to stay in the profession.

PROFESSIONAL DEVELOPMENT PLAN

According to law, school districts must provide a "professional development plan" for each faculty member who has no teaching experience. A district may wish to delegate to its professional development committee responsibility for ensuring that each beginning teacher has a plan.

The plan must address at least the teacher's first two years in the classroom. The goals identified in the plan should relate, in part to the evaluation criteria suggested in Guidelines For Performance Based Teacher Evaluation in Missouri, or the district's own evaluation criteria. The plan may also reflect the findings of other educational research on effective teaching. It must be emphasized, however, that the purpose of the professional development plan is to assist, not to evaluate, the beginning teacher. The plan must respond to individual needs and may take into account results of the fourth-year college assessment if provided.

THE MENTOR TEACHER

The Excellence in Education Act suggests and the recently amended rule for teacher certification (5 CSR 80-800.010) requires that beginning teacher support systems include a mentor program. A mentor teacher has been described as a "coach, trainer, positive role model, developer of talent, and opener of doors." This emphasizes that the role of mentor teacher is "helper", not "evaluator".

The beginning teacher's mentor should initiate preparation of the professional development plan. Ideally, this process should begin as soon as the new teacher is hired by the district. Subsequent planning between the mentor and beginning teacher should occur prior to or during the first month of the school year.

As soon as appropriate, or at least by the beginning of the second semester, the beginning teacher should elaborate upon the original professional development plan, tailoring the goals to his or her needs. The beginning teacher should

continue to adjust the plan as he or she gains experience during the first two years on the job. Copies of the initial plan and all subsequent revisions should be filed in the new teacher's building and in the Human Resources office where it will be readily available for review and updating. Convenient access to the plan is important since progress often depends on frequent review and mid course adjustments.

OVERVIEW OF MISSOURI TEACHER CERTIFICATION PROCESS

I. A TWO-YEAR PROFESSIONAL CERTIFICATE I (PC I) SHALL BE ISSUED TO:

*Graduates of Missouri approved teacher education programs, or

*Graduates of out-of-state approved teacher education programs who meet the minimum certification requirements.

II A THREE-YEAR PROFESSIONAL CERTIFICATE II (PC II) SHALL BE ISSUED TO TEACHERS WHO:

*Verify two years of accepted teaching experience,

*Develop and implement a professional growth plan to include an entry-year mentor program and beginning teacher assistance program, and

*Participate in performance based teacher evaluations.

II A FIVE-YEAR PROFESSIONAL CERTIFICATE III (PC III) SHALL BE ISSUED TO TEACHERS WHO:

*Verify a total of five years of accepted teaching experience,

*Continue professional growth plan,

*Earn six hours of college credit,

*Complete 30 clock hours of inservice education, and

*Participate in performance based teacher evaluations.

(The PC III may be renewed an unlimited number of times by repeating the requirements during the previous five years.)

IV. A CONTINUOUS PROFESSIONAL CERTIFICATE (CPC) SHALL

BE ISSUED TO TEACHERS WHO:

*Verify a total of ten years of accepted teaching experience,

*Earn a master's degree,

*Continue professional growth plan, and

*Participate in performance based teacher evaluations.

The school shall submit, on an application form provided by the Department of Elementary and Secondary Education, verification that the teacher has completed the requirements for advancement to the next level of certification.

Approved by State Board of Education, 2-18-88. Effective 9-1-88.

A MENTORING PROGRAM

INTRODUCTION

Mentoring is not a new concept. It has been around since ancient times. The term "mentor" comes from Greek mythology. Odysseus left his son, Telemachus in the care of a man names "Mentor". In Odysseus's absence, Mentor gave advice and guidance to Telemachus (Merriam, 1983).

When applied to the professions, a mentor is a trusted and experienced professional who takes a personal and direct interest in the development and education of a younger less experienced professional (Kram, 1986). A mentor has faith in and communicates freely and easily with the new teacher. This communication consists of sharing professional behaviors and as offering a friendly non-judgmental relationship. A mentor is a career professional, possessing these ideals and expertise of the profession. A mentor is the best role model for the new teacher.

A new teacher, novice or mentee is new and relatively inexperienced to the profession. The new teacher brings a curiosity and the desire to develop in the profession. A new teacher is willing to ask questions, listen to the experience of the mentor or other role models, share ideas and work to develop his career in the profession.

The mentor-new teacher relationship is an adult relationship (Daloz 1986). It is built on trust, friendship and the desire to share expertise and knowledge. The mentor is seen as a facilitator of knowledge and skills through mutual agreement and planning in the goals of the new teacher for

increased professionalism.

The mentor is a guide, a sponsor, a teacher, a friend, a helper (Sheehy, 1967, Rothberg and Joossens 1987). The functions of the mentor will vary with the needs of the new teacher. The new teacher brings to the relationship various levels of expertise gained from life experience and preparatory training. The task of the mentor, therefore, is to integrate the knowledge and skill base of the new teacher into the particular organization and the demands of the professional assignment.

Mentoring is neither new in theory and practice nor is it new to education. California, North Carolina, Wisconsin and Illinois have all utilized mentoring programs (Wagner, Lind, Harkins, and Ellis and Dieter, Radebaugh and Ellis ed., 1987). Success of a mentoring program is dependent upon the structure of the program and the relationships developed between the mentor and new teacher.

Ideally the mentor-new teacher relationship is a self-select relationship that develops over time (Kram, 1986). In practice this is not always possible. One should note that even when a mentor is assigned, a new teacher may find another mentor in the working environment. However, an effort is made to match mentors and new teachers according to professional assignment. Mentor-new teacher relationships develop over a number of years, and can last a long time. This program is for one year only in structure. It is anticipated, however, that the relationships will continue to grow until a point is reached when the mentor-new teacher relationship terminates. This does not mean the friendship terminates. The new teacher reaches a level of expertise and development such that he no longer needs a guide, sponsor, or teacher.

MENTORING IN FERGUSON-FLORISSANT

GOALS

1. To provide new teachers a professional relationship with a mentor for professional growth and development.

2. To retain new teachers in the profession by providing opportunities with a mentor to develop necessary knowledge and skills in teaching.

3. To provide mentors opportunities for personal growth through collaboration with new teachers and other mentor teachers.

4. To offer mentors opportunities for professional growth by providing training and expansion of professional skills.

THE MENTOR

The mentor teacher is a very special person, a model of professionalism. A mentor has many characteristics (Bova and Phillips, 1984); the mentor is recognized by his colleagues and supervisors as possessing skills and knowledge in the profession along with the ability and desire to transmit the knowledge and skills to another. The mentor influences the new teacher in his development by acting as a guide, a coach, a confidant and a welcomer to the profession of teaching.

The selection of mentor teachers, therefore, should follow a careful process. The literature recommends that mentors be matched to new teachers by building (physical location) and teaching assignment. The mentor and new teachers should be located in the same building which allows for both formal and informal communication. A mentor should be teaching the grade level (in elementary school) or the subject area (in the secondary school) of the new teacher. The Ferguson-Florissant School District has many career teachers from whom to choose for mentor teachers. Every effort should be made to match mentors and new teachers in teaching location and teaching assignment.

MENTOR SELECTION CRITERIA

The mentor should be:

-a caring and loving person, interested in guiding a new teacher.

-a model teacher, possessing expertise in knowledge and skills of teaching with a minimum of five years teaching experience.

-knowledgeable regarding school district and building goals, procedures and rules.

-committed to the concept of lifelong learning and personal professional development.

-able to communicate and able to respond to a new teacher's needs.

TRAINING

1. The district will provide training for both mentors and new teachers in the month of August. Mentors will be trained for three days, August 22, 23, and 24. Mentors will orient new teachers to building practices and procedures, introduce them to staff, assist with setting up classrooms, and aid in preparation for the beginning of school.

2. Mentors will meet for training sessions throughout the year. The sessions will be collaboratively planned by the mentor group and Human Resources Staff. These sessions could be attended by both mentor and new teacher.

   Suggested training sessions:

   1. Adult development
   2. Stress management
   3. Classroom management
   4. Collaborative instruction
   5. The observatin cycle
   6. Specific teaching techniques or models such as The Madeline Hunter Model
   7. Discipline
   8. Listening skills
   9. Goal setting
   10. Planning

TASKS

1. Both mentor and new teacher will maintain a diary of activities, notes, schedules, goals and objectives. These diaries are to aid in the facilitation of the mentoring program. The diaries are personal property and are not to be used for evaluative purposes. A minimum of twenty-four contact hours is anticipated.

2. The mentor will be many things to a new teacher. Paramount is a feeling of trust and sharing. The mentor is a non-supervisory position. The mentor is to aid a new teacher in professional development and to aid with the adjustments necessary to a new job and organization. Mentors and new teachers should have time to build a relationship in a social, non-school environment. Activities (which could include families and/or spouses) such as picnics, dinners, attendance at sporting events, and meeting after work at a pub or in a private home will assist in building an interpersonal relationship.

3. Orientation week and the beginning of school is a particularly stressful time for a new teacher. During this time, the mentor will aid the new teacher with his adjustment to the new organization. Providing information, giving assistance, welcoming him/her to the building are some activities that will take place. Other suggestions are as follows:

   a. orienting the new teacher to the building,
   b. reviewing curriculum and texts with the protege,
   c. setting up and organizing the classroom,
   d. reviewing record keeping procedures,
   e. introducing the new teacher to the staff in the

building,
f. and/or providing of information about the community.

4. Observation is a fundamental vehicle for learning skills and knowledge. Mentors and new teachers will observe one another a minimum of three times per semester. The first observation period should not occur until mid to late October. Observations should be scheduled by the mentor teacher. The observations should follow the observation cycle that is used by supervisory staff in order to acquaint the new teachers with the procedure. This cycle consists of a pre-observation conference, observation conference, observation, and a post-observation conference. Each observation should focus on one or a limited number of items agreed upon by the participants. At the completion of the cycle the new teacher and mentor will address specific professional strengths and weaknesses. Observation notes and recommendations should be logged in diaries. Mentors may arrange for new teacher to observe other master teachers for specific techniques and skills.

5. Coaching (Showers 1986) activities will result from the observations. New teachers and mentors (through observations of classes) will be able to coach in certain techniques and skills. Skills and techniques are not developed spontaneously but require practice and experimentation.

6. A Five Year Professional Plan will be developed by the new teacher by May of year one. This plan will include goals and objectives for professional growth. The new teacher should address in his plans the Three Year and Five Year Professional Certificate of the State of Missouri. Information regarding state certifications can be obtained through the Personnel and HRD offices. This plan should include:

GOALS

Career goals for five years.
Educational goals, such as university attendance.
Staff development goals in the district.
Personal development goals.

OBJECTIVES

Specific objectives in reaching the goals i.e.

-University courses
-Travel
-Specific training in techniques or skills through the HRD office
-Personal and professional reading

-Curriculum development

THE NEW TEACHER

The person who is new to the profession is referred to as "new teacher", "protege", "mentee" or "novice" in the literature. For consistency, new teacher is used in this plan. A new teacher enters the profession after completing a bachelor's degree or, in some cases, a master's degree. The new teacher has not taught previously or is new to the school district. The new teacher is matched with a mentor teacher in his building.

TRAINING

1. Participate in new teacher training August 23, 24, and 25. Meet with assigned mentor on August 26 for orientation activities.

2. Participate in all training set up by mentor or Director of Human Resources.

TASKS

1. Maintain a log of all activities, goals set, observations and notes.

2. Meet with mentor on a regular basis in both formal and informal settings. A minimum of twenty-four contact hours is anticipated.

3. Observations of the new teacher by the mentor and vice versa will be conducted throughout the year. The protege will be observed a minimum of six times (three times each semester) and will observe the mentor or master teacher a minimum of three times each semester. Each observation will include a pre-observation conference, the observation and a post-observation conference. In a collaborative manner the mentor and new teacher will assess what was observed.

4. Prepare a Five Year Professional Growth Plan indicating goals and activities. A strategy should be included in the plan, indicating the new teacher's plans for Missouri PC 3 Certification or Five Year Professional Certificate.

ADMINISTRATION OF PROGRAM

The Mentor Teacher Program will be administered by the Director of Human Resource Development. His duties shall include:

-scheduling staff development activities for mentors and

new teachers;
-assisting with planning social activites, visits to other schools or school districts;
-assisting with identification of training needs of mentors and new teachers;
-maintaining the budget for the Mentor Teacher Program;
-providing information about the Mentor Teacher Program to interested persons;
-evaluating and revising of the Mentor Teacher Program;
-reporting all activities to his immediate supervisor.

EVALUATION

Evaluation must be a priority for a new program. The first year is a period of constant assessment and change. A mentoring program can only succeed if the mentors perceive themselves as being helpful experts with something to offer, confident in their training, with their relationship with the new teachers, and with the program. Likewise, the new teacher must feel that he is receiving valuable assistance with his professional growth. For these reasons both formative and summative evaluations are recommended. Evaluations may be written narratives, surveys, seminar minutes, questionnaires or observation notes.

FORMATIVE EVALUATION

1. Every major professional training session should be evaluated. All components of training should be reviewed including: planning, goals and objectives, activities, utilization of training leadership, time utilization and outcomes.

2. As needs are articulated by mentors and new teachers, various means of meeting these needs should be evaluated for cost effectiveness and timeliness in meeting the needs. Some needs can be met in informal settings by the mentor by providing information, moral support, or material assistance and others require more formal mechanisms such as observations, attendance at conferences, workshops, meetings, or visitations.

3. Each mentor and new teacher will be able to provide informal feedback with each activity.

4. Each mentor and new teacher shall provide the director with a written evaluation of The Teacher Mentor Program in May of 1989.

5. The director will prepare a final report of the first year of The Mentor Teacher Program with recommendation for revision and change. This report will be shared with the Superintendent.

SUMMARY

The Teacher Mentor Program for the Ferguson-Florissant School District will begin in May of 1988. The purpose of this program is to provide new teachers opportunities through a mentor/new teacher relationship with training and assistance to aid the new teacher with the adjustment into a successful teaching career. It also provides mentor teachers with the opportunity for sharpening skills that are already present and to expand upon teaching skills and knowledge.

This program consists of training, teacher observation, coaching and the sharing of ideas and expertise.

THE MENTOR'S FUNCTION

More and more we are recognizing the wonderful things that are possible when professional assists professional in growth and development activities. We refer to this helping role as a mentor. Increasingly, we are seeing that a mentor can easily enter into a non-threating relationship with a peer and guide, advise, and assist with little or no threat. The mentor relationship is a very special one and should call upon those who have the ability to work with other adults in a very special way.

The points given below help to deliniate some of the skills and abilities needed by a mentor.

The Developmental Mentor:

* Has confidence in his/her own personal and professional skill
* Knows what is involved in his/her own professional development
* Has an acknowledged and personal reputation as one of the more effective educators in the district
* Has a wealth of experience about schools, teaching, and developmental growth
* Has no direct, immediate line or supervisory relationship with the individual with whom he/she is working
* Has worked out the schedule so that he/she is able to spend sufficient time with the individual(s) with whom he/she is working
* Has well-developed skills in goal setting and monitoring

* Has the ability to provide direct, specific, and honest feedback

* Understands what honest feedback looks like

* Knows how to tell someone that he/she may well be headed in the wrong direction

* Knows how to be both directive and non-directive; knows when each approach is workable and valid

* Can identify and use resources that apply to the individuals goals and developmental plans

* Is an outstanding role model in behavior, appearance, and skill

* Has mastered listening and speaking skills

MENTORING

The Mentor-New Teacher relationship encompases two critical dimensions:

MENTOR QUALITIES:

-Commitment to invest time and effort necessary to help the young professional enter teaching

-Ability to put theory into practice

-Coping with day to day issues while maintaining a broad view of the total picture

-Seeing an issue from different points of view

-Perceiving and articulating the beginner's needs

-Facilitating a productive beginning of the school year for the new teacher

-Coaching a new teacher through careful observation

BEHAVIORS THAT MENTORS PERFORM:

1. TEACHING

-Specific skills and knowledge necessary for successful job performance

-Formal/informal

-Direct/subtle

2. GUIDING

-Orient novice to the organization's unwritten rules

3. ADVISING

-Occurs in response to a request

-Imparting wisdom based on a high degree of competence and extensive experience

4. COUNSELING

-Provide emotional support in stressful times

-Clarify novice's career goals

-Develop plans of action to achieve career goals

5. SPONSORING

-Use of influence or "clout" to provide growth opportunities for the novice

6. ROLE MODELING

-The mentor's traits and behaviors become a blueprint that the novice unconsciously uses to pattern his or her own manner

7. VALIDATING

-Evaluating, possibly modifying, and finally endorsing the new teacher's goals and aspirations

-Important for a successful maintenance of the mentor-new teacher relationship

8. MOTIVATING

-Providing the ecouragement and impetus for the new teacher to act toward achievement of goals

9. PROTECTING

-Serve as a buffer for the new teacher's risk taking

-Provide a safe environment where the new teacher can make mistakes without losing self-confidence

10. COMMUNICATING

-Establish open lines of communication through which concerns can be discussed clearly and effectively

-Expertise means little if it cannot be communicated

11. COACHING

-Teaching "the ropes"

-Providing relevant positive and negative feedback to improve the new teacher's performance and potential

12. CHALLENGING WORK

-Delegating assignments that stretch the new teacher's knowledge and skills in order to stimulate growth and preparation to move ahead

13. ACCEPTANCE AND CONFIRMATION

-Providing ongoing support, respect and admiration, which strengthens self-confidence and self-image

14. FRIENDSHIP

-Mutual caring and intimacy that extends beyond the requirements of daily work tasks

-Sharing of experience outside the immediate work setting

BENEFICIAL ASPECTS OF HAVING A MENTOR:

* Encouragement
* Support
* Positive reinforcement
* Patience and understanding
* "A shoulder to cry on"
* Having a buddy
* Developing a close relationship with a staff member
* Someone to turn to for help
* Having someone to go to with questions big and small
* Help with many facets of teaching

* Practical assistance
* Information on systemwide policies
* Assistance in familiarization with curriculum
* Suggestions for "instructional presentations"
* Help with "time organization"
* Help with "classroom management"
* Friendly and constructive critic

TABLE 1: MENTORING FUNCTIONS

CAREER FUNCTIONS

Sponsorship

Opening doors, having connections that will support the new teacher's career advancement.

Coaching

Teaching "the ropes", giving relevant positive and negative feedback to improve the new teacher's performance and potential.

Protection

Providing support in different situations, taking responsibility for mistakes that were outside the new teacher's control. Acting as a buffer when necessary.

Exposure

Creating opportunities for the new teacher to demonstrate competence where it counts, taking the junior to important meetings that will enhance his or her visibility.

Challenging work

Delegating assignments that stretch the new teacher's knowledge and skills in order to stimulate growth and preparation to move ahead.

TABLE 2: MENTORING FUNCTIONS

PSYCHOSOCIAL FUNCTIONS

Role modeling

Demonstrating valued behavior, attitudes and/or skills that aide the junior in achieving competence, confidence, and a clear professsional identity.

Counseling

Providing a helpful and confidential forum for exploring personal and professional dilemmas, excellent listening, trust, and rapport that enable both individuals to address central developmental concerns.

Acceptance and Confirmation

Providing ongoing support, respect, and admiration, which strengthens self-confidence and self-image. Regularly both are highly valued people and contributors to the organization.

Friendship

Mutual caring and intimacy that extends beyond the requirements of daily work tasks. Sharing of experience outside the immediate work setting.

APPENDIX

WHAT MENTOR TEACHERS CAN DO!

Mentors can help new teachers in many ways.

1. At the beginning of the year, mentors can help new teachers learn about the procedural demands of the school, such as attendance and grading procedures.

2. Mentors can provide opportunities for teachers to observe other teachers so they have access to several kinds of models.

3. Mentors can share their own knowledge about new materials, unit planning, curriculum development, and teaching methods.

4. Mentors can assist teachers with classroom management and discipline.

5. Mentors can engage teachers in reflection about their own practice and can help them adapt new strategies for their own classrooms. Engaging teachers in an analysis of their teaching provides opportunities for teachers to continue learning about their craft and gain a sense of self-sufficiency.

This kind of teacher analysis is called COACHING...one teacher observes another conduct a lesson, makes a record of the lesson that is revealing and convincing to the teacher, and then engages the teacher in an analysis of the lesson.

COACHING

The success of coaching appears to depend on several conditions:

(1) collaboratively agreeing on the purposes for the observation, as in a pre-conference;

(2) demonstrating credibility by offering analysis supported by concrete evidence, e.g., a written record;

(3) engaging in inquiry or problem solving during the pre- and post-observation conferences;

(4) creating an atmosphere of mutual respect and trust; and

(5) ensuring that help is confidential.

Reciprocity between mentor and colleague plays a central in the relationship. The teacher must defer to the mentor's

asserted ccmpetence, but teachers do not like to be told what to do as if they were a blank slate.

The MENTOR MUST PROVIDE CREDIBLE RECOGNITION OF THE TEACHER'S PERFORMANCE BY ADDRESSING TEACHING RATHER THAN THE TEACHER.

One of the first challenges that mentors face is establishing a WORKING RELATIONSHIP with their colleagues. If they assert themselves too strongly, or inappropriately, they may be perceived as rude or disruptive. If they assert themselves too little or unskillfully, they may be ineffective. For either error, they are likely to be criticized, rejected or ignored. At risk is the possibility that an excellent teacher could be an unsuccessful mentor.

CASE STUDY #1 JANICE (Establishing The Working Relationship)

Janice is a first-year probationary teacher for third graders at an elementary school of 600 students of various ethnicities. I am a fourth grade teacher. As a mentor I have been working with Janice since the beginning of the school year, now about ten months. We see each other usually once a day with more meaningful contact (conference, observation, staff development) about every other week.

At the beginning of the school year I met with Janice to orient her and offer my services as her mentor. From the outset, Janice was quite interested in my help. She came to me often with questions and ideas and basically kept me informed about her room and progress. She had student teaching in college but was from out of state and was unfamiliar with this state, to say nothing of our school.

At first, discipline was the biggest weakness in her program. She was quite frustrated at not being able to run a quiet classroom and very surprised that the children were not falling at her feet to learn. She was really having to put energy into disciplining them before she could teach content. This was making her feel very inadequate and unsuccessful. I was offering her ideas on different control and management techniques based on her performance lining up her students on the playground. But aside from that, she did not want me to come into her room. In fact, she was most insistent that neither I nor any other peson needed to come in for any reason. She always had an excuse why we couldn't or wouldn't want to. She continued to solicit my ideas and help, however. After about eight weeks she reported that things were settling down and that she felt really able to teach now.

During that time I did not push an entrance but would stand outside the door and peer in while talking to her

Source: Shulman, Judith H. and Joel H. Colbert, eds. (1987). The Mentor Teacher Casebook. San Francisco: Far West Laboratory For Educational Research and Development

briefly. Or I would meet with her on neutral ground in the cafeteria or the office. I took her on a field trip to the Teacher Center once and released her from class several times to observe control as well as some language lessons. We continued to meet about once a week either in conferences, staff development meetings or for casual chatting. I offered many suggestions in response to her questions. They were always received positively. In fact, she began to refer to me as "my mentor teacher" to the other teachers. She also began to tell me what a great job she felt I was doing. That always felt good to hear. But she didn't feel comfortable with anyone coming into the room.

I was able to observe a lot of progress in her control lining her students up outside and was positive that this was reflective of the classroom discipline. Then one day around Halloween as I was exiting the adjoining room, Janice came bouncing to her door and called after me to come over if I had time. She said that she had an art lesson in progress and wondered if I would be able to give her some feedback on it. Needless to say, I was very surprised but jumped at the chance. She said that administrators had been in her room before but had not given meaningful feedback. Finally, she was ready to have me come in.

Since then, Janice has been most eager to have me come by. She is still very receptive to the help I give her, though she needs less and less. She has offered to do lessons for other teachers in art and ESL and has even had a couple of new teachers come in to observe her. I have plans to do some video tapings next year and she has been one of the first to volunteer to do lessons. Meanwhile, I continue to offer support. She has truly been a joy to work with.

(THE FEAR SOME NEW TEACHERS EXPERIENCE WHEN OBSERVED IS VERY STRONG. KNOWING SOMEONE IS ACTUALLY WATCHING YOU DO YOUR JOB PUTS A LEVEL OF STRESS ON TEACHERS THAT IS HARD TO IMAGINE. THE SENSITIVITY SHOWN BY BOTH THE WRITER AND THE M' OR IN ALLOWING THIS NEW TEACHER THE SPACE SHE NEEDED WAS EXCELLENT. THE MENTOR'S BEING THERE WHEN NEEDED BUT LOW KEY IN THE FORMAL OBSERVATIONS ENABLED JANICE TO GROW ENOUGH TO LET OTHER ADULTS SEE HER WORK. IN FACT, THE "EASY" APPROACH TO CLASSROOM OBSERVATION LET JANICE MAKE THE OVERTURE WHEN SHE WAS READY. FINDING ALL

THE CLEVER WAYS TO OBSERVE THE NEW TEACHER WAS OUTSTANDING AND NONTHREATENING THROUGHOUT THE GROWTH PERIOD AND RESULTED IN A SUCCESSFUL LEVEL OF CONFIDENCE FOR JANICE).

The importance of FORMAL AND INFORMAL INDIVIDUAL CONSULTATION OUTSIDE THE CLASSROOM cannot be overstressed. It is during these kinds of interactions that mentors can act as a sounding board, demonstrate their expertise, and create an atmosphere of mutual respect and trust. Often informal conversations about teaching and more formal consultations about specific pedagogical practices are needed before teachers are ready to be observed and coached by a colleague.

CASE STUDY #2 PLANNING (Individual Consultation)

One of my early successes was with a teacher who had absolutely no idea how to plan lessons around a particular unit. There was no continuity in the skills she was teaching. All of her lessons were extremely creative, yet they had no relation to the lessons before or after. They were just a hodgepodge of activities.

I sat down with her with several textbooks available at her school and her instructional guide, and proceeded to show her how to plan a unit around a list of objectives. I will never forget the look on her face when we had finished. It was as if I had shown her the most marvelous thing in the world. She admitted that she was glad that she no longer had to spend hours each evening preparing new lessons. She could see now how everthing would simply flow together.

You can imagine how good I felt when this teacher put together the plan for the next unit completely by herself!

The following case(s) describe CLASSROOM OBSERVATION AND COACHING. This is the part of mentoring that has the greatest potential of getting close to the actual work of teaching. The coaching process necessarily begins with something to coach---a shared agreement about some knowledge, skill or practice that mentors and their colleagues decide to work on together.

What makes observation and coaching work depends on a number of conditions. The first is sufficient opportunity and time to observe and talk about what you have observed. A written record of the observation that is convincing enough to the teacher and makes his/her teaching known to and understood by another can provide the basis for talking

about the lesson.

It is often appropriate for mentors to make suggestions about how to improve teaching. This is particularly important if a teacher is having difficulty. But real learning only occurs when teachers participate in a reflective analysis of their lessons. Mentors must then help teachers adapt new knowledge to what they already know.

CASE STUDY #3 REALLY, I DID THAT? (Observation and Coaching)

"What a reassuring visit," were my thoughts as I walked from the classroom. "She's a natural."

I had visited a very new teacher trainee for the first time. She had been assigned to me during my first week as a mentor teacher. A bit apprehensive of what I might find, I arranged through a pre-observation conference to visit Jane during her first period class. We talked of her objectives and goals, the make-up of the class, and problems she might be having. Jane indicated she was worried about her ability, worried about the visit, and just plain worried. She worried she wasn't up to the task of teaching in general. She conveyed an obvious concern for her students during the conversation. She truly cared about their welfare.

As I sat in the back watching students arrive, I observed a warm, caring, adult greet sleepy students for an 8:00 A.M. class. Very quickly the students were on task, busy, questioning, and learning. Open discussion continued, the class shared a clear mutual respect for the teacher and each other. This atmosphere prevailed throughout the period.

The post-observation conference was a joy. It must be because of the isolation of teachers that they don't know how good they are. Jane is a fine new teacher; she even has the potential to be a truly excellent one as things become easier. Responses to praise included: "Really? I did that? I can't see myself so I'm not sure that what I do is good."

My feelings after the conference were joyful. To know that with assurance and guidance a good teacher will flourish and grow in confidence makes up for all other frustrations. Jane progressed from a worried teacher to one who welcomes a visit anytime with a confidence that shows.

CASE STUDY #4 A KEY TO MENTORING (Coaching)

The feedback process after an observation has been a key factor in my mentorship. I have made it a point to con-

ference with my new teacher on the day of an observation or, if impossible, the very next day. We usually use after-school time, when all the students are gone and quiet once again reigns supreme in the classroom. We talk leisurely about what the new teacher and I experienced from the day's visit.

Some conferences have taken place immediately after the observation, if students have left the room for recess, lunch or some other reason. Usually that time slot is not as beneficial as after school because the teacher still seems to be geared up from the lesson.

On the other hand, when the new teacher has had to wait for feedback for more than one day, for whatever reason, he/she has sometimes forgotten various parts of the lesson, as I would have, had it not been for my notes. Therefore, I have found that after-school feedback sessions on the same day are an asset.

The issue of my notetaking during the lesson and using the notes during the feedback session has recently come under scrutiny by some of my peers. Therefore, I'm reviewing this practice. Up until now, the feedback that I have been given by my first year teachers has been that my notes have been thorough and thought-provoking. My fear in not taking notes during the lesson has been that I wouldn't do as good a job in recalling the experience for the teacher. However, because I only focus on one major objective which the teacher and I have agreed upon before observation time, I could probably commit most pertinent information to memory. Other mentors' comments about their notes have certainly given me food for thought. I plan to again speak with my teacher to get her feedback about whether or not she would prefer me to take notes during her lesson.

Feedback is a two-way street, and my new teacher has been very responsive with me. She has helped me with how I am doing and whether or not I am meeting her needs. Most of the input has been positive. When it has been negative, I have tried to be a good listener and adjust to suggestions, whenever possible and appropriate.

Conference time has been a sharing time as well. New teachers have conveyed fears, frustrations, tears, successes, and lots of laughter to me. I has allowed me to get to know these special individuals personally as well as professionally.

Feedback sessions after an observation have become many things to my new teacher and me this year. As we continue to dialogue, I am certain that we will grow as we all seek to be the best teachers and people that we can be.

CASE STUDY #5 THE MOAT (Coaching)

I was assigned to work as a mentor with Jim. I arranged to visit Jim's room early during September. During the visit I noticed serious control problems, difficulties during lessons in getting the children's attention and monitoring activities and independent work. About midway through the first day, I couldn't help but make a suggestion or two about the arrangement of furniture, which I felt contributed greatly to this problem. There was a moat between the teacher and the class, and the students' desks were arranged in closed, wall-like formations around the back of the room.

I must not have handled this well because Jim countered immediately with resistance. "I've moved the desks four times already." "I've already tried that." "I've tried this, and it didn't work." His responses indicated that he didn't want any input here. So we discussed time on task, which we had agreed would be the focus of my observation and went on to other areas of need.

Before leaving that day, I gave him the room plan I had made with no other discussion than what the symbols meant. He still wasn't at all interested in changing any furniture around. I promised to bring in some requested materials and see him the following day. I felt I had failed disastrously in communicating the importance of room arrangement in good classroom management.

The next day Jim and I worked on groupings, gathering materials for reading, ESL, and other needs. We also talked over lunch about some of the personal problems he was having, namely too much to do, too little time. No mention was made by either of us about room arrangement, but he was still having the same or even worse problems with control during his lessons and independent work time. Jim did begin noticing the time-off-task behavior of many of his students. I had not planned to return for three days and was a little worried about the follow-up to our discussions.

When I returned, however, I was astounded. Jim had rearranged the entire room according to the plan I had left. He had placed desks for center activities in the corners, brought the students closer to him and grouped them in a much more manageable way. He was bubbling over with excitement about the changed behavior of some of the students. He couldn't stop talking about what the children were doing, what plans he had for changing this and that, what else he wanted to work on and how successful he felt for a change.

CASE STUDY #6 MUTUAL BENEFIT (Coaching)

I have worked with Mrs. R., a new teacher, since September. We are both English teachers teaching 7th thru 9th grades at a junior high school. Our faculty has a high transiency rate.

Mrs. R. had no prior teaching experience. She worked previously as a housewife, deciding to go into teaching after her divorce. Being a single parent, as well as attending night school to work on her credentials, keeps her extremely busy.

Since September, Mrs. R. and I have worked on various kinds of activities to help her become acclimated to the teaching profession. We meet, on the average, about twice a week. At the beginning of the school year, we worked mostly on lesson planning and classroom management. We made semester outlines and did preliminary needs assessments for each class. We worked out a set of classroom rules and discussed ways to handle certain discipline situations. I helped her set up a filing system and arrange her bulletin boards to reflect current instructional units. Arrangements were made for her to visit and observe other veteran teachers at our school. After each visit, Mrs. R. seemed genuinely impressed with her observations and expressed eagerness to implement some of the things she had seen demonstrated.

Once the semester was well underway, Mrs. R. and I began conferencing to discuss her concerns. She was especially concerned with the overhelming paper load and with misbehaving students. I showed her ways to have students correct some papers in class and to develop alternate assignements to reduce her load. We talked informally on several occasions before I went in for formal observations. After each visit, I would leave Mrs. R. a list of several good things that were observed, and maybe one or two suggestions about things I noticed that could be improved.

As the year progressed, I began using formal observation instruments such as the At Task/On Task Chart, which measures which students are engaged in certain types of activities at given times during a class period. Another instrument I used was the Flanders Interaction Chart, which measures the kind of interaction and responses between teachers and students. One of Mrs. R.'s primary problems was in the area of discipline. After using some of the more formal observation instruments, Mrs. R. and I would look at the findings and discuss ways to get more students involved in problem solving and keeping them on task. Eventually, the discipline problems lessened. They didn't disappear, but there was great improvement.

Mrs. R.'s strength lay in literature discussions. I was able to help her a great deal with finding appropriate stories and poems which fit her instructional units. I

also helped her determine levels of ability and alternate ways of handling varying levels within classes.

Perhaps Mrs. R. was the ideal new teacher. She was always eager for assistance and very receptive to my suggestions. With each visit, there was visible evidence that she had acted upon one or more of my suggestions. For example, during one visit I noticed that there were two students who talked together most of the period. I suggested that she move one of them. The next time I came to visit, they were separated.

I am convinced that the interactions between Mrs. R. and myself have helped us both immensely. In helping her, I found myself reflecting on my own classroom practices and striving for improvement. And for her, the comments I've received about how much I have helped her are proof that in our case the mentor-new teacher relationship was beneficial.

MODELING is a kind of coaching strategy. By being shown how to teach a lesson, a teacher gains access to a new model of instruction. It is always important to discuss and analyze the lesson after the modeling has occurred, and help the teacher to adapt the technique to her/his own pedagogical practice.

Teachers gain access to MODELS OF INSTRUCTION by watching a veteran teacher teach her own class. Occasionally, a teacher will ask a mentor to model instruction in the teacher's classroom. Though often useful, this strategy can have a detrimental effect if the teacher loses status as a result of the modeled technique.

CASE STUDY #7 SUCCESSFUL MODELING

Mrs. C., my new teacher, is never afraid to ask for help, always applies what she learns, is eager and enthusiastic in her teaching, is adored by her students and peers, and is blessed with a natural gift to do her job well. Therefore, when she asked me to help her with her afternoon program, I readily agreed. She stated that her second graders had trouble sitting through the long afternoons, no matter what subject was being taught.

One prearranged day, I left my students with a substitute and went into Mrs. C.'s room after lunch. She had just begun to teach a language lesson. As she skillfully introduced a concept, the drizzle of rain that had been plaguing

us all day became a gush of water. The tap-tap-tapping was now bang-bang-banging.

She raised her voice to be heard as the children shifted focus between her and the rear window where the whole weather story was being told. THe rain got worse instead of better. Again she raised her voice, this time pleading, "Children, please ignore the rain! It will stop any moment now!" With that, a clap of thunder made her a liar. More heads turned to the back to look out the window. I had the distinct feeling that Noah would be floating by at any second.

Finally, in wild-eyed desperation, Mrs. C. turned to me and said, "What do I do now?"

I calmly replied, "May I show you?"

"Sure!" she said. "Please do!" With any other teacher, I probably wouldn't have stepped in so readily. However, the trust and respect that she and I had developed for each other warranted it. I got up and said hello to my lovely friends and then proceeded to talk to the students about the rain. I sent a representative to the door to look outside for all of use to make sure that it was really raining. The child did his job and reported back that, "Yes, in fact, it was really raining." Then I had the students turn around and watch the rain for awhile. After that, I taught them a rain song. I persuaded them to copy a sentence off the chalkboard that had to do with their language lesson. I sang the song's chorus each time it came around. About half way through the lesson, I turned things back over to the grateful teacher. After that, things went well.

At conference time that afternoon, Mrs. C. thanked, lauded and praised me over and over again. She said that she had learned it was more important sometimes to "go with the flow" than resist it. She said that my example had been invaluable to her.

I smiled, realizing that it was only a variation on an old teaching adage that I had learned long ago. "When a bug crawls across the floor, it's the lesson!" And so it was that day along with language lesson, the thunder, and the tap-tap-tapping of the rain.

CASE STUDY # 8 BACK TO THE DRAWING BOARD

My first day observing a new teacher was filled with excitement and anticipation. I arrived at her class mid-morning during my preparation period. I walked into the classroom which was full of hustle and bustle. I took it all in, making mental notes of what to say to her at the

afternoon's conference, hoping to use praise generously as well as to make suggestions carefully.

About twenty minutes into my observation, D., my new teacher, struggled to gain attention. She yelled above the roar; "I am going to the lights to turn them out. Remember what that means, children. Get ready, everybody! Here I go! Get ready to stop talking! Here I go!" D. turned off the lights and little, if anything, happened.

When D. and I conferenced that afternoon, I asked her about the light system. She said that she wanted to use it to quiet her students down or to get them to change from one subject to another. I asked her if the students knew and understood what her objective was, and whether or not they had been instructed in how to use it. She said, "No," and asked me if I would explain it all to them. I agreed.

I officially met the students the next day. I did an introduction, explained background information on myself and then shared my purpose for coming, and a little bit about the mentor program. They quickly warmed to me. I then went into the light system, discussing its purpose and usage. We practiced several times. D. practiced with them too, and then I had to take my leave. I promised to return the next day to see how well they were doing with it.

Days three and four were cancelled by D. On day five, as I entered, I could see that things were not going well. Children were out of their seats, voices were at a roar, D. was yelling across the room for quiet. A tap dancing bear and a juggler would have made the scene complete. My heart went out to this new teacher because we've all been there!

I walked directly over to D. feeling that another interruption probably wouldn't make too much difference and suggested using the lights to end the chaos. She faltered and expressed concern over its effectivenss. I offered to model again and she agreed.

I walked over to the lights and turned them out. Many voices continued. I boomed in the dark, "The lights are out! All talking is to stop now!" Whether or not it was the strange or authoritative voice that got them quiet, I'll never know, but they stopped talking immediately. Lights came on, and I told them to be seated. We went back over the light procedure and its purpose. I asked D. to step in and practice it with them. I finally left when all faces were smiling and D. had color back in hers again. I gave myself a mental pat on the back.

Later that day, when I met with D. for a follow-up conference, I was smiling from ear to ear. "Barbara," her first

words snapped, "I think we'll have to come up with a better plan. Every time you interrupt my kids, they seem to do fine, but right after you leave, they fall apart."

Back to the drawing board, I thought. I could tell that this was going to be a very long, challenging year.

MENTOR-PRINCIPAL RELATIONSHIP

Mentors are asked to provide support and leadership to beginning teachers, a task that has been traditionally delegated to principals. Thus, principals and mentors are being called upon to negotiate a shared leadership arrangement, where each must respect the responsibilities of the other. Often this new arrangement may require that mentors and principals set ground rules with each other so that they clearly understand each other's domains.

What happens if mentors and principals do not negotiate some ground rules? What can happen if a principal goes beyond the boundaries of acceptable behavior and asks for confidential information? How can mentors prevent their colleagues from viewing them as an arm of the administration?

CASE STUDY #9 A COLLEGIAL RELATIONSHIP

The mentor-principal relationship is very important. My principal and I have a very good relationship. He is very supportive and lets me run my own program for the new teachers. I usually start out with a new teacher orientation in my room. It is a very informal situation. I set up demonstration lessons, classroom visitations, staff development and anything else I feel would help my new teacher be successful.

I usually conference with my principal every other week to keep him abreast of what I am doing. He never asks me to give him any confidential information about my new teacher. Anything I ask him for regarding the new teacher, materials or other support I feel that the new teacher needs, he tries his best to get for me.

When he hires a new teacher, he usually asks me to come into his office to meet the teacher. He usually tells the teacher that if she/he listens to me and follows my suggestions, she will have no problems. He also tells the new teacher that if she has any problems to see him, not the other teachers on the staff.

CASE STUDY #10 FEELING LIKE A TRUE PROFESSIONAL

My principal believes in allowing teachers to participate in the development and design of instructional programs at my high school. The principal calls upon her mentor teachers to help with inservice to the entire staff. This outstanding educational leader supports mentor-sponsored multicultural fairs with money, transportation, and general encouragement. Mentors are able to purchase videotapes, posters, and teachers' time in order to upgrade their instructional programs. These materials are also shared with teachers new to the high school.

This principal goes out of her way to publicize the mentors' special projects and major accomplishments. The principal's bulletin board is usually covered with letters of congratulations to mentor teachers. When I work with this principal, I feel like a true professional, and I feel that my work is truly appreciated and highly valued.

CASE STUDY #11 ADMINISTRATIVE SUPPORT

The administration in my school is very supportive of the mentor program and its mentors. We have meetings once a week to discuss future plans and any problems we have. The assistant principal who supervises mentors always has his door open to us. This makes it very easy to do our jobs.

Though each person is assigned a specific new teacher in the program, there is no possessiveness in this. If someone needs help, any mentor can give it. New teachers and mentors interact regularly.

I would say that the only negative attitude about the administration is that our principal, in a desire to make teachers feel good, often writes on their evaluations, "should try out for the mentor program." He has done that in some cases where the teacher needed a mentor. Nevertheless, these teachers fill out applications and go through the process of being observed to become a mentor. Other teachers in the school see this and begin to think that the mentor program is a bit of a joke.

I think that the principal in our school is not discriminating enough in the people he recommends for the program. I realize this may sound a little pompous, but I am truly sincere when I say that some of the applicants sorely need a mentor. For example, one woman who was selected as a mentor was never observed teaching her own classes since she was on vacation at the time when she was to be observed. This teacher has such poor classroom control that she yells all period, and the noise level in her classroom is deafening. I know...I teach next door to her. The

major problem with this is that anyone observing her might think that this sort of classroom atmosphere is acceptable. I think the administrator's undiscriminating attitude is responsible for the placement of such a mentor.

However, there is a very positive attitude in our school towards mentors, also generated by the principal. Mentors are respected in our school, and they are all very active on campus.

CONFIDENTIALITY/EVALUATION

The line between talking about a colleague's work and evaluating her is a fine one. In Missouri, the state regulations stipulate that the Professional Development Committee, of which the mentor is a part, serves as a "confidential consultant" to the teacher(s). Therefore, mentors agree not to talk to their principals about the teaching practices of any one teacher. All interactions between mentors and other teachers are strictly confidential. The mentor-colleague relationship is grounded in the expectation that their interactions will be confidential. That expectation can contribute to an atmosphere of mutual respect between mentors and their colleagues.

CASE STUDY #12 KISS OF DEATH (Confidentiality)

One of the most difficult aspects of mentoring, at least at my school, is keeping the ever-so-important confidentiality between mentor and new teacher. It is not only important to keep this relationship intact, but also to prevent other circumstances from damaging or diluting the rapport between the mentor and the new teacher.

A small incident occurred with a new teacher at my school that dramatized this to me. For obvious reasons, I will refer to this new teacher by the pseudonym Tim.

I observed several of Tim's classes, followed by post-observation conferences and other informal chats. As usual, I would first highlight the positive aspects of his teaching, briefly mentioning one or two suggestions he might work on to improve. During one of our post-observation chats, Tim mentioned he did not have enough time to properly prepare for his classes due to his new interest in working out in the gym during his conference period. I suggested that he might try some time management skills to make more efficient use of his time and reconsider the use of his conference period.

Several days later I was meeting with a school administrator regarding mentor activities. He asked me to assist Tim in his lesson planning. Without any discussion, the administrator told me about Tim using his conference periods to work out.

During Tim's evaluation, an administrator expressed to him his concern about Tim's use of his conference period and mentioned that I was aware of it. This was the kiss of death. Tim incorrectly inferred that I had related this information to the administrator instead of the other way around. Subsequently, Tim did not avail himself of mentor time and stayed away from our new teacher meetings as well.

After hearing about this through other new teachers, I met with Tim and explained the situation.

The result of this experience is that I now try to avoid having conversations or even listening to comments about new teachers from administrators. The level of rapport between mentor and new teacher hinges on strong confidentiality.

CASE STUDY #13 PROFESSIONAL BUDDIES (A Teammate)

I am currently working with a provisional teacher who teaches world history and U.S. history at Huntington Park High School. Jeff is creative, well organized and very knowledgeable in his subject areas. As a matter of fact, when I first introduced myself to Jeff as his new mentor teacher, I was concerned about offering him assistance because I knew he was a dedicated professional teacher.

As it turned out, Jeff did have one major area of concern. He did not know how to reach his ninth-grade world history students who had severe reading problems. Since I was working with similar students, I was able to explore motivational and reading problems with Jeff. We soon began to exchange lesson plans and world history reading materials especially designed to meet our ninth graders' needs. We both became more aware of our students' frustration levels and our own teaching behaviors. We observe each other whenever we use a new approach or special activity in our classes.

By working together, we are able to understand each other's strengths. Jeff, in particular, is a multimedia expert. He was a professional filmstrip designer, and he has developed many visual displays for the social studies department. Since we both teach world history, it seemed logical for us to pool our energies to create material for our low-reading-level world history classes. As a mentor teacher, I came up with the necessary money, time and equipment to develop

several multimedia projects. Jeff contributed his concern, expertise, and energy. Jeff recently completed a video project plus graphics which provide vocabulary words and definitions as well as questions to enhance student comprehension of selected themes in the file Amadeus. Selected segments of this film are shown, immediately followed by questions on the screen which assess student comprehension of precise learning objectives. Jeff is currently using the videographic display writer to provide a visual vocabulary for world history. This includes the words and their definitions, as well as visual images for concepts such as pyramids, aqueducts, and so forth.

We also meet regularly, during nutrition break, lunch or our conference periods, to upgrade and share lesson plans. Recently, we started to experiement with "Social Studies Starters: Games Students Like to Play," created by John William Benson, a teacher from Garfield High School. These games enliven the classroom and create an exciting learning atmosphere for our students. We teach in adjoining classrooms, so we are able to see and hear each other experiment with teaching games and audiovisual materials.

Over the past four months Jeff and I have become professional buddies. We share ideas, jokes, learning theories, rooms, books, teaching strategies, and our real concern about effective teaching. I started out to help Jeff, but I ended up being his teammate.

CASE STUDY #14 WORKING TOGETHER

Before I started working with Mrs. Sergeant, she seemed to be a very strict teacher. It was her first year working with junior high school students. She had taught previously at a junior college. Mrs. Sergeant ran her room as though the students were in the army. They could not get up from their seats after they sat down. No one could talk. Normal working conversations were out of the question. All assignments were written, fill-in-the-space type. No work was corrected. Every Friday student notebooks were corrected by placing a check on top of the page. Students didn't know if the assignment completed that day was correct.

Since both of us taught English as a second language and were on the same track, we shared some students. To go to my room, I had to go by her room, and I noticed that she was often absent. Sometimes the students would tell me that she seemed like she was drunk and that she would wave the roll book in the air and scream "I got the power." They thought it was very funny. She seemed like she was about to have a nervous breakdown.

That was before I became a mentor and started working with

her. She has come a long way in a year and a half! I'm very proud of her. She has become more relaxed. She is not absent as often. She has gotten a grasp of the material the students can do. Now she doesn't assign work that is over their heads. She's not so uptight. Her classroom is well decorated, and she seems to be a different person.

What exactly has made the difference, I don't know. It took about six months for her to trust me completely. I made sure to tell her that I was there to help her. And whenever she needed help, I'd focus on her problem. Together we would solve it. I told her that I was not there to evaluate her. I shared materials with her. I got materials for her, gave demonstration lessons, explained and re-explained whatever she needed help with.

I was very patient and encouraged her in all attempts to be a better teacher. I'm very proud. She still has to learn to speak up for herself since she is not yet permanent and doesn't want to rock the boat. She takes pride in her work. Her children are learning. The last evaluation was a great improvement over the one last year. She asked me to observe her and give her comments on how she could improve the lesson. I was like a beaming parent whose child received an excellent report, and I felt like telling the whole staff, "I helped her a little."

CASE STUDY #15 A MENTOR'S FAIRY TALE - <u>CLOSE CONTACT AND CONTINUAL SUPPORT</u>

Lisa is a very pleasant young lady. She came to our school with some experience in teaching, having taught at a Catholic school for a year before coming into our school system. She was very easy to learn.

My principal assigned her to me on the first day of school. She worked very closely with me helping me to set up my reading, math and spelling groups. I shared the responsibility of running the room with her. THis made her really feel like a part of the room.

Lisa stayed with me about three weeks. She had won the respect of the children by this time and it made things a lot easier for her. In my school this is very important.

When the time came for the principal to assign her to a classroom, I felt that she was truly ready. She chose a second-grade class. She was very excited about that because she wanted to teach second or third grade.

When she was assigned a room, I went in and helped her set it up. SHe took great pride in what she was doing. Her room was very attractively decorated. It was filled with

pictures and learning activities. She told me that she had been collecting materials ever since she was in college. She had a nice collection to start with.

On the first Monday of the fourth week of school she received her children. I went in for the first hour to help. I pretended to be filling our some papers. She brought the children up to the room. She gave them a nice little pep talk and laid out her rules and regulations. The children sat very quietly while she was talking. When she finished, she asked them if they had any questions. Some of the children raised their hands and asked a question or two. The answers she gave seemed to satisfy them.

I kept a close check on her. Every morning I would pop in to see if there was anything I could do to help her. If there was something that she didn't understand, I would try to clear it up for her.

She was very receptive to new ideas and accepted them very graciously. She was a person who would follow through on ideas and suggestions. When I set up demonstrations, she would always go and come back with lots of questions.

By the end of the first semester she was doing a beautiful job. She felt at ease and just seemed to fit in with the school's routine. I was very pleased and proud of her. When the principal observed her, she received an outstanding evaluation. She was truly a great person to work with and really made mentoring worthwhile.

CASE STUDY #16 FROM SOUP TO NUTS (The Basics)

Manuel is a brand new teacher. Before he joined the profession he was a soldier, a salesman, and an insurance consultant. At 40, he has chosen teaching for a career.

We met today at the office. After a short introduction, we walked to his room. There was a substitute teacher there. He was not supposed to start today, but he was going to stay anyhow because he wants to be ready for the big day tomorrow!

I took him and showed him around: The bookroom, the workroom, the retrieval room, the library, the teacher's cafeteria, and so forth.

"By the way, did you sign in today?" I casually asked.

"Sign in? What do you mean? Where am I supposed to sign in?"

"Oh, you don't have to sign in and out today, but I'll show

you where and when to do it."

We talked about everything, from checking his mailbox every morning, to signing up for lunch if he plans to eat in the cafeteria.

From the informal conversation, I deduced that he needed to learn every trick of the profession. After lunch we went back to the room to observe the routine and to become better acquainted with the children.

"Mrs. Johnston, I have some handwriting worksheets that I would like to use with the children. Who can make me some copies?"

"Oh, all you have to do is to make a thermofax and run the copies yourself," I explained.

"A thermofax? What is a thermofax?"

REWARDS

Achieving a mentorship can be a rewarding experience. First and foremost, mentor teachers get increased recognition and status for excellence in their craft. The mentorship provides outstanding teachers with opportunities to influence the practices of other teachers. Mentors can provide their less experienced colleagues with companionship, assurance, technical feedback on pedagogical practices, access to different models of teaching, and chances to reflect and analyze teaching practices. When the relationship with another teacher is fruitful, the mentor is rewarded with appreciative comments and friendship.

Mentors can also experience professional growth from their additional responsibilities. They learn new skills and new ideas from watching others teach. Perhaps most important, they learn about themselves as teachers.

Two cases describe the rewards that a mentorship can provide. "Challenges of a Mentorship" richly illustrates both the rewards that a mentor can gain from working with a neophyte and the personal growth that can ensue. "The Initial Approach" illuminates how one mentor teacher gained confidence in her own strengths as a result of the new title.

CASE STUDY #17 CHALLENGES OF A MENTORSHIP

I started my job with C., my shining star mentee, whom I have written about before, and my other mentees by holding

an informal needs assessment meeting with them. I asked the mentees what they had already learned from my predecessor, as well as from college classes. I agreed to reinforce these skills and set up workshops once a week to handle other concerns as they would arise. I also suggested doing an initial individual observation to asess the areas in which I felt they needed further support and guidance. C, and the others felt that this approach would be helpful and so we were off and running.

At my first observation of C. I watched as she instructed her students with a natural grace and style that told me I was working with a diamond. She certainly was a bit rough around the edges, but she just needed some smoothing and polishing.

Later that day, I heartily acknowledged her natural sense of teaching and praised her for her effort and care with the students. I asked her for her own assessment and what areas she wanted to work on. We chose discipline - specifically, getting students to transition from one topic to another easily and quietly - as a focal point. We talked about various approaches and I modeled one for her in class the next day: "I am looking for the quietest table to send to the door for recess," I began. Then, by patting students on the shoulder who remained still once they got in line, I showed C. that students could do what she had asked them to do. She was grateful and used that approach the rest of the year successfully.

There were many other times as well when C. would bring in other areas of concern, and we would discuss them, analyze them, and try to resolve them. Sometimes I would be the advice giver. Sometimes I would draw from her and let her come up with the ideas. Whether I had suggested or she had suggested an idea, C. was faithful in taking it back to the classroom and trying it out (unlike some of my other mentees), and I truly respected and admired her for this.

Inservice training was another way I shared what I knew with C. and the other new teachers. Largely based on new teacher request, I did workshops in areas that our administrators had not covered, or added to what they had done. Some of my inservice workshops included room organization, yard duty, field trips, bookbinding, and a tour of the resource rooms.

Lesson planning and getting teachers ready for their evaluations from administrators became a larger part of my job. C. picked the skill that she wanted to teach, and I helped her with the step-by-step methodology and "spice" or creativity for each lesson. Once C. had planned well, I knew that her execution of the lesson would be excellent. Her evaluations proved me correct.

One of the most challenging parts of my job, however, came when C. was discouraged. She shed many tears and told me about her great frustration with administrative input that perhaps was offered in the name of assistance, yet often came across in the name of criticism and interference. When the kids were noisy and the day had fallen flat, then, too, I would listen, comfort, console, and bolster. Such emotional support brought a special closeness, and we became personal friends during this time. This greatly enhances our work professionally.

One final role worth mentioning was that of time management consultant. I frequently offered C. and the others suggestions to shortcut or reduce their enormous workloads. Mentees have great pressures from on-the-job training as well as collegiate and home responsibilities. I learned a lot about coping with my own pressures, too, of being teacher, mentor, graduate student, and family member while I was advising them.

Perhaps the greatest reward then came from how much I learned about myself and my own abilities while I was helping others. Mentor teaching is far more demanding than I ever dreamed possible. It is also far more rewarding.

CASE STUDY #18 THE INITIAL APPROACH (As A Mentor)

I was reassigned to a school in the middle of the year. I was excited about my new school and my newly appointed position as mentor. The inservice workshops at the Professional Development Center had me highly motivated and anxious to help teachers.

I had previously worked at a school where there was very little support by the administration for anything, and I had to have my new principal's support. The initial approach was very difficult because I waited and waited for my principal to say something to me about my new job title. I finally decided to ask her to meet with me.

My first meeting with my principal did not lessen my enthusiasm but gave me the feeling that I must not fail. I shared my copy of "Mentor Duties and Responsibilities" and assured her that I was ready to "walk on water." Needless to say, I was expected to do just that.

I was assigned to two second-year probationary teachers and one ten-year teacher. There was only one new teacher at this school, and the other mentor worked with her. My other assignments included organizing staff activities like assemblies, contests, drives, meetings, and so forth. I was also expected to have a model class and a model

classroom. The region assigned me to a new teacher at another site. I was sure that I was capable of performing and adequately fulfilling the responsibilities given me. However, it took a little time for me to come to terms with the fact that I could not do everything. I decided to delegate responsiblity. I found out that I was very skillful in this area.

I recruited outstanding teachers to do demonstration lessons appropriate to areas of need for the probationary teachers. I set up committees to handle special programs, to help with organizing a retrieval system, and encouraged them to lead staff development seminars.

I will always remember that I believed that my success or failure was dependent on my principal. I know now that my success is dependent on me.

My apprehensions were unnecessary. My job as a mentor has increased my administrator's confidence in my abilities. I'd like to add that any mentor making an initial approach either to their mentee or to their principal should do a skills inventory. Had I done this, I would have known where my strengths were.

CASE STUDY #19 MY LIFE AS A MENTOR

It has been with amazement that I have listened to fellow mentors complain about how some of their colleagues have reacted to them since they were selected as mentor teachers. Since my skin is relatively thin when it comes to dealing with peers, I am extremely grateful that my experience has been different from that reported by other mentors. I believe that more information is needed to form any conclusions from teacher remarks to mentors and about mentors which are of a negative nature. It is not known if people make sarcastic remarks because they did not get the information about the program in the first place, did not take the initiative to apply for the position, felt that they would not be selected if they did apply, applied and were rejected, or completely misunderstand the role of a mentor teacher.

I did not apply initially because I did not want to risk being transferred to another school. I was already helping teachers who either obviously needed help and did not resist my overtures, or openly asked for help. With the advent of the Emergency Provisional Program, I waded in and demanded that I be allowed to help in order to keep from stepping over bodies by the time of the first open house. I was to guide the new teachers at least through the opening days of enrollment and roll book preparation. I formally observed and conferenced with some teachers. The stipend seemed too

small to give up the little kingdom that I had built.

When our single mentor asked me to reconsider and apply, I explained all of my feelings with emphasis on the fear of being transferred from what I considered to be a second home. She pointed out that if a move was demanded, I could always ask to be removed from the program and forego the stipend. Additionally, she pointed out according to her information from meetings she attended, they needed mentors badly enough that they would not move people but would appoint sufficient numbers to ensure coverage at all schools.

The process of application and acceptance was quite ego boosting. Not only was I asked to participate by a colleague whom I admired, I was accepted and began being paid for a job that I always had felt I should receive extra money for doing. However, I was initially defensive because there were many excellent teachers senior to myself who did not appear on the acceptance list. I maintained a low profile initially because I was fearful of criticism from those people. I was also slightly awed by the job the district expected from mentors and was not sure that I would be highly successful.

I am not sure that my initial attitude was critical, but it probably was a factor in not antagonizing critics. No one has made it clear that a particular problem should be assigned to me because, after all, I was being paid extra. No one has questioned me about being singled out as being somehow better. I have felt no pressure from colleagues at all, including those with whom I have always had difficulty getting along.

More importantly, the new title has done some very positive things for me. I have a new attitude. I believe that I have always been, more or less, a role model, but now I find it necessary to remind myself of this constantly. I never fail to greet a colleague with a smile, and frequently go out of my way to make small talk or simply to listen. I make an effort to be upbeat and positive about today as well as tomorrow. I have rejected cynicism absolutely and try to talk others out of it as well. I feel more confident about being assertive with the principal and his assistants. When the assistant principal remarked that he did not understand why he was left out of the new teacher meetings when, after all, he was charged with school curriculum, I found it quite easy to invite him to the meetings. This did not change my mind that it was we mentors who could do the superior job. I was pleased to accurately predict that he would attend once and not return.

My ability to satisfy the new responsibility has not been diminished by criticism or complaints. I would have been

very sensitive at the outset and greatly bothered by "sour grapes" types of comments made to me or about me. What we mentors do is now general knowledge among our staff. I am sure that the best course is to make no important announcements of congratulations but let the job get done naturally and save the feelings of the people who for one reason or another are "wantabees" but aren't.

CASE STUDY #20 FRIENDS AND MENTORS

Lacy came to my school as a teacher trainee the year before I became a mentor teacher. I was immediately impressed with her self-confidence and positive attitude. We shared the same science classroom since I was in another department part of the day. We also shared the same desk and file cabinet, and I provided a key for all the supply cabinets. The bulletin boards soon blossomed with life. I encouraged her to treat the room as if it were exclusively hers. Fish tanks and terrariums soon appeared, as did lunchtime students for conversations with their "neat new teacher." We rapidly became personal friends, sharing anecdotes of our personal lives over midmorning coffee.

My program changed the second semester, and I moved to the art department. A year later I became a mentor teacher and she my mentee. Our contacts were very friendly and easy based on the friendship which had already been established. In due time, I scheduled a pre-observation conference and set up an observation date. I was looking forward to the visit as I knew from watching her teach the previous year that she was quite comfortable and skilled in the classroom.

I arrived several minutes before her class was to begin on the appointed day and was greeted by her at the door. Although her dress had always been quite professional, it was obvious that she had dressed carefully this day. She could have stepped into an elegant dinner party and not been noticed. Her tone of voice and manner were not in the relaxed fashion that I was accustomed to and expected. As class began, it became immediately obvious that she was nervous. Her relaxed and well-paced presentation style was replaced by stiffness and skipping around. Parts of the lesson were omitted. I most missed her easy sense of humor which I'd noticed while casually observing her the year before.

At the post-observation conference we went through the typical debriefing with the usual compliments and discussion on what had occurred. Near the end of the conference I asked her if she had been nervous. She replied that she had been very nervous. "Why?" I asked, when she had been very comfortable with me being in and out her room the year before. After all, we were friends long be-

fore I came to observe her formally. She replied that she was very fearful of making a mistake. Because of our personal friendship, she wanted to impress me and was worried that I might be disappointed. She stated further that, for her, the closer she was to someone, the worse the nervousness and anxiety would become.

This was an eye-opener for me as it presented an aspect of observation which was precisely the opposite of what I had expected. How, in the mentoring relationship, does one change from fear of making a mistake in front of a friend to wishing the opportunity to show off to the same friend?

PROFESSIONAL DEVELOPMENT PLAN FOR BEGINNING TEACHER

Name _____ Supervisor/Evaluator _____ Mentor _____

School _____ School Year _____ Higher Education Representative _____

GOALS	STRATEGY	FACILITATED BY	TARGET DATE	DATE ACHIEVED
I. Instructional Process A. District Responsibility 1) Discuss Performance Based Teacher Evaluation (PBTE)	Use PBTE guidelines to communicate expectations	Principal & Mentor	Orientation & ongoing	
2) Identify grading process, test procedures and support service procedures	Review school policy handbook on grading, testing, and support services for counseling and special education	Principal, Counselor & Mentor	Orientation, First quarter & ongoing	
3) Discuss curriculum expectations	Use Core competencies, key skills and curriculum guides to outline expectations	Principal & Mentor	Orientation & ongoing	
4) Explain process for distribution of books & supplies	Show how books and supplies are distributed	Mentor	Prior to students' first day of school	
5) Identify instructional goal or learner outcome for teaching activities outside the classroom and board policies governing such activities	Consult school board policy handbook for policies	Principal & Mentor	Ongoing	
6) Discuss the cultural and socioeconomic background of members of the school community	Present information on the cultural and socioeconomic backgrounds which would enhance learning	Principal & Mentor	Ongoing	

Name_____

GOALS	STRATEGY	FACILITATED BY	TARGET DATE	DATE ACHIEVED
II. Classroom Management A. District Responsibility 1) Identify classroom management procedures on discipline and	Review school discipline code	Principal & Mentor	Orientation & Ongoing	
2) Report clerical responsibilities concerning gradebook, attendance, plan book, report cards, mid-terms	Consult school handbook on clerical	Principal & Mentor	Orientation & first quarter	
3) Discuss copying and paper control	Use office supplies to copy, understand control	Principal & Mentor	Orientation & first quarter	
4) Discuss organizational procedures a. Art, Music, Physical Ed. b. Assemblies c. Lunch Money/Count	Inform teacher of present organizational procedures	Principal & Mentor	Orientation & first quarter	
5) Discuss Ancillary Resources a. Media Center/Library b. Computer Lab c. School Nurse/First Aid Supplies	Tour facilities	Principal, Mentor & School Nurse	Orientation & ongoing	
6) Identify environmental responsibilities a. Heat, light b. Desks c. Maintenance	Tour school facilities	Principal & Mentor	First Week	

Name_____

GOALS	STRATEGY	FACILITATED BY	TARGET DATE	DATE ACHIEVED
III. Interpersonal Responsibilities A. District Responsibility 1) Identify channels for parent/ teacher communications	Explain methods of parent/teacher communications such as phone calls, correspondence and P/T conferences	Mentor & Principal	Orientation & ongoing	
2) Discuss social expectations in in & out of classroom	Discuss during mentor and principal	Mentor & Principal	Ongoing	
3) Discuss opportunities for networking with fellow teachers	Discuss means of cooperatively working with colleagues	Mentor	Ongoing	
4) Discuss the cultural and socioeconomic backgrounds of members of the school community	Review cultural and socioeconomic backgrounds to enhance relationships with staff and community	Principal	Orientation	

Name_____

GOALS	STRATEGY	FACILITATED BY	TARGET DATE	DATE ACHIEVED
IV. Professional Responsibilities A. District Responsibility 1) Explain school board policy	Review school board policy handbook	Principal & Administration	Orientation	
2) Explain teacher professional development policies and expectations	Review board policies and state requirement	Principal & Mentor	Orientation & ongoing	
3) Prepare teachers for extra-curricular activities	explain extracurricular assignments	Principal & Mentor	Orientation & ongoing	
4) Identify opportunities for involvement in professional organizations	Review policies regarding professional organization involvement	Principal & Mentor	Orientation & ongoing	
5) Discuss professional dress	Review school board policy	Principal	Orientation	

PROFESSIONAL DEVELOPMENT PLAN FOR BEGINNING TEACHER

Name _____ Supervisor/Evaluator _____ Mentor _____

School _____ School Year _____ higher Education Representative _____

GOALS	STRATEGY	FACILITATED BY	TARGET DATE	DATE ACHIEVED
I. Instructional Process A. District Reponsibility				

Name_____

GOALS	STRATEGY	FACILITATED BY	TARGET DATE	DATE ACHIEVED
II. Classroom Management A. District Responsibility				

Name_____

GOALS	STRATEGY	FACILITATED BY	TARGET DATE	DATE ACHIEVED
II. Classroom Management B. Teacher Responsibility				

Name_____

GOALS	STRATEGY	FACILITATED BY	TARGET DATE	DATE ACHIEVED
III. Interpersonal Relationships B. Teacher Responsibility				

Name: _____

GOALS	STRATEGY	FACILITATED BY	TARGET DATE	DATE ACHIEVED
IV. Professional Responsibilities				
B. Teacher Responsibility				

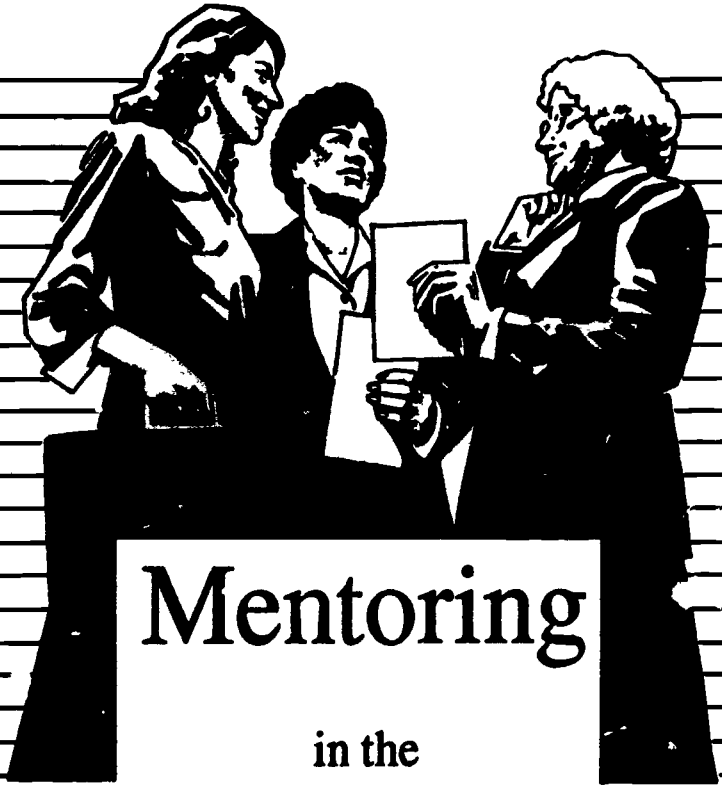
Name_____

GOALS	STRATEGY	FACILITATED BY	TARGET DATE	DATE ACHIEVED
V. Other A. District Responsibility				

Name_____

GOALS	STRATEGY	FACILITATED BY	TARGET DATE	DATE ACHIEVED
V. Other B. Teacher Responsibility				

"The mentor is a guide, a sponsor, a teacher, a friend, a helper"



Mentoring

in the

Ferguson-Florissant School District

"A mentor is a trusted and experienced professional who takes a personal and direct interest in the development and education of a younger, less experienced professional"

Office of Human Resources

Recent studies show that the profession loses one in five new teachers after the first year of teaching. After the second year, two in five have left. This is a tragic loss for many of these young educators who might have succeeded with the help of a mentor. Additionally, it is a frightening statistic in light of the growing teacher shortage.

Our district's Strategic Plan provides for the institution of a mentoring program for the 1988-89 school year. The Teacher Mentor Program consists of training, teacher observation, coaching, and the sharing of ideas and expertise. Selection of mentors will begin in May, 1988.

Purpose of the Mentoring Program

This program provides a new teacher the assistance needed to begin a successful teaching career through a mentor relationship. It also provides mentor teachers opportunities to sharpen their teaching skills and expand their knowledge of current teaching practices.

Goals of the Mentoring Program

For New Teachers:

1. To provide the new teacher with a guide, a sponsor, a helper, and a friend
2. To provide a professional relationship with a mentor
3. To provide opportunities with a mentor to develop the necessary knowledge and teaching skills for effective instruction

For Mentors:

1. To provide opportunties for personal growth through collaboration with new teachers and other mentor teachers
2. To offer opportunities for professional growth by providing training and expansion of professional skills

Profile of the Mentor Teacher

A mentor must have a minimum of five years teaching experience and be a model teacher who is:

- ☐ Caring and interested in guiding a new teacher
- ☐ Knowledgeable about current research on effective teaching
- ☐ Knowledgeable regarding school district and building goals, procedures, and rules
- ☐ Committed to the concept of lifelong learning and personal professional development
- ☐ Able to communicate and able to respond to a new teacher's needs

Expectations for the Mentor Teacher

The mentor will be many things to a new teacher. Paramount is a feeling of *trust* and *sharing*. The mentor is to aid the new teacher in professional development and to aid with the adjustments necessary to a new job and organization.

Specifically, the mentor will:

- ☐ Orient the new teacher to the building
- ☐ Review curriculum and texts
- ☐ Assist in setting up and organizing the classroom
- ☐ Explain record keeping procedures
- ☐ Introduce the new teacher to the staff in the building
- ☐ Provide information about the community
- ☐ Plan and conduct classroom observations with the new teacher (Mentors and new teachers will observe one another a minimum of three times per semester.)
- ☐ Confer formally and informally with the new teacher on a regular basis
- ☐ Plan with the new teacher a program of inservice activities

Training for Mentor Teachers

Training will be provided for both mentors and new teachers during August. A stipend will be paid.

Mentor teachers will meet for lunch with new teachers and for an afternoon orientation on Tuesday, August 23.

Mentors will meet with new teachers in their buildings on Wednesday morning for orientation. Mentors and new teachers will have lunch in the Staff Development Center. Mentors will continue training that afternoon.

Mentors will complete training with their new teachers on Thursday morning, August 25. Lunch will be provided.

Specific Training for Mentor Teachers:

- ☐ Clinical Supervision/The Observation Cycle
- ☐ Coaching
- ☐ Elements of Effective Instruction

Time Commitment for Mentor Teachers

- ☐ Two days in August - Stipend
- ☐ Twenty-four hours during the school year

  (observation and conferencing) - Stipend
- ☐ Periodic mentor-teacher group meetings

Your Involvement as a Mentor Teacher

If you believe that you can make a difference in the success of a new professional in education then, we urge you to apply for the role of teacher mentor.

Please complete the application in this brochure and forward it along with a brief letter of recommendation from your building principal to:

Bill Emrick
Human Resources Office
Administration Center

Mentors will be placed with new teachers in collaboration with the building principal.

Mentors working with new teachers will be paid a stipend for training and for twenty-four (24) hours contact time during the school year with the new teacher.

Mentor Teacher Application

Name_____

Building_____

Grade Level or
Subject Matter_____

Years of Teaching
Experience _____

Please include a statement (100 words or less) indicating your desire to mentor and the skills and knowledge you have to help a new teacher.

Attach building principal's recommendation.

OFFICE OF THE DIRECTOR OF HUMAN RESOURCES
FERGUSON-FLORISSANT SCHOOL DISTRICT

February 1 1989

I sincerely hope that your year is going well! Your willingness to make a contribution to the professional and personal growth of a new staff member is very much appreciated by the Human Resources Office. The following information and the accompanying packet is important to you.

1. Mentors will be paid a stipend of $100 this year for their services. Forms for this payment are being prepared.

2. You have received a scheduled date and time for my final visit to your school location. Be sure to complete classroom observations by that date. The original requirements were (3) three observations each by the mentor and the new teacher.

3. Please complete the attached packet of materials with your new staff member. Xerox two copies, one for the new staff member and one for me. I will review the completed packet with you during my last visit.

Thank you.

Sincerely,

Bill Emrick
Director of Human Resources

BE/slb

MENTOR TEACHER/NEW TEACHER PACKET

1. Specific goal items (contained on pages 41-44 of the Mentoring Handbook) that you discussed with the new staff member.

   List each one on this page.

2. New staff member's accomplished and ongoing inservice activities (school year 1988-89).

List specific items/areas/programs in which the new staff member has participated.

I have included some items for you and the new staff member to reference when making this list.

REFERENCE LIST

*Fall Conference (District)
*Lectures by noted authorities
*On-site visits by consultants
*Continuing education (University)
*Building-level inservice activities
*Business-or-industry supported training programs
*School/business partnerships that give teachers opportunities to keep abreast of developments in their fields
*Participation in local, state, and national conferences
*Establishment of or use of a resource library or teacher center in the district
*Inservice opportunities at teacher training institutions
*inservice programs via satellite communication
*Participation in tele-conferences
*Released time for research or independent study
*Faculty exchanges with higher education institutions

LIST OF NEW STAFF MEMBER'S 1988-89 INSERVICE ACTIVITIES

3. Professional Development Plan

The state requires that new teachers have a plan of professional development extending through at least the first two years of service. In this section indicate the new staff member's interests for continued professional development The reference list cited earlier may be helpful. (Example: The new staff member may be going on for graduate studies, or planning to take inservice in a particular area, or build a particular skill).

4. Evaluation

In this section please record comments from both mentor and new staff member about the mentoring program.

What do you like most about the mentoring program?

What would you change?

Suggestions...

Recommendations...