



*CIRCLE OF QUALITY
MENTORING*

PROGRAMS AND PRACTICES

by

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Mentoring and Learning



- What should be included in a mentoring program
- How does a mentoring program retain teachers in the profession
- What does a new teacher need to know and be able to do.

Background Research

Presumptions

- In college new teachers receive an orientation to the teaching profession.
 - **FANTASY**
- Employers provide thorough orientation to district and school.
 - **NOT A REALITY**
 - 2-3 days of introductions
 - a policies and procedures manual.

Background Research



- Frustration sets in -- early October
 - **SURVIVAL**
 - Inability to cope with classroom management issues
 - Perception of Isolation
 - Facing realities of teaching and feeling unprepared

Background Research

- There were no criteria to determine whether a program was a quality program
- Difficult to determine whether a school district was developing a program that could be considered a successful induction to the teaching profession and to the district

Background Research

- Concerns for Future of Teacher Education
 - Lack of training for student teachers
 - No support provided to new teachers
 - Teacher drop-out rate 54% by 5th year
 - At my site 2/3 of teachers 20+ years experience
 - Teacher orientation was minimal

Current Research

Components of The Mentoring Framework

- Six Dimensions
 - Program Purposes
 - School, District, and University Cultures and Responsibilities
 - Mentor Selection and Mentor/Novice Matching

Current Research



- Mentor Preparation and Development
- Mentor Roles and Practices
- Program Administration, Implementation, and Evaluation

Program Purpose – Dimension I



Program Purposes

- 1. Help novices develop a professional practice aligned with professional standards for teaching and learning.
- 2. Help novices develop a professional identity through reflection and inquiry.

Program Purpose – Dimension I



- 3. Help novices manage the day-to-day challenges of teaching.
- 4. Prepare, select, and retain quality teachers.
- 5. Provide personal and professional support and challenge during the initial stage of novices' careers.

Roles/Cultures - Dimension II

School, District, and University Cultures and Responsibilities

- 1. Learning to teach is embraced as a career-long process in which professional development is ongoing.
- 2. Mentor professional development is embraced as a necessary component in pre-service and induction programs.
- 3. Research-based knowledge is recognized as an important foundation of quality teaching.

Roles/Cultures – Dimension II

- 4. Teaching diverse learners to excel is recognized as an important foundation of quality teaching.
- 5. There is a pervasive understanding that learning and change take time; thus, mentors and novices must have time built into their daily work schedules for teacher development.

Roles/Cultures – Dimension II

- 6. Focus is placed on developing a school community in which all members work to support the learning and development of others.
- 7. Responsibility to guide novices who are learning to teach is widely accepted and embraced as an important aspect of experienced teachers' professional roles.
- 8. School administrators sanction the program and regularly support it as a priority.

Roles/Cultures – Dimension II

- 9. Mentors help novices understand the school and community context in which they are working.
- 10. Novices are provided opportunities to work together and with other educators and community members, both in and out of school.
- 11. Recognition and compensation is provided for time spent in mentoring and the preparation and development of mentoring practice

Mentor Selection/Matching

Dimension III



Mentor Selection and Mentor/Novice Matching

- 1. Committed to studying and developing own practice;
- 2. Able to model standards-based teaching that the program is attempting to foster;
- 3. Able to work with adults from diverse backgrounds;
- 4. Sensitive to the viewpoints of others;

Mentor Selection/Matching

Dimension III

- 5. Informed about mentor responsibilities and willing to make the necessary commitment to carry out these responsibilities, including a substantial time commitment.
- 6. Committed to ethical practices;
- 7. Committed to providing both professional and emotional support and challenge;
- 8. Teaching assignments are complementary in level and/or academic discipline

Mentor Preparation

Dimension IV



Mentor Preparation and Development

- 1. Observing and analyzing the practice of novices, with emphasis on professional standards-based teaching.
- 2. Understanding novice development and the needs/concerns of novices.
- 3. Fostering productive conversations about teaching and learning.

Mentor Preparation

Dimension IV

- 4. Analyzing the learning of diverse students and helping the novice learn from these processes.
- 5. Mentoring strategies and practices to support and challenge novices to learn at their maximal level.
- 6. Working with novices as adult learners.

Mentor Preparation

Dimension IV



- 7. Practice and problem solve simulated and/or actual mentor/novice learning situations.
- 8. Analyze and reflect on classroom teaching and learning experiences as well as mentor/novice Interactions.
- 9. Receive coaching and feedback on mentoring practices.

Mentor Preparation

Dimension IV



- 10. Share and study mentoring practices with other mentors.
- 11. Explore strategies to build and strengthen the mentor/novice relationship.
- 12. The program provides mentors with monetary compensation for attending

Mentor Roles - Dimension V

Mentor Roles and Practices

- 1. The mentor perceives himself or herself as a school-based teacher educator, taking responsibility for supporting, facilitating, and challenging novices into standards-based practice.
- 2. The mentor views his or her role as a facilitator and model of self-reflection, problem-solving, and instructional improvement.

Mentor Roles – Dimension V

- 3. The mentor consistently recognizes trustworthiness and professional growth as the defining dimensions of the mentor/novice relationship.
- 4. The mentor accepts the ongoing responsibility of building and maintaining a professional relationship with the novice.
- 5. The mentor provides initial support and guidance to the novice before school begins and continues with frequent and regular interaction throughout the school year.

Mentor Roles – Dimension V

- 6. The mentor supports and challenges the novice to improve his or her teaching practices.
- 7. Interactions between mentor and novice are both formal and informal, occurring in and out of the mentor and/or novice's classroom.
- 8. The mentor provides empathy and assistance to novices coping with the stresses of teaching.

Coordinator – Dimension VI

Program Administration, Implementation and Evaluation

- 1. Is committed to program purposes.
- 2. Is knowledgeable and experienced in mentoring initiatives.
- 3. Is able to work effectively with people of diverse backgrounds
- 4. Coordinates professional development for mentors and novices.

The Mentoring Framework



- Six dimensions represent the ideal structures and practices promoting quality mentoring
 - Assistance
 - Assessment

The Mentoring Framework



- Represents a standards-based approach to Mentoring
 - Improve teacher quality
 - Increase teacher retention

Resource

Quality Mentoring for Novice
Teachers (2000)

By

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The Mentoring Framework



For further information

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