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An
Induction-with-Mentoring
Toolkit

A School District's Guide to
Initiating and Developing
Induction-with-Mentoring Services
for New Teachers

This Toolkit is available electronically at the following:

http://nheon.org/prof_dev/mentoring/index.php

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Acknowledgements

This Toolkit is the result of a truly collaborative and voluntary effort of a variety of stakeholders working toward a common vision of supporting new educators in New Hampshire. Its development would not have been possible without the dedication, knowledge, expertise, time, energy, and enthusiasm that so many educators willingly shared with us in this effort. Their commitment is heartwarming and their passion is contagious.

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- Members of the Best Schools Mentoring Team, for their tireless effort and commitment to finishing a sometimes tedious and thankless job of developing a set of resources to be used by school districts.
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- Mentoring Support Group, for their encouragement, honesty, and input grounded in reality.
- Our facilitator, for keeping us focused, on task, motivated, and well fed.

This is a work-in-progress, and we will continue to update it as more resources become available and as we gain feedback from districts on its usefulness.

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Preface

USERS: This IWM Toolkit is designed to be used by the following stakeholders:

- | | |
|---|---|
| <input type="checkbox"/> IMW Program Directors | <input type="checkbox"/> School Board Members |
| <input type="checkbox"/> Superintendents | <input type="checkbox"/> Mentors/Peer Coaches |
| <input type="checkbox"/> Principals | <input type="checkbox"/> Professional Development Providers |
| <input type="checkbox"/> Assistant Principals | <input type="checkbox"/> IWM Teams |
| <input type="checkbox"/> Head Masters | <input type="checkbox"/> Mentees |
| <input type="checkbox"/> Curriculum & Instructors/Directors | <input type="checkbox"/> Human Resources Directors |

The induction of educators starts with an information-rich hiring process that matches the knowledge and skills of the educator with the responsibilities of the position. Once hired, the new educator engages in an on-going induction process, the ultimate purpose of which is to promote student learning. Purposeful and effective district and school induction activities include, among other things:

- Orientation to the district and school as well as ongoing induction to the expectations for specific job responsibilities, to the resources available to fulfill those responsibilities, and to the contexts in which job responsibilities are to be completed;
- Mentoring from an experienced educator who is skilled in mentoring beginning educators. The purpose of mentoring is to enhance student learning through ongoing induction and coaching in the instructional practices of new teachers; and,
- On-going professional development as a member of a professional learning community to increase professional skills and to ensure full participation in the professional learning communities of the school and district.

This document represents the efforts of the Mentoring Task Force and Mentoring Best Schools Team to identify and describe the stages of development in a beginning educator induction-with-mentoring program that intends to improve student achievement by:

- Providing beginning educators with the support needed to effectively transition into the profession;

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- Fostering professional growth over time for all beginning educators; and
- Attracting and retaining high quality teachers.

Induction-with-mentoring services are contributors to improved student achievement when the components described here are an integral part the school culture and organization. We base this work on the research that cites teacher quality as the key ingredient to improved student achievement. Induction-with-mentoring services are intended to support beginning educators to reach a higher level of skill and expertise faster and more efficiently than if they start their careers with no such supports. Successful teachers are satisfied teachers and, therefore, ones who wish to stay in the profession and in school districts that support teachers with strong learning communities. Ideally, support services would be provided to *all* educators (not just teachers) who are new to the profession, district, building, or grade level and be provided to educators during the first three years in which they are transitioning into the profession. In addition, it is recommended that such services be coordinated at the district level. However, we realize that districts just beginning a program may have to work toward these goals. Furthermore, because most research and resources focus on teacher induction and mentoring, this Toolkit's primary focus is on teachers.

In this document, the components needed for an effective induction-with-mentoring program are presented in chart form. The components are useful as a self-assessment tool to assist in determining the current level of implementation. They may also be used as a tool to initiate a program, making certain that essential functions are in place from the start.

This Toolkit grew out of a New Hampshire Symposium on Attracting and Retaining Quality Educators, initiated in October 2000. The Symposium identified several priorities to be addressed by the State Board of Education. One of these priorities was to investigate and make recommendations regarding mentoring for beginning educators. Accordingly, the State Board authorized the New Hampshire Department of Education to create a Mentoring Task Force, whose charge was two-fold:

- 1) Develop recommendations to the State Board on how the State could best support the development of induction-with-mentoring services in New Hampshire schools; and
- 2) Develop standards and guidelines for induction-with-mentoring.

The Task Force worked for six months and presented its recommendations and a beginning draft of the Toolkit to a group of reviewers and finally to the State Board in August 2002. The Toolkit was reviewed and updated during the spring of 2007.

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Are You Ready? Thinking about getting started

There are some important questions to explore and answer *before* you decide to embark on implementing an induction-with-mentoring program, as well as a number of elements that should be in place to build for success.



GET READY ...

Why are we even thinking about induction-with-mentoring? Are we clear on what we hope it will change or accomplish for us as a school, district, or community?

GET SET ...

Do we have the right resources in place, or identified? Do we have the support of the school board and larger community? Do we have a champion?

AND GO ...

Have you paused and taken stock of the 'pre-requisites' and feel like you are ready to move forward? If yes - your next steps should be to pick up the IWM Toolkit and begin the process of a needs/self-assessment to create a prioritized action plan for moving forward!

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GET READY ...

Why are we even thinking about induction-with-mentoring? Are we clear on what we hope it will change or accomplish for us as a school, district, or community?

1.1 STATE THE PURPOSE/GOAL

Why do we want to have a program?

- ⇒ Recruitment & Retention
- ⇒ Induction
- ⇒ Better teaching
- ⇒ Student performance
- ⇒ Create a learning environment/culture
- ⇒ Other

What results do we want?

What evidence will show us we have realized our goal?

1.2 ASK: Is there anything in place already?

What does it look like?

What results are we getting and how do we know?

What supports are in place?

How does what's in place meet /or not meet the goal/purpose?

What is the change needed?

1.3 ASK: Who or what is driving this discussion/ decision?

- ⇒ Perceived need
- ⇒ DINI/SINI
- ⇒ Overwhelming number of new teachers
- ⇒ Grant money available
- ⇒ Some evaluation results
- ⇒ Program development

What are the implications of these drivers over others?

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Back-Up to Step 1 - Getting Ready

Explanation:

There is often a terrific urge to dive into the nuts and bolts planning of an induction-with-mentoring program in order to feel a sense of accomplishment. Resist this urge! Spend time talking about the purpose of the program and what success will look like. Involve as many stakeholders in this discussion as possible. The results of this discussion (even if you modify them over time) will be the basis of your communication message, your program design, your budget, and your evaluation plan. We can't overemphasize the importance of making this your first step. Document the results of your discussion on the following worksheet.

What to do:

1. **CONVENE** a representative sample of your school community. This group may be your Design Team or a larger gathering from which your Design Team will be formed. Group size makes a difference in your discussion - the larger the group, the longer the discussion will take, and the more likely you will consider all points of view. At this stage, it is worth taking the extra time.
2. **CONDUCT** a discussion of the questions posed in Step 1. Ask a person whose point of view is represented by someone else in the group to facilitate this discussion so that the facilitator can concentrate on keeping the discussion going and making sure all voices are heard.
3. **RECORD** your results! Record publicly in the meeting, in minutes of the meeting, and in your program documentation.

References: There is much written about induction and mentoring. Most sources that describe programs or approaches speak to the possible benefits. Some key resources on this topic are available in Sections III and IV of the Induction-With-Mentoring Toolkit.

Where does the Toolkit talk about Goal Setting?

Section I Standard 7, Systemic Program

Section III Making the Case - for information that helps support the need for IWM programs and discusses the types of impact they have

Section IV Resources - organized by subject, with annotations to help guide your selection of reference materials

What other resources might help? The New Hampshire Department of Education, in partnership with your local education support center.

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Advice from the Experienced:

Induction-with-mentoring programs can yield enormous results for all faculty members, not just new teachers, but they cost money. Without clear objectives, and ways to know that you have achieved those objectives (evaluation data), funders will not be inclined to prioritize the induction-with mentoring program over other desired programs. Make sure that you have clearly defined goals from the start; decide what evidence you will need to show you have reached those goals; and make sure these goals are endorsed by those who will be making funding decisions.

A Scenario:

Pineland School District, while forecasting future needs, realized that 45% of the teacher workforce would be retiring within 6 years. The superintendent and school board decided they needed an induction-with-mentoring program to attract and retain new, quality, teachers. The superintendent asked a middle school principal to assemble a group of teachers from the district that would research mentor programs and suggest a program design to meet the need. The teachers, once assembled, reviewed the literature and immediately requested additional administrators be added to the team along with a curriculum coordinator and a professional development team member. After discussion they agreed that retention was a vital goal, but that they wanted more - they wanted a program that would support new teachers building their instructional expertise. Their rationale was that new teachers who saw their students succeed beyond expectation in the first year of their teaching would be most willing to stay on the job. Thus, they could accomplish both purposes with one program.

Last Word:

Did we impress upon you the importance of defining a goal and deciding what success looks like as a first step in your process?

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GET SET ...

Do we have the right resources in place, or identified? Do we have the support of the school board and larger community? Do we have a champion?

2.2 DECIDE WHO WILL BE SERVED AND HOW LONG

- ❖ Novice teachers (just out of teacher training)
- ❖ Alternative Certification teachers
- ❖ New to the district
- ❖ New to the building
- ❖ New to the grade level
- ❖ New to the content area
- ❖ Administrators
- ❖ Paraprofessionals
- ❖ Other

2.5 THINK SYSTEMICALLY

- ❖ How does what we are planning relate to:
 - Supervision and evaluation
 - Professional development
 - Confidentiality
 - Other services/processes in the district
 - Union

2.1 START COMMUNICATING - BUILD SUPPORT

Administration
Teachers
School Board
Community

2.4 DEVELOP A PROGRAM EVALUATION PLAN

How will we know?

- ❖ Given the goals . . .
 - What will be our success measures? (Think broadly and realize this will be a phased in process.)
- ❖ Gather baseline data
- ❖ Gather/develop tools
- ❖ Define a reporting process
 - What information
 - To Whom It May Concern
 - When

2.3 START BUILDING A STRUCTURE

- ❖ Full time mentor or teacher mentor model?
- ❖ What's required and what's not?
- ❖ Which buildings/grade levels?
- ❖ Induction and Mentoring
 - How do we define them? What belongs to which?
 - Who does what - when and how
 - Which comes first?
- ❖ Identify Program Services
 - Mentoring
 - Induction
- ❖ Identify/Outline Procedures
 - Mentor Criteria, recruitment and identification
 - Mentee identification and prioritization
 - Matching procedures
 - Conflict resolution
- ❖ Identify Program Supports
 - Mentor/Mentee expectations (role description)
 - Administrator expectations (role description)
 - Time - time to meet, coverage to meet
 - Assignment considerations
 - Incentives
 - Documentation - what and how used

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Back-Up to Step 2 - Start Planning

Explanation: The first steps are often the hardest, and you are likely to feel overwhelmed by the amount of information that needs to be uncovered and organized. Appoint one member of the design team as the facilitator and charge that person with keeping things on track. Take small bites, and give yourself the time you need to work through all this information. Continue to fight the urge to dive in! Your planning time will ensure you build a strong foundation that will serve you well in the future.

What to do:

1. **CONVENE** your design team, and create a time and place for monthly meetings. Start with the Program Assessment and Prioritization Tool (Section II - Tool A.1) and begin working your way through a self-assessment. This tool covers a lot of ground, so be patient and take each section slowly. You will need time to gather information and data between meetings. Once completed, you will have a solid understanding of what elements of your program might already exist and where your strengths exist.
2. **COMMUNICATE** as a way of building support. Talk to your colleagues informally, but also arrange time for formal presentations to faculty, the school board, families, local businesses - any group that you think could support this work. Remember that school boards and district administrators have **MANY** things that compete for their attention, so you need to find a way to make *your* message stand out and be heard. You might draw parallels with other fields (for example, would you want a doctor without any real experience to treat you?). Understanding the local context is critical, and drawing on local data is more meaningful than using state or national statistics. One of the most effective communication strategies is to make a direct connection between induction and student learning.
3. **CONSULT** with others. Get some assistance from someone who is experienced and understands the process - you may not make as many mistakes! You should get in touch with your local education support center or the New Hampshire Department of Education for guidance, resources, and partnership opportunities.

Resources: Powerpoints and agendas for presentations on why IWM is important are available from your local education support center, or directly from the New Hampshire Department of Education.

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Advice from the Experienced: Many school districts need a full year of planning to be ready for implementation. The first year of planning is important for the SAU team to understand what was driving their decision to implement an IWM program. How much time is needed for planning is a direct reflection of the culture of that organization and anywhere from three months to one year is needed. At a minimum, there needs to be time to develop a team of individuals who support the IWM program and are invested in planning, implementation and sustaining it. The mentor training given once the program is planned also gives further momentum for projects as they go from planning to implementation and are the boost needed to gain new investors in the process (like new teachers and mid-career mentor teachers). Says Deb Roody, Educational Consultant and IWM Toolkit Facilitator “Mentoring often comes easy, induction is harder - the idea of supports for new teachers across all they need to know, from the urgent to the important.”

A scenario:

Initiating School District

This School District is a rural school administrative unit (SAU) made up of several small districts, typical in Western and Northern New Hampshire, has spent the last year planning for the implementation of an Induction-With-Mentoring program. While there were many conversations about induction and mentoring and sporadic attempts in different districts, there was no unifying program for the SAU. Several teachers at the high school level, where there were some elements in place, brought together a team under the superintendent’s leadership.

The team of fifteen made of SAU staff and representatives from each school district went through a yearlong planning process, guided by a facilitator trained in using the Induction-with-Mentoring Toolkit. They engaged in introductory meetings to explain the process and the program model and then learned how to use the IWM Toolkit as a guide. Through these meetings, they realized they wanted to get beyond a buddy system and create a program that improved instruction and student achievement. The group took stock of what was in place and who was driving decisions through the use of a summary and prioritization table. That tool gave the group an opportunity to document their current program, and their new mission and vision and define an “ideal program” for their SAU.

Last Word: Did we impress upon you the importance of creating LOTS of time for planning and data gathering?

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AND GO ...

Have you paused and taken stock of the 'pre-requisites' and feel like you are ready to move forward? If yes - your next steps should be to pick up the IWM Toolkit and begin the process of a needs/self-assessment to create a prioritized action plan for moving forward!

IMPLEMENTATION REQUIREMENTS:

Implementation requirements are factors that should be in place *before* a school or district embarks on planning and implementing an induction-with-mentoring program. The notion is that without these prerequisites, implementation cannot be successful.

INITIAL REQUIREMENTS:

Initial requirements are those without which an induction-with-mentoring program *cannot* be successful and should, therefore, not be attempted:

1. A vision or set of desired outcomes for the program of services
Without a vision or articulated purpose, the program will devolve into a series of "buddy" relationships that may be supportive of new teachers, but yield little other benefit. The potential for an induction-with-mentoring program to be powerful professional development for the classroom practice of novice, and experienced, teachers is documented; however, this benefit does not happen automatically. It must be envisioned, planned for, and supported.
2. Authority to establish or operate a program.

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While the impetus for an induction-with-mentoring program may come from the top or from the grass roots, it cannot survive in any organized form without an authority to operate granted by the administration. Ideally there is substantive support and leadership from building and district administrators.

3. A “Champion”

Any new induction-with-mentoring program needs a champion to envision what the program will look like, how it will work, and what benefits will be realized. The champion can come from the administration or the ranks, but needs the time and support to “make things happen.” In practice, a program planning team (or design team ???) team is recommended, because even if there is a champion, he/she will informally consult others consistently.

4. Resources

There are costs involved to establishing and maintaining an induction-with-mentoring program such as incentives, training, sub coverage, materials, meeting costs, etc. There needs to be a commitment to providing these resources for the long term, even though initial program support may come from a grant or temporary source.

5. Training for Mentors

There are discrete skills that effective mentors use to help new teachers with their thinking and practice. Mentors should be provided with on-going training from a skilled trainer. Training should include orientation to the responsibilities and expectations of being a mentor and a program should have some accountability measures. Without this, there is no program, only a group of well meaning people doing their best to help new staff; in short, a buddy program.

6. Knowledge source

Build a program on research and best practice. A great deal of research, knowledge, and effective practices are available in the literature to guide and assist districts in establishing or improving induction-with-mentoring programs. This knowledge can be easily accessed, and should be, when program components are defined and planned. Frequently, reference to research or practice described in the literature helps justify funding, as does local data.

ON-GOING REQUIREMENTS:

On-going requirements are those which contribute substantially to the success of a program and which greatly ease the implementation process.

1. Learning focused culture

School districts that are working toward a culture characterized by learning for all community members will find the benefits of the induction-with-mentoring program multiplied exponentially. New staff assimilate and learn quickly when the whole organization feels responsible for their learning. For many school districts, an induction-with-mentoring program contributes to the building of a learning-focused culture when one does not exist.

2. A design team

While a “champion” can help establish and lead a program, a representative team of people who raise and address issues of program development create a stronger, more lasting result. More heads are better than one.

3. Strong district focus and support for professional development

An induction-with-mentoring program *is* an act of professional development. When embedded in a context of professional development for all staff, at all levels, the program integrates more quickly into “the way things are done here” and doesn’t remain a “nice, but not necessary” add-on.

4. Standards for effective teaching

The intention of mentoring is to directly address classroom practice. Therefore, a program should clearly define or adopt a standard of effective professional practice. If there is no accepted definition of what effective practice looks like, then mentoring activities provide support and help problem solve, but don’t necessarily achieve effective practice, as intended.

5. Teachers involved who exemplify effective teaching

Learning happens by modeling and doing, as well as study and dialog. Without strong models for good teaching, the program suffers. Having strong models means a district not only articulates and shares its values and standards for teaching but also identifies teachers who exemplify those standards. Novices can model poor standards as well as good ones; make sure those teachers you showcase exemplify what you wish to promote. Great classroom teachers do not by definition make the best mentors, but they can still model practice and be a resource to new teachers.

6. Involvement of administrators

Ultimately no program will succeed without strong support from administrators. However, it is the case that a program may start with administrator sanction and support, but without much involvement. Over time administrators must learn and practice their own roles in making the program a success.

7. Leadership – Formal and/or informal leaders

There needs to be people (i.e. design team) who take responsibility for researching and sharing ideas, acting on decisions, modeling practices, monitoring and gathering data, and problem solving. It takes a whole community to “raise” a new teacher.

8. Planning for sustainability

It is not unusual for an induction-with-mentoring program to be initiated as a pilot program, with grant monies or some source of financial support other than the district budget. However, program leaders (such as champions, design team or administrator??) need to have the resolve from the beginning to start planning for sustainability. If the intention is that the program will die away after initial funds are gone, it is questionable whether the program should be started at all. Induction-with-mentoring programs *do not* run themselves after the initial stages.

9. Data collection and program evaluation.

Program planning, designing, and evaluation of impact require data collection be an integral part of the program. Moreover, anything beyond an informal buddy program will require resources and, most likely, some evidence to prove that the resources spent are “worth it”. Planning for “knowing you got the results you paid for” starts from the beginning and requires evaluation be an integral part of the planning process.

How to Use This Toolkit

The materials presented in this Toolkit are not intended to be an implementable program, rather a list of the necessary components needed for an effective Induction-with-Mentoring program.

PURPOSES: The IWM Toolkit is designed for the following purposes:

- Assess your current program or services.
- Determine collectively where your program is strong and weak, and the subsequent, strategic steps to be taken to develop your program.
- To provide resources that will help in the areas where development is needed.
- To develop a short and long term plan for program development.
- Identify who will be responsible for implementing and maintaining the program.
- Collect and analyze data.
- Provide ongoing opportunities for evaluation.

Our suggestions for how to use this Toolkit are these:

1. **Assess your current program or services using the *Program Standards and Indicators of Progress***

With an interested group of administrators and teachers, review each component and element of the chart and decide which description best matches your situation. Guiding questions for self-assessment are included following each standard, along with the suggestion to record the evidence you have on hand.

For each element or component ask yourselves, “What is the evidence that makes me, or us, choose this description?” Be as explicit as possible as this will help later in the process.

There is no scoring to achieve in this process. There is no value to being in one place or another on the chart. It is about objectively looking at your program and the parts needing development. The “win” comes when your district has all components in place and is realizing the goals of an induction program: easing new teachers into the profession, building a firm foundation of classroom teaching skills, supporting the kind of experience that keeps teachers in your district, and, of course, enhancing the performance of students.

2. Discuss the evidence identified for each component. Determine collectively where your program is strong and weak, and the subsequent, strategic steps to be taken to develop your program

If your district has any induction/mentoring activity, it is likely that your program matches descriptions all over the chart. *Based on the evidence on which there is agreement in your group*, decide which areas can be left in place for the moment, which areas need immediate attention to support, or better support, those services in place, and which components should be longer term development goals. For example, if your district has mentor services alone, we would advise your paying immediate attention to the induction aspects of your program. If you have elements of these two components in place, carefully examine the supports available - release time, incentives, coverage for observations, for example. It could be that training in mentoring skills will become a next priority. Longer term goals may focus on the systemic components and building a culture of learning and support within the district.

When your group is not in agreement about the evidence and what it indicates, spend some time exploring peoples' different points of view. It may be that services are stronger in one building than in another, which raises questions about development of services in one building versus all buildings in the district.

3. Look for resources that will help in the areas needing development

This toolkit offers you a variety of resources related to various aspects of program initiation and development. We have tried to categorize these resources to expedite use. You may also find it useful to consult with someone experienced in using these materials - the state department of education or your local education support center would be good places to start.

4. Develop a short and long term plan for program development

More than likely, your district can't do everything at once. Think of your program as a multi-year development process and plan accordingly. Set clearly articulated goals and articulate ways to measure those goals. Your system is making the progress for which it has planned. No doubt sponsors of your program - administration, school boards, grant sources - will want to know what progress has been made.

5. Identify who will be responsible for shepherding the program in its continued development

Developing induction-with-mentoring services won't just happen. An individual or group of individuals must be assigned responsibility for it and be willing to see it through. Because this is a long term endeavor, expectations should be to support the individual or group over time.

USERS: This IWM Toolkit is designed to be used by the following stakeholders:

- IMW Program Directors
- Superintendents
- Principals
- Assistant Principals
- Head Masters
- Curriculum & Instructors/Directors
- School Board Members
- Mentors/Peer Coaches
- Professional Development Providers
- IWM Teams
- Mentees
- HR Directors

6. Implement your plan

Nothing will happen if nothing happens! (There's a bit of wisdom.) Write a plan that won't just sit on the shelf but that is written with implementation in mind. Make sure responsibilities and authorities are clear and that there are incentives for follow through.

Work the network. We have included information in this toolkit about other districts in the state that are working to achieve the same results and are solving the same problems as your district. Get in touch.

Find resources that have current ideas as well as people willing to engage with your system about the work. Associations like ASCD (Association for Supervision and Curriculum Development) and NSDC (National Staff Development Council) sponsor induction and mentoring networks of interested educators all over the USA and world. Look for further ideas on costs and funding. When your system begins to achieve the results promised by robust induction

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with mentoring services, your district should be planning program support within its annual budget.

7. Evaluate your results

Did your district achieve progress? Without evaluating your progress, it will be difficult to report to supporters that their interest and investments have been worth it. Identify your target goals and evaluation strategies at the beginning of the process, decide what evidence is needed and plan ways to gather it. Then do it, and carefully analyze your data. Learn from your successes and failures to adjust or improve your program. This Toolkit is designed to help your district in this process.

8. Assess your program using the Toolkit periodically

Over time develop more specific descriptions for how certain functions look in your district. The toolkit is meant to be generic to apply as broadly as possible. Check your program once a year against the descriptions here as a way to help keep your “eyes on the prize” of an established program that achieves all the intended results.

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Section I. Program Standards and Indicators of Practice with Reflective Questions for Self-Assessment

Section I. Program Standards and Indicators of Practice with Reflective Questions for Self-Assessment

Program Standards:

1. Support for the Beginning Educator
2. Support for Mentors
3. Role & Supports for Administrators
4. Program Support
5. Program Evaluation
6. Relationship to Teacher Supervision & Evaluation and Professional Development
7. Systemic Program

The levels of implementation described in this document are cumulative and map the growth of a program over time.

- Initiating** - These are initial requirements without which IWM services *cannot* be successful and should, therefore, not be attempted. Most elements relate to implementation and therefore do not have an initiating description. **Please note that not all standards or indicators of progress have an initiating requirement.**
- Beginning** - The *Beginning Level* describes a program in its initial years. The *Beginning Level* represents a program foundation. Many components already need to be in place before a program would even be considered to be at a *Beginning Level*.
- Developing** - The *Developing Level* describes a program that is taking root, with evidence and documentation. The program should reflect changes made as a result of learnings from the *Beginning Level*.
- Establishing** - The *Establishing Level* represents a formalized induction-with-mentoring program that is integral to the culture of the school district.

Program Standards and Indicators of Practice

1. SUPPORT FOR THE BEGINNING EDUCATOR

- a. Organizational Supports for Beginning Educators
- b. Orientation for Beginning Educators
- c. Ongoing Induction for Beginning Educators
- d. Mentor/Mentee Focus
- e. Mentor/Mentee Strategies
 - i. On-going observation and Modeling
 - ii. Reflection and Metacognition
 - iii. Mentor Use of Resources for the Benefit of the Mentee
- f. Developing Goals and Professional Portfolios
- g. Specialized Training for Alternative IV and V Certification Candidates and/or Highly Qualified Teacher Candidates

2. SUPPORT FOR MENTORS

- a. Orientation for Mentors
- b. Regularly Scheduled Mentor Support Meetings
- c. Training topics for Mentors
- d. Compensation for Mentoring
- e. Scheduling Supports to Perform Mentoring Responsibilities
- f. Recognition and Celebration

3. ROLE AND SUPPORTS FOR ADMINISTRATORS

- a. Program Monitoring
- b. Administrator Training
- c. Collaboration Around Administering the Program

4. PROGRAM SUPPORT

- a. Leadership, Authority, Vision and Desired Outcomes

- b. Documentation: District Policies and Procedures Manual and Induction-with-Mentoring Program Handbook
- c. Criteria and Process for Selecting Mentors
- d. Criteria and Process for Matching Mentor and Mentee
- e. Time for Mentor/Mentee to Meet
- f. Supportive Atmosphere
- g. Collaborative Culture/Learning Community
- h. Contact Lists and Community Resources
- i. Stress and Wellness Issues
- j. Grievance Process
- k. Integrated Support System

5. PROGRAM EVALUATION

- a. Program Evaluation

6. RELATIONSHIP TO TEACHER SUPERVISION AND EVALUATION AND PROFESSIONAL DEVELOPMENT

- a. Nonjudgmental Confidentiality
- b. Relationship to Teacher Supervision and Evaluation Defined
- c. Relationship to Professional Development

7. SYSTEMIC PROGRAM

- a. Research Base, Data Collection for Strategic Decision-Making
- b. Alignment to District Philosophy and Beliefs
- c. Commitment of All Stakeholders
- d. District-wide Coordination
- e. Educator Roles Served
- f. Relationship to Lifelong Professional Growth and Student Performance

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PROGRAM STANDARDS AND INDICATORS OF PRACTICE

1. SUPPORTS FOR THE BEGINNING EDUCATOR

1.A. Organizational supports for beginning educators

1.B. Orientation for beginning educators

1.C. Ongoing induction for beginning educators

1.D. Mentor/Mentee Focus

1.E. Mentor/Mentee Strategies

1.E.1. Ongoing observation and modeling

1.E.2. Reflection and metacognition

1.E.3. Mentor use of resources for the benefit of the mentee

1.F. Developing goals and professional portfolios

1.G. Specialized training for Alternative IV and V certification candidates and/or highly qualified teacher candidates

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PROGRAM STANDARDS and INDICATORS OF PRACTICE

1.A. SUPPORTS FOR BEGINNING EDUCATORS - *ORGANIZATIONAL SUPPORTS FOR BEGINNING EDUCATORS*

o Initiating. There is shared understanding that beginning educators should be oriented and supported, not left to figure things out on their own.

o Beginning. Beginning educators' assignments represent a consideration of individual student need, class size, number of lesson preparations, number of preparation periods, and classroom assignments.

o Developing. Beginning educators' assignments ensure a balance of individual student need and class size, a minimum number of lesson preparations, a maximum number of preparation periods, and beginning educators have their own classroom.

o Establishing. Beginning educators' assignments ensure a balance of individual student need and class size, a minimum number of lesson preparations, a maximum number of preparation periods, and beginning educators have their own classroom. Whenever possible, further supports to maximize the beginning educator experience should be implemented. Recommendations are:

- Reduced teaching load
- Smaller class size
- Limited co-curricular assignments
- Reduced number of duties assigned
- Scheduled planning time with the mentor
- Release time for observations and meetings with educators

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1.A. SUPPORTS FOR BEGINNING EDUCATORS - ORGANIZATIONAL SUPPORTS FOR BEGINNING EDUCATORS

Reflective Questions for Self-Assessment	Evidence
<p>To what extent do beginning educators' assignments ensure ...</p> <ul style="list-style-type: none"> • a balance of individual student need and class size? • a minimum number of lesson preparations and a maximum number of preparation periods? • beginning educators have their own classroom? <p>To what extent are the following further supports implemented to maximize the beginning educator's experience?</p> <ul style="list-style-type: none"> • Reduced teaching load • Smaller class size • Limited co-curricular assignments • Reduced number of duties assigned • Scheduled planning time with the mentor • Release time for observations and meetings with educators? 	
<p><i>Action</i> for program improvement (Organizational support for beginning educators)</p>	



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PROGRAM STANDARDS and INDICATORS OF PRACTICE

1.B. SUPPORTS FOR BEGINNING EDUCATORS - *ORIENTATION FOR BEGINNING EDUCATORS*

o Beginning. Orientation is provided in:

- who's who in the district and what resources are available
- community profile and resources
- procedures and routines for getting the year started
- curriculum standards and district curriculum overview
- special education procedures
- parent communication
- professional development
- district goals
- supervision and evaluation
- legal and ethical issues
- the local teacher professional organization (union)
- mentoring services and continuing induction program components

o Developing. Orientation is provided *prior to the school year* which addresses:

- who's who in the district and what resources are available
- community profile and resources
- procedures and routines for getting the year started
- curriculum standards and district curriculum overview
- special education procedures
- parent communication
- professional development
- district goals
- supervision and evaluation
- legal and ethical issues

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- the local teacher professional organization (union)
- mentoring services and continuing induction program components

Those beginning educators who receive mentoring services will receive an orientation to the induction-with-mentoring program.

o **Establishing.** Orientation is provided prior to the school year, and *attendance is required.* The orientation addresses:

- who's who in the district and what resources are available
- community profile and resources
- procedures and routines for getting the year started
- curriculum standards and district curriculum overview
- special education procedures
- parent communication
- professional development
- district goals
- supervision and evaluation
- legal and ethical issues
- the local teacher professional organization (union)
- mentoring services and continuing induction program components

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1.B. SUPPORTS FOR BEGINNING EDUCATORS - *ORIENTATION FOR BEGINNING EDUCATORS*

Reflective Questions for Self-Assessment	Evidence
<p>To what extent is orientation provided prior to the school year and attendance required?</p> <p>To what extent does the orientation address the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Who's who in the district and what resources are available <input type="checkbox"/> Community profile and resources <input type="checkbox"/> Procedures and routines for getting the year started <input type="checkbox"/> Curriculum standards and district curriculum overview <input type="checkbox"/> Special education procedures <input type="checkbox"/> Parent communication <input type="checkbox"/> Professional development <input type="checkbox"/> District goals <input type="checkbox"/> Supervision and evaluation <input type="checkbox"/> Legal and ethical issues <input type="checkbox"/> The local teacher professional organization (union) <input type="checkbox"/> Mentoring services and continuing induction program components <p>To what extent do beginning educators who receive mentoring services receive an orientation to the induction-with-mentoring program?</p> <p>To what extent is the orientation to the induction-with-mentoring program the beginning of a multi-year induction program?</p>	

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Action for program improvement (Orientation for beginning educators)

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PROGRAM STANDARDS and INDICATORS OF PRACTICE

1.C. SUPPORTS FOR BEGINNING EDUCATORS - *ONGOING INDUCTION FOR BEGINNING EDUCATORS*

o Beginning. In addition to orientation, induction consists of informal, periodic meetings offered for beginning educators in which experiences, challenges and successes are shared.

Additional topics that might be addressed are:

- ❖ required content knowledge
 - curriculum and standards for students
 - content standards for teachers
 - current school and district initiatives
- ❖ the district's beliefs and vision for student learning and success, as evidenced in:
 - classroom management
 - behavior management
 - general and content specific instructional best practices
 - planning and preparation
 - assessment techniques
 - special education modifications
- ❖ support processes and procedures, such as:
 - parent conferences
 - report cards, progress reports
 - district record keeping systems and software programs
 - formal assessments
 - special education structures and procedures
- ❖ professional responsibilities
 - participating in school initiatives and on school committees
 - interacting with parents and the community

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- fulfilling record keeping and documentation requirements
- reflecting and growing professionally in terms of knowledge and skills
- demonstrating professionalism toward students, parents, and peers

o Developing. There is an induction curriculum with support materials. This curriculum is presented during required scheduled meetings (or other learning formats) throughout the school year. This induction curriculum is aligned with the professional educator competencies outlined in Ed 610 and the district's instructional program and goals. An opportunity to share experiences, challenges and successes is an integral part of these sessions. Induction curriculum topics addressed are:

- ❖ required content knowledge
 - curriculum and standards for students
 - content standards for teachers
 - current school and district initiative
- ❖ the district's beliefs and vision for student learning and success, as evidenced in:
 - classroom management
 - behavior management
 - general and content specific instructional best practices
 - planning and preparation
 - assessment techniques
 - special education modifications
- ❖ support processes and procedures, such as:
 - parent conferences
 - report cards, progress reports
 - district record keeping systems and software programs
 - formal assessments
 - special education structures and procedures
- ❖ professional responsibilities
 - participating in school initiatives and on school committees
 - interacting with parents and the community

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- fulfilling record keeping and documentation requirements
- reflecting and growing professionally in terms of knowledge and skills
- demonstrating professionalism toward students, parents, and peers

o **Establishing.** There is a *written* induction curriculum with support materials. This curriculum is presented during required scheduled meetings (or other learning formats) throughout the *first three years of a beginning educator's career*. This induction curriculum reflects the professional educator competencies outlined in Ed 610 and the district's instructional program and goals. An opportunity to share experiences, challenges and successes is an integral part of these sessions. Induction curriculum topics addressed are:

- ❖ required content knowledge
 - curriculum and standards for students
 - content standards for teachers
 - current school and district initiatives
- ❖ the district's beliefs and vision for student learning and success, as evidenced in:
 - classroom management
 - behavior management
 - general and content specific instructional best practices
 - planning and preparation
 - assessment techniques
 - special education modifications
- ❖ support processes and procedures, such as:
 - parent conferences
 - report cards, progress reports
 - district record keeping systems and software programs
 - formal assessments
 - special education structures and procedures
- ❖ professional responsibilities
 - participating in school initiatives and on school committees
 - interacting with parents and the community

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- fulfilling record keeping and documentation requirements
- reflecting and growing professionally in terms of knowledge and skills
- demonstrating professionalism toward students, parents, and peers

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1.C. SUPPORTS FOR BEGINNING EDUCATORS - ONGOING INDUCTION FOR BEGINNING EDUCATORS

Reflective Questions for Self-Assessment	Evidence
<p>To what extent is there a written induction curriculum with support materials?</p> <p>To what extent is the induction curriculum presented during required scheduled meetings (or other learning formats) throughout the first three years of a beginning educator's career?</p> <p>To what extent does the induction curriculum reflect the professional educator competencies outlined in NH Administrative Rule ED610 or 505.07 and the district's instructional program and goals?</p> <p>To what extent is the opportunity to share experiences, challenges, and successes an integral part of these sessions?</p> <p>To what extent are the following induction curriculum topics addressed:</p> <p>Required content knowledge:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Curriculum and standards for students <input type="checkbox"/> Content standards for teachers <input type="checkbox"/> Current school and district initiatives <p>The district's beliefs and vision for student learning and success, as evidenced in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Classroom management <input type="checkbox"/> Behavior management <input type="checkbox"/> General and content specific instructional best practices <input type="checkbox"/> Planning and preparation <input type="checkbox"/> Assessment techniques 	

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PROGRAM STANDARDS and INDICATORS OF PRACTICE

1.D. SUPPORTS FOR BEGINNING EDUCATORS - *MENTOR/MENTEE FOCUS*

o Beginning. Guided by the daily experiences of the beginning educator, the mentor works with the mentee to develop the skills and knowledge needed to be a successful educator. Short-term objectives and/or focus areas for each mentee are a continuous conversation between the mentor and mentee. The mentor uses various materials to support the work. The mentor is a prime personal support to the mentee as he/she navigates the journey of becoming an experienced professional educator.

o Developing. The mentor works with the mentee in a *systematic manner to implement and reinforce the district induction curriculum according to the strengths and needs of the mentee.* Short-term objectives and/or focus areas for each mentee are a continuous conversation between the mentor and mentee. The mentor is a prime personal support to the mentee as he/she navigates the journey of becoming an experienced professional educator.

o Establishing. The mentor works with the mentee in a systematic manner to implement and reinforce the district induction curriculum according to the strengths and needs of the mentee. Short-term objectives and/or focus areas for each mentee are a continuous conversation between the mentor and mentee. The mentor is a prime personal support to the mentee as he/she navigates the journey of becoming an experienced professional educator. *The relationship continues over the three years while the mentee develops a broader support system and becomes more self-sufficient.*

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1.D. SUPPORTS FOR BEGINNING EDUCATORS - *MENTOR/MENTEE FOCUS*

Reflective Questions for Self-Assessment	Evidence
<p>To what extent does the mentor work with the mentee in a systematic manner to implement and reinforce the district induction curriculum according to the strengths and needs of the mentee?</p> <p>To what extent are short-term objectives and/or focus areas for each mentee a continuous conversation between the mentor and mentee?</p> <p>To what extent is the mentor a prime personal support to the mentee as he/she navigates the journey of becoming an experienced professional educator?</p> <p>To what extent does the relationship between the mentor and mentee continue over three years while the mentee develops a broader support system and becomes more self-sufficient?</p>	
<p><i>Action</i> for program improvement (Mentor/mentee focus)</p>	

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PROGRAM STANDARDS and INDICATORS OF PRACTICE

1.E. SUPPORTS FOR BEGINNING EDUCATORS - *MENTOR/MENTEE STRATEGIES*

1.E.1. ONGOING OBSERVATION AND MODELING

o *Beginning.* There are informal classroom observations by the mentor with timely, constructive feedback to the mentee.

o *Developing.* There are planned, on-going observations by the mentor. Usually each observation is combined with a planning conference in which the mentee and mentor discuss the purposes and context of the observation, and then a reflecting conference in which the observation data, learnings, and next steps are discussed. The mentee also observes in the mentor's or some other teacher's classroom and discusses with the mentor what he/she observed.

o *Establishing.* During the three year induction period, there are planned, on-going observations by the mentor. Each observation is combined with a planning conference in which the mentee and mentor discuss the purposes and context of the observation, and then a reflecting conference in which the observation data, learnings, and next steps are discussed. The mentee also observes in the mentor's or some other teacher's classroom and discusses with the mentor what he/she observed. The mentor may model or co-teach lessons in the mentor's or mentee's classroom. Both parties learn and grow from these experiences and reflect on their observations.

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1.E.1. SUPPORTS FOR BEGINNING EDUCATORS - MENTOR/MENTEE STRATEGIES - ONGOING OBSERVATION AND MODELING

Reflective Questions for Self-Assessment	Evidence
<p>To what extent are there planned, on-going observations by the mentor during the three-year induction period?</p> <p>To what extent is each observation combined with a planning conference in which the mentee and mentor discuss the purposes and context of the observation, and then a reflecting conference in which the observation data, learnings, and next steps are discussed?</p> <p>To what extent does the mentee observe the mentor's or some other teacher's classroom and discuss with the mentor what he/she observed?</p> <p>To what extent does the mentor model or co-teach lessons in the mentor's or mentee's classroom?</p> <p>To what extent do both parties learn and grow from these experiences and reflect on their observations?</p>	
<p><i>Action</i> for program improvement (Ongoing observation and modeling)</p>	



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PROGRAM STANDARDS and INDICATORS OF PRACTICE

1.E. SUPPORTS FOR BEGINNING EDUCATORS - *MENTOR/MENTEE STRATEGIES*

1.E.2. REFLECTION AND METACOGNITION

o Beginning. Reflection and metacognition are encouraged, but there is no formal coaching. The emphasis is on good instructional practice.

o Developing. The mentor coaches the mentee to engage in reflective, metacognitive practices about good instructional practice.

o Establishing. The mentor and mentee regularly reflect on their teaching practices. Mentors in the program use their skills to promote the mutual exploration of deeper levels of understanding by facilitating the examination of underlying assumptions about teaching and learning, and connections among teacher choices, student performance, and educational context.

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1.E.2. SUPPORTS FOR BEGINNING EDUCATORS - *MENTOR/MENTEE STRATEGIES - REFLECTION AND METACOGNITION*

Reflective Questions for Self-Assessment	Evidence
To what extent do the mentor and mentee regularly reflect on their teaching practices? To what extent do mentors in the program use their skills to promote the mutual exploration of deeper levels of understanding by facilitating the examination of underlying assumptions about teaching and learning, and connections among teacher choices, student performance and educational context?	
<i>Action</i> for program improvement (Reflection and metacognition)	



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PROGRAM STANDARDS and INDICATORS OF PRACTICE

1.E. SUPPORTS FOR BEGINNING EDUCATORS - <i>MENTOR/MENTEE STRATEGIES</i> 1.E.3. MENTOR USE OF RESOURCES FOR THE BENEFIT OF THE MENTEE

o Beginning. The mentor provides the majority of support services for the mentee, but makes some connections with other relevant resources as needs arise.

o Developing. The mentor *links the mentee with other educators in the building or school district who can provide professional, instructional, and/or personal supports.*

o Establishing. The mentor *purposely connects the mentee to a wide variety (school, community, state, and beyond) of resources that will provide professional, instructional, and/or personal supports.*

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1.E.3. SUPPORTS FOR BEGINNING EDUCATORS - *MENTOR/MENTEE STRATEGIES - MENTOR USE OF RESOURCES FOR THE BENEFIT OF THE MENTEE*

Reflective Questions for Self-Assessment	Evidence
To what extent does the mentor purposely connect the mentee to a wide variety (school, community, state, and beyond) of resources that will provide professional, instructional, and/or personal supports?	
<i>Action</i> for program improvement (Mentor use of resources for the benefit of the mentee)	

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PROGRAM STANDARDS and INDICATORS OF PRACTICE

1.F. SUPPORTS FOR BEGINNING EDUCATORS - *DEVELOPING GOALS AND DOCUMENTATION OF PROFESSIONAL GROWTH*

o Beginning. The mentor is knowledgeable about the district's professional development processes and how induction-with-mentoring is a part of the professional development program. The mentor assists the beginning educator in identifying professional development goals and strategies consistent with the procedures of the district.

o Developing. The mentor is knowledgeable about the district's professional development processes and how induction-with-mentoring is a part of the professional development program. The mentor assists the beginning educator in identifying professional development goals, strategies and *evidence to demonstrate growth and/or goal attainment* based on the induction curriculum.

o Establishing. The mentor is knowledgeable about the district's professional development processes and how induction-with-mentoring is a part of the professional development program. The mentor assists the beginning educator in identifying professional development goals, strategies and evidence to demonstrate growth and/or goal attainment based on the induction curriculum. *Additionally, the mentor will assist the mentee to organize documentation that demonstrates growth and/or goal attainment.*

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1.F. SUPPORTS FOR BEGINNING EDUCATORS - *DEVELOPING GOALS AND DOCUMENTATION OF PROFESSIONAL GROWTH*

Reflective Questions for Self-Assessment	Evidence
<p>To what extent is the mentor knowledgeable about the district's professional development processes and how induction-with-mentoring is a part of the professional development program?</p> <p>To what extent does the mentor assist the mentee in identifying professional development goals, strategies and evidence to demonstrate growth and/or goal attainment based on the induction curriculum?</p> <p>To what extent does the mentor assist the mentee to organize documentation that demonstrates growth and/or goal attainment?</p>	
<p><i>Action</i> for program improvement (Developing goals and documentation of professional growth)</p>	

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PROGRAM STANDARDS and INDICATORS OF PRACTICE

1.G. SUPPORTS FOR BEGINNING EDUCATORS - *SPECIALIZED TRAINING FOR ALTERNATIVE IV AND V CERTIFICATION CANDIDATES*

Mentors assigned to alternative IV and V certification candidates need to be:

- *Informed about the specific procedures for gaining certifications;*
- *Prepared to help develop the alternative certification plan;*
- *Certified in the content area in which the candidate is seeking certification; and*
- *Knowledgeable of the curriculum frameworks and content standards.*

o Beginning. Alternative IV and V certification candidates differ from beginning educators who come from a teacher-training program. They typically have not had pedagogical training, instructional and/or classroom experience. Therefore, orientation and induction curriculum training needs may differ dramatically. Alternative certification candidates may be included in the orientation and induction curriculum training for beginning educators, and there is additional training designed to meet their specific needs.

o Developing. Alternative IV and V certification candidates differ from beginning educators who come from a teacher-training program. They typically have not had pedagogical training, instructional and/or classroom experience. Therefore orientation and induction curriculum training needs may differ dramatically. Alternative certification candidates *participate in orientation and induction curriculum training as appropriate. Aspects of this training are modified to meet the needs of candidates. Additional training is identified and developed to meet their specific needs.*

o Establishing. Alternative IV and V certification candidates differ from beginning educators who come from a teacher-training program. They typically have not had pedagogical training, instructional and/or classroom experience. Therefore orientation and induction curriculum training needs may differ dramatically. *The needs of each alternative certification candidate are not assumed, but are assessed. Training is developed to meet their specific needs including the topics identified for beginning educators' orientation and induction curriculum (see 7b and 7c).*

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1.G. SUPPORTS FOR BEGINNING EDUCATORS - SPECIALIZED TRAINING FOR ALTERNATIVE IV AND V CERTIFICATION CANDIDATES

Reflective Questions for Self-Assessment	Evidence
<p>To what extent does the orientation and induction curriculum for mentees who are Alternative IV & V certification candidates differ from the induction curriculum of mentees who were Alternative I or II candidates?</p> <p>To what extent are the training needs of mentees who are Alternative IV or V candidates met?</p> <p>To what extent are the needs of each mentee who is an Alternative IV or V certification candidate assessed and not just assumed?</p> <p>To what extent is training developed to meet the specific needs of mentees who are Alternative IV or V certification candidates, including the topics identified for beginning educators' orientation and induction curriculum (se 7b & 7c)?</p> <p>To what extent do mentors who are assigned to Alternative IV or V certification candidates meet the following criteria:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Informed about the specific procedures for gaining certification <input type="checkbox"/> Prepared to help develop the alternative certification plan <input type="checkbox"/> Certified in the content area in which the candidate is seeking certification <input type="checkbox"/> Knowledgeable of the student curriculum frameworks and teacher content standards 	



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Action for program improvement (Specialized training for Alternative IV and V and/or Highly Qualified Teacher Candidates)

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PROGRAM STANDARDS AND INDICATORS OF PRACTICE

2. SUPPORTS FOR MENTORS

2.A. Orientation for Mentors

2.B. Regularly scheduled mentor support meetings

2.C. Training topics for mentors

2.D. Compensation for mentoring

2.E. Scheduling supports to perform mentoring responsibilities

2.F. Recognition and celebration

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PROGRAM STANDARDS and INDICATORS OF PRACTICE

2.A. SUPPORTS FOR MENTORS - *ORIENTATION FOR MENTORS*

Suggested topics:

- schedules
- the program evaluation process,
- compensation,
- mentor evaluation
- grievance process for mentees and mentors
- mentor selection process,
- mentor-mentee matching process
- confidentiality
- expectations
- principal's (building administrators') role,
- mentor "need to knows" about the system,
- available resources,
- where to go for answers
- philosophy of the mentor and induction services.

o *Beginning.* District-wide orientation defines the mentor roles and responsibilities and provides an overview of the induction-with-mentoring program:

- goals and components
- expectations
- processes and procedure
- resources
- program evaluation.

o *Developing.* A district-wide *summer orientation meeting* is held to define the mentor roles and responsibilities and provides an *understanding** of the induction-with-mentoring program:

- goals and components

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- expectations
- processes and procedures
- resources
- program evaluation.

Orientation is followed by one or more days of mentor skill training. See 6c for Mentor training topics.

o Establishing. A district-wide summer orientation meeting is held to define the mentor roles and responsibilities and provide an understanding* of the induction-with-mentoring program:

- goals and components
- expectations
- processes and procedures
- resources
- program evaluation.

Orientation is followed by one or more days of mentor skill training. See 6c for Mentor training topics.

In addition, mid-year and end-of-year meetings are held to reflect on progress, identify areas of program improvement, suggest or make commensurate adjustments in the program, and celebrate success.

*"Understanding" meaning research-based evidence of the rationale and benefits of mentoring as professional growth for *both* mentor and mentee toward improved instructional practice and student achievement.

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2.A. SUPPORTS FOR MENTORS - *ORIENTATION FOR MENTORS*

Reflective Questions for Self-Assessment	Evidence
<p>To what extent is there a district-wide orientation for mentors that also takes place in the summer?</p> <p>To what extent does the orientation define the mentor roles and responsibilities?</p> <p>To what extent does the orientation provide an overview and understanding of the induction-with-mentoring program, including its goals & components, expectations, processes & procedures, resources & program evaluation?</p> <p>To what extent does the orientation provide research-based evidence of the rationale and benefits of mentoring as professional growth for both mentor and mentee toward improved instructional practice and student achievement?</p> <p>To what extent is the orientation followed by one or more days of mentor skill training?</p> <p>To what extent are there meetings in the middle and end of the school year to reflect on the program progress, identify areas of program improvement, and suggest or make commensurate adjustments in the program, and celebrate success?</p>	
<p><i>Action</i> for program improvement (Orientation for mentors)</p>	



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PROGRAM STANDARDS and INDICATORS OF PRACTICE

2.B. SUPPORTS FOR MENTORS - *REGULARLY SCHEDULED MENTOR SUPPORT MEETINGS*

o Beginning. Mentors meet with other mentors in their building or district as problems arise.

o Developing. Mentors meet *periodically with other mentors in their building or district, during the school year, to:*

- reflect on progress*
- share experiences*
- problem solve*
- provide support for one another*

o Establishing. Mentors meet on a *regularly scheduled basis, during the school year, with other mentors in their building or district, to:*

- reflect on progress*
- share experiences*
- problem solve*
- provide support for one another*

In addition, agenda items focused on skill and/or program improvement are included.

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2.B. SUPPORTS FOR MENTORS - REGULARLY SCHEDULED MENTOR SUPPORT MEETINGS

Reflective Questions for Self-Assessment	Evidence
<p>To what extent do mentors meet on a regularly scheduled basis, during the school year, and with other mentors in their building or district?</p> <p>When mentors meet during the school year, to what extent do they perform the following:</p> <ul style="list-style-type: none"><input type="checkbox"/> Reflect on progress<input type="checkbox"/> Share experiences<input type="checkbox"/> Problem solve<input type="checkbox"/> Provide support for one another<input type="checkbox"/> Work on skill improvement<input type="checkbox"/> Work on program improvement	
<p><i>Action</i> for program improvement (Regularly scheduled mentor support meetings)</p>	

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PROGRAM STANDARDS and INDICATORS OF PRACTICE

2.C. SUPPORTS FOR MENTORS - *TRAINING TOPICS FOR MENTORS*

In addition to the listed topics, mentors of alternative IV and V certification candidates need to be:

- Informed about the specific procedures for gaining certification
- prepared to help develop the alternative certification plan
- certified in the content area in which the candidate is seeking certification, and
- knowledgeable of the content frameworks and standards in the content area.

o Initiating. There is understanding for, and financial and programmatic support for, the initial and on-going training of mentors. There is understanding that there are discreet skills that effective mentors use to help the thinking and practice of new teachers. Without on-going skill training, orientation to responsibilities and expectations, and some accountability measures, there is no program, only a group of well meaning people doing their best to help new staff.

o Beginning. Training is given in:

- needs of beginning educators
- qualities of effective mentors
- stages of teacher development
- sensitivity to learning styles and differences among learners
- listening and questioning techniques
- developing good rapport
- modeling and coaching effective classroom management
- modeling and coaching effective instructional strategies
- classroom observation
- giving effective feedback
- professional rights and responsibilities
- district policies and procedures
- resources (human and material) for beginning educators
- diversity issues and implications

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o Developing. In addition to the beginning level topics, mentor capacity is deepened with skill development in:

- stages of adult development*
- cognitive coaching*
- paraphrasing,*
- content coaching*
- school district philosophy and priorities*
- data gathering*
- conferring techniques*
- collaborating with and involving other educators in the beginning educator's learning experiences*

o Establishing. In addition to the beginning and developing level topics, training in these areas is given:

- metacognition (thinking about your thinking)*
- fostering self-esteem and self-reliance*
- creating school-wide systems of support for beginning educators.*

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2.C. SUPPORTS FOR MENTORS - TRAINING TOPICS FOR MENTORS

Reflective Questions for Self-Assessment	Evidence
<p>To what extent is training provided to mentors in the following topics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> needs of beginning educators <input type="checkbox"/> qualities of effective mentors <input type="checkbox"/> stages of teacher development <input type="checkbox"/> sensitivity to learning styles and differences among learners <input type="checkbox"/> listening and questioning techniques <input type="checkbox"/> developing good rapport <input type="checkbox"/> modeling and coaching effective classroom management <input type="checkbox"/> modeling and coaching effective instructional strategies <input type="checkbox"/> classroom observation <input type="checkbox"/> giving effective feedback <input type="checkbox"/> professional rights and responsibilities <input type="checkbox"/> district policies and procedures <input type="checkbox"/> resources (human and material) for beginning educators <input type="checkbox"/> diversity issues and implications <input type="checkbox"/> metacognition (thinking about your thinking) <input type="checkbox"/> fostering self-esteem and self-reliance <input type="checkbox"/> creating school-wide systems of support for beginning educators <p>To what extent is mentor skill development deepened in the following areas:</p> <ul style="list-style-type: none"> <input type="checkbox"/> stages of adult development <input type="checkbox"/> cognitive coaching <input type="checkbox"/> paraphrasing, <input type="checkbox"/> content coaching <input type="checkbox"/> school district philosophy and priorities 	



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- data gathering
- conferring techniques
- collaborating with and involving other educators in the beginning educator's learning experiences

To what extent are mentors of Alternative IV or V candidates provided training in:

- Specific procedures for gaining certification
- Developing an alternative certification plan
- Student curriculum frameworks
- Teacher certification standards, including pedagogy & content

Action for program improvement (Training topics for mentors)

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PROGRAM STANDARDS and INDICATORS OF PRACTICE

2.D. SUPPORTS FOR MENTORS - *COMPENSATION FOR MENTORING*

o *Beginning*. Compensation for mentors is primarily professional development credit, or release from other assigned duties, or, the mentor position is a paid part-time or full-time position.

o *Developing*. Compensation for mentors is a *combination of the following*:

- stipend*
- professional development credit/compensation*
- reduced duties*
- reduced teaching load*

or the mentor position is a paid part-time or full-time position.

o *Establishing*. Compensation for mentors includes *a reduced teaching load according to the number of beginning educators assigned to the mentor*.

Additional compensation may be given, such as

- stipend
- professional development credit/compensation
- reduced duties

or the mentor position is a paid part-time or full-time position.

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2.D. SUPPORTS FOR MENTORS - *COMPENSATION FOR MENTORING*

Reflective Questions for Self-Assessment	Evidence
<p>Are mentors compensated for their work?</p> <p>To what extent is mentor compensation in accordance with the number of mentees assigned?</p> <p>To what extent does mentor compensation include the following?</p> <ul style="list-style-type: none"><input type="checkbox"/> Stipend<input type="checkbox"/> Professional development credit<input type="checkbox"/> Release from or reduced assigned duties<input type="checkbox"/> Reduced teaching load<input type="checkbox"/> Salaried as full-time or part-time mentor	
<p><i>Action</i> for program improvement (Compensation for mentoring)</p>	

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PROGRAM STANDARDS and INDICATORS OF PRACTICE

2.E. SUPPORTS FOR MENTORS - *SCHEDULING SUPPORTS TO PERFORM MENTORING*

- o *Beginning.* There is some release time for mentors to perform their mentor responsibilities including collaboration time with the mentee.
- o *Developing.* Release time during the day for mentor/mentee collaboration is recognized as necessary, and is built into the mentor's schedule.
- o *Establishing.* Release time during the day for mentor/mentee collaboration is recognized as necessary for support and is built into the mentor's schedule. *Time to meet with other mentors and program staff is an established part of the program.*

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2.E. SUPPORTS FOR MENTORS - *SCHEDULING SUPPORTS TO PERFORM MENTORING*

Reflective Questions for Self-Assessment	Evidence
To what extent is release time during the school day for mentor/mentee collaboration recognized as necessary for support and built into the mentor's schedule? To what extent is time to meet with other mentors and program staff an established part of the program?	
<i>Action</i> for program improvement (Scheduling supports to perform mentoring)	

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PROGRAM STANDARDS and INDICATORS OF PRACTICE

2.F. SUPPORTS FOR MENTORS - *RECOGNITION AND CELEBRATION*

o Beginning. There is school-level recognition of the induction-with-mentoring program and success of the program is celebrated in faculty gatherings.

o Developing. There is school and *district-level* recognition of the induction-with-mentoring program, and success of the program is celebrated.

o Establishing. There is *public (school, district, and community)* recognition and celebration of the induction-with-mentoring program and *successes are described in district level reports, newsletters, community newspapers, etc.*

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2.F. SUPPORTS FOR MENTORS - *RECOGNITION AND CELEBRATION*

Reflective Questions for Self-Assessment	Evidence
<p>To what extent is there public (including school, district, and community) recognition and celebration of the induction-with-mentoring program?</p> <p>To what extent are induction-with-mentoring program successes described in district level reports, newsletters, community newspapers, etc?</p>	
<p><i>Action</i> for program improvement (Recognition and celebration)</p>	

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PROGRAM STANDARDS AND INDICATORS OF PRACTICE

3. ROLE AND SUPPORTS FOR ADMINISTRATORS

3.A. Program Monitoring

3.B. Administrator Training

3.C. Collaboration Around Administering the Program

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PROGRAM STANDARDS and INDICATORS OF PRACTICE

3.A. PROGRAM MONITORING

o Initiating. Ultimately no program will succeed without authority and strong support from building and/or district administrators. However, it can be the case that a program may start with administrator sanction and support, but without much involvement. Over time building/district administrators must learn and practice their own roles in making induction and mentoring services a success.

o Beginning. A program administrator meets with mentors and other induction-with-mentoring program staff as issues about program implementation arise.

o Developing. A program administrator meets *periodically* with mentors and other induction-with-mentoring program staff *for the purpose of monitoring program implementation and formatively assessing the degree to which program goals are being met based on data collected.*

o Establishing. A program administrator *holds regularly scheduled* meetings with mentors and other induction-with-mentoring program staff for the purpose of monitoring program implementation and formatively assessing the degree to which program goals are being met based on data collected. *The assessment results are shared with stakeholders and used to make program improvement changes.*

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3.A. PROGRAM MONITORING

Reflective Questions for Self-Assessment	Evidence
<p>To what extent does a program administrator hold regularly scheduled meetings with mentors and other induction-with-mentoring program staff for the purpose of monitoring the program implementation and formatively assessing the degree to which program goals are being met based on data collected?</p> <p>To what extent are assessment results shared with stakeholders and used to make program improvement changes?</p>	
<p><i>Action</i> for program improvement (Program monitoring)</p>	

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PROGRAM STANDARDS and INDICATORS OF PRACTICE

3.B. ROLES AND SUPPORTS FOR ADMINISTRATORS - *ADMINISTRATOR TRAINING*

o Beginning. Building administrators receive training in various aspects of an induction-with-mentoring program, including:

- philosophy
- basic concepts
- requirements
- benefits
- implementation
- roles and responsibilities of an administrator in supporting mentors, mentees, and other staff
- the role a mentor can play in supporting alternative certification candidates

o Developing. Building administrators receive *on-going and in-depth training* in the various aspects of an induction-with-mentoring program, including:

- philosophy
- basic concepts
- requirements
- benefits
- implementation
- roles and responsibilities of an administrator in supporting mentors, mentees, and other staff
- the role a mentor can play in supporting alternative certification candidates
- typical issues confronting the administrator

Building administrators take an active role in supporting the program.

o Establishing. Building administrators receive on-going and in-depth training in the various aspects of an induction-with-mentoring program, including:

- philosophy
- basic concepts
- requirements
- benefits

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- implementation
- roles and responsibilities of an administrator in supporting mentors mentees, and other staff
- the role a mentor can play in supporting alternative certification candidates
- typical issues confronting the administrator

Building administrators take an active role in supporting and *promoting* the program.

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3.B. ROLES AND SUPPORTS FOR ADMINISTRATORS - ADMINISTRATOR TRAINING

Reflective Questions for Self-Assessment	Evidence
<p>To what extent do all administrators receive on-going and in-depth training in the various aspects of the induction-with-mentoring program, including</p> <ul style="list-style-type: none"> <input type="checkbox"/> Philosophy <input type="checkbox"/> Basic concepts <input type="checkbox"/> Requirements <input type="checkbox"/> Benefits <input type="checkbox"/> Implementation <input type="checkbox"/> Roles & responsibilities of the building and the program administrator in supporting mentors, mentees, and other staff <input type="checkbox"/> Role a mentor can play in supporting alternative certification candidates <input type="checkbox"/> Typical issues confronting the building administrator <p>To what extent do all administrators take an active role in supporting and promoting the induction-with-mentoring program?</p>	
<p><i>Action</i> for program improvement (Administrator training)</p>	

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PROGRAM STANDARDS and INDICATORS OF PRACTICE

3.C. ROLE AND SUPPORTS FOR ADMINISTRATORS - *COLLABORATION AROUND ADMINISTERING THE PROGRAM*

o Beginning. The program administrator confers with colleagues on an occasional and informal basis when issues related to administering the induction-with-mentoring program arise.

o Developing. There is a *network of individuals* whom the program administrator *accesses to discuss and reflect upon data gathered, issues, problems, successes, and learnings* related to administering the induction-with-mentoring program.

o Establishing. There is an *established* network of individuals with whom the program administrator *can confidentially discuss* data gathered, issues, problems, successes, and learnings related to administering the induction-with-mentoring program. *There is also a mechanism within the district to share solutions and learnings with other administrators in a way that respects individual confidentiality.*

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3.C. ROLE AND SUPPORTS FOR ADMINISTRATORS - COLLABORATION AROUND ADMINISTERING THE PROGRAM

Reflective Questions for Self-Assessment	Evidence
<p>To what extent is there an established network of individuals with whom the program administrator can confidentially discuss data gathered, issues, problems, successes, and learnings related to administering the induction-with-mentoring program?</p> <p>To what extent is there a mechanism within the district to share solutions and learnings with all other administrators in a way that respects individual confidentiality?</p>	
<p><i>Action</i> for program improvement (Collaboration around administering the program)</p>	

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PROGRAM STANDARDS AND INDICATORS OF PRACTICE

4. PROGRAM SUPPORT

- 4.A. Leadership, Authority, Vision and Desired Outcomes
- 4.B. Documentation - District Policies and Procedures Manual and Induction-with-Mentoring Program Handbook
- 4.C. Criteria and process for selecting mentors
- 4.D. Criteria and process for matching mentor and mentee
- 4.E. Time for mentor/mentee to meet
- 4.F. Supportive atmosphere
- 4.G. Collaborative culture/learning community
- 4.H. Contact lists and community resources
- 4.I. Stress and wellness issues
- 4.J. Grievance process
- 4.K. Integrated support system of time, money, policies and procedures

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4.A. PROGRAM SUPPORT - *LEADERSHIP, AUTHORITY, VISION AND DESIRED OUTCOMES*

- o *Initiating.* Any new program, service or practice needs a champion, empowered with authority, to envision what things will look like, how implementation will happen, and what benefits will be realized. The champion may be a person, or group of people, from the “top” or grass roots of the organization. This is the person or persons who inspire things to happen.
- o *Beginning.* One person, or a few people, with energy and commitment design and deliver induction-with-mentoring services with the sanction of building and/or district administration. The vision of the program of services is generally understood and accepted; the desired outcomes are vague.
- o *Developing.* One person, or a team of people, is given authority by the building and/or district administration to establish and operate induction-with-mentoring services. The vision and desired outcomes of the services are generated through discussion and are clearly articulated, broadly understood, and supported. Building and/or district Administrators participate in the design process and are clear about their roles in implementing services.
- o *Establishing.* Building and/or district Administrators and mentor leaders work together to implement, monitor, evaluate, and redesign as necessary, the induction-with-mentoring services according to the vision and desired outcomes established, which are clearly articulated, broadly understood, and supported. Building and/or district Administrators participate in the design process and are clear about their roles in implementing services.

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4.A. PROGRAM SUPPORT - LEADERSHIP, AUTHORITY, VISION AND DESIRED OUTCOMES

Reflective Questions for Self-Assessment	Evidence
<p>To what extent do building and/or district Administrators and mentor leaders work together to implement, monitor, evaluate, and redesign as necessary, the induction-with-mentoring services according to the vision and desired outcomes established, which are clearly articulated, broadly understood, and supported?</p> <p>To what extent do building and/or district Administrators participate in the design process and are clear about their roles in implementing services?</p>	
<p><i>Action</i> for program improvement (Documentation)</p>	

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4.B. PROGRAM SUPPORT - DOCUMENTATION - DISTRICT POLICIES AND PROCEDURES HANDBOOK AND INDUCTION-WITH-MENTORING HANDBOOK

o **Beginning.** Induction-with-mentoring program guidelines are conveyed informally to participants at orientation sessions.

o **Developing.** Induction-with-mentoring program guidelines are *formalized and written in an Induction-with-Mentoring Program Handbook(s) for mentees and mentors. Included are:*

- components*
- services*
- participants*
- expectations*
- roles*
- responsibilities*
- supports*
- How the Induction-with-Mentoring Program relates to other programs such as supervision and evaluation, professional development, etc.*

o **Establishing.** Induction-with-mentoring program guidelines are formalized and written in an Induction-with-Mentoring Program Handbook for mentees and mentors. *The Induction-with-Mentoring Program is also referenced in the district program policy and procedures manual. Included are:*

- components*
- services*
- participants*
- expectations*
- roles*
- responsibilities*
- supports*
- How the Induction-with-Mentoring Program relates to other programs such as supervision and evaluation, professional development, etc.*
- intended program results*
- program evaluation procedures.*

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4.B. PROGRAM SUPPORT - DOCUMENTATION - DISTRICT POLICIES AND PROCEDURES HANDBOOK AND INDUCTION-WITH-MENTORING HANDBOOK

Reflective Questions for Self-Assessment	Evidence
<p>To what extent are induction-with-mentoring program guidelines formalized and written in an Induction-with-Mentoring Program Handbook(s) for mentees and mentors?</p> <p>If there is a Handbook, which of the following components are included?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Components of the program <input type="checkbox"/> Services provided <input type="checkbox"/> Participants of the program <input type="checkbox"/> Expectations <input type="checkbox"/> Roles <input type="checkbox"/> Responsibilities <input type="checkbox"/> Supports <input type="checkbox"/> How the Induction-with-Mentoring program relates to other programs, such as supervision & evaluation, professional development, etc. <input type="checkbox"/> Intended program results <input type="checkbox"/> Program evaluation procedures <p>To what extent is the induction-with-mentoring program referenced in the district program policy and procedures manual?</p>	
<p><i>Action</i> for program improvement (Documentation)</p>	



PROGRAM STANDARDS and INDICATORS OF PRACTICE

4.C. PROGRAM SUPPORT - *CRITERIA AND PROCESS FOR SELECTING MENTORS*

Criteria to consider:

- Preferably five or more years of teaching experience
- Knowledge of instructional best practice
- Knowledge of content
- Knowledge of district, policies, and resources
- A reflective practitioner who models professional growth
- Strong written and oral communication skills
- Active listener
- Positive attitude toward teaching and learning
- Flexible and open to new ideas
- Respected by peers
- Willing to share and examine one's own teaching experience and practice
- Willing to commit to a caring, helping relationship
- Respectful of the confidentiality requirement

o Beginning. Written criteria exist for mentor selection.

o Developing. Written and *measurable** criteria for mentor selection are developed by a district-wide team or committee and are applied consistently.

o Establishing. Written and measurable criteria for mentor selection are developed by a district-wide team or committee. *The process for selection is based on these written criteria, clearly articulated and documented, accepted by staff and administration, and are applied consistently.*

* "measurable" in the sense that the criterion can be demonstrated and assessed in some consistent manner. For example, a team might identify what qualities constitute being "respected by peers," and use these as criteria for the selection process.

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4.C. PROGRAM SUPPORT - CRITERIA AND PROCESS FOR SELECTING MENTORS

Reflective Questions for Self-Assessment	Evidence
<p>Which of the following are part of the criteria for mentor selection?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Years of teaching experience (5 or more years) <input type="checkbox"/> Knowledge of instructional best practice <input type="checkbox"/> Knowledge of content <input type="checkbox"/> Knowledge of district, policies, & resources <input type="checkbox"/> A reflective practitioner who models professional growth <input type="checkbox"/> Strong written and oral communication skills <input type="checkbox"/> Active listener <input type="checkbox"/> Positive attitude toward teaching and learning <input type="checkbox"/> Flexible and open to new ideas <input type="checkbox"/> Respected by peers <input type="checkbox"/> Willing to share and examine one's own teaching experience and practice <input type="checkbox"/> Willing to commit to a caring, helping relationship <input type="checkbox"/> Respectful of the confidentiality requirement <p>To what extent are there written and measurable criteria for mentor selection? To what extent were the criteria developed by a district-wide team or committee? To what extent are the criteria clearly articulated and documented as well as accepted by staff and administration? To what extent are the criteria applied consistently?</p>	

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Action for program improvement (Criteria and process for selecting mentors)

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PROGRAM STANDARDS and INDICATORS OF PRACTICE

4.D. PROGRAM SUPPORT - *CRITERIA AND PROCESS FOR MATCHING MENTOR AND MENTEE*

Basic criteria:

- same content area
- same grade level
- physical proximity
- accessibility

Regardless of the induction model or grade level, accessibility is a necessary but not sufficient condition when considering matching mentor to mentee.

o Beginning. Written criteria exist for matching mentor and mentee. One person makes matching decisions without much input from others. Often there are limited options for matching.

o Developing. Written criteria for matching mentor and mentee *correspond to the program model chosen (for example, full-time mentor, or part-time mentors).* *The matching process involves several individuals or a team and may vary according to grade level and school organization.*

o Establishing. Written criteria correspond to the program model chosen (for example, full-time mentor, or part-time mentors). The matching process involves several individuals or a team and may vary according to grade level and school organization. *The induction-with mentoring program is established and robust enough, and there are mentors enough, that other criteria such as personality and style criteria can also be included to make optimal mentor/mentee matches.*

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4.D. PROGRAM SUPPORT - CRITERIA AND PROCESS FOR MATCHING MENTOR AND MENTEE

Reflective Questions for Self-Assessment	Evidence
<p>Which of the following criteria are used for matching a mentor to a mentee?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Same content area <input type="checkbox"/> Same grade level <input type="checkbox"/> Physical proximity <input type="checkbox"/> Accessibility <input type="checkbox"/> Personality <input type="checkbox"/> Style <p>To what extent are there written criteria that correspond to the program model chosen (for example, full-time mentor or part-time mentors)?</p> <p>To what extent does the matching process involve several individuals or a team (which may vary according to grade level and school organization)?</p>	
<p><i>Action</i> for program improvement (Criteria and process for matching mentor and mentee)</p>	



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PROGRAM STANDARDS and INDICATORS OF PRACTICE

4.E. PROGRAM SUPPORT - *TIME FOR MENTOR/MENTEE TO MEET*

o *Beginning.* Mentors and mentees are expected to meet regularly and arrange their own meeting time.

o *Developing.* *Mentors and mentees are expected to meet at least weekly, but set their own schedule for meeting. . Release time/planning time during the day for mentor/mentee collaboration is provided when possible.*

o *Establishing.* Mentors and mentees are expected to meet at least weekly. Release time/planning time during the day for mentor/mentee collaboration is *recognized as necessary, and is built into the mentor and mentee schedules.*

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4.E. PROGRAM SUPPORT - *TIME FOR MENTOR/MENTEE TO MEET*

Reflective Questions for Self-Assessment	Evidence
<p>To what extent are mentors and mentees expected to meet weekly?</p> <p>To what extent is there time provided for mentor/mentee collaboration during the day?</p> <p>To what extent is time for mentor/mentee collaboration recognized as necessary and built into the mentor and mentee schedules?</p>	
<p><i>Action</i> for program improvement (Time for mentor/mentee to meet)</p>	

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PROGRAM STANDARDS and INDICATORS OF PRACTICE

4.F. PROGRAM SUPPORT - *SUPPORTIVE ATMOSPHERE*

o Beginning. Mentors and building administrators provide one-on-one support and encouragement to beginning educators.

o Developing. Mentors, building administrators, *department heads, and grade level colleagues* provide support and encouragement to beginning educators. *There is a balance of support and challenge where the beginning educator is encouraged to engage in problem-solving and innovative techniques.*

o Establishing. Mentors, building administrators, and the *entire school community* provide support and encouragement to beginning educators. There is a balance of support and challenge where the beginning educator is encouraged to engage in problem-solving and innovative techniques.

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4.F. PROGRAM SUPPORT - *SUPPORTIVE ATMOSPHERE*

Reflective Questions for Self-Assessment	Evidence
<p>To what extent does the entire school community, including mentors, building administrators, department head, and grade level colleagues provide support and encouragement to beginning educators?</p> <p>To what extent is there a balance of support and challenge, where the beginning educator is encouraged to engage in problem-solving and innovative techniques?</p>	
<p><i>Action</i> for program improvement (Supportive atmosphere)</p>	

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PROGRAM STANDARDS and INDICATORS OF PRACTICE

4.G. PROGRAM SUPPORTS - COLLABORATIVE CULTURE/LEARNING COMMUNITY

- o Beginning.* The district values a culture of collaboration and encourages all staff to support beginning educators.
- o Developing.* The district is actively working toward an established goal to develop a culture of collaboration and is promoting the values of a professional learning community.
- o Establishing.* The district is a professional learning community in which a culture of continuous collaboration and learning exists among all educators.

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4.G. PROGRAM SUPPORTS - COLLABORATIVE CULTURE/LEARNING COMMUNITY

Reflective Questions for Self-Assessment	Evidence
<p>To what extent is the district a professional learning community in which a culture of continuous collaboration and learning exists among all educators?</p> <p>To what extent do the following characteristics of a learning community exist in the district?</p> <ul style="list-style-type: none"><input type="checkbox"/> Shared mission, vision, and values<input type="checkbox"/> Collaborative teams<input type="checkbox"/> Collective inquiry<input type="checkbox"/> Action orientation and experimentation<input type="checkbox"/> Focus on continuous improvement<input type="checkbox"/> Data driven decisions that are results oriented	
<p><i>Action</i> for program improvement (Collaborative culture/learning community)</p>	

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PROGRAM STANDARDS and INDICATORS OF PRACTICE

4.H. PROGRAM SUPPORT - CONTACT LISTS AND COMMUNITY RESOURCES

o Beginning. Mentors and mentees are provided a list of school resources and encouraged to use them.

o Developing. Mentors and mentees are provided a list of school, *district, and community resources and FAQ's that they are encouraged to use. In addition, various resource people come to induction meetings to explain what they can offer and what opportunities in the community are available.*

o Establishing. Mentors and mentees are provided a list of school, district, and community resources and FAQ's that they are encouraged to use. In addition, various *human and print/electronic resources are used in induction meetings to enhance exposure and understanding.*

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4.H. PROGRAM SUPPORT - CONTACT LISTS AND COMMUNITY RESOURCES

Reflective Questions for Self-Assessment	Evidence
<p>To what extent are mentors and mentees provided a list of school, district, and community resources and FAQs that they are encouraged to use?</p> <p>To what extent are various human and material resources (such as print/electronic) in the school, district, and community used in induction meetings to enhance exposure and understanding of resources available?</p>	
<p><i>Action</i> for program improvement (Contact lists and community resources)</p>	

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PROGRAM STANDARDS and INDICATORS OF PRACTICE

4.I. PROGRAM SUPPORT - *STRESS AND WELLNESS ISSUES*

o Beginning. There is some acknowledgement of stress or wellness issues related to being a beginning educator or a mentor.

o Developing. The program *provides some resources and strategies to address issues of stress or wellness* related to being a beginning educator or mentor.

o Establishing. The program *proactively* addresses issues of stress and wellness related to being a beginning educator or mentor *with interventions and resources to address them.*

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4.I. PROGRAM SUPPORT - STRESS AND WELLNESS ISSUES

Reflective Questions for Self-Assessment	Evidence
<p>To what extent does the induction-with-mentoring program acknowledge and proactively address issues of stress and wellness related to being a beginning educator or mentor?</p> <p>To what extent does the induction-with-mentoring program provide the beginning educator or mentor with resources and strategies to address issues of stress or wellness related to being a beginning educator or mentor?</p>	
<p><i>Action</i> for program improvement (Developing goals and documentation of professional growth)</p>	

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PROGRAM STANDARDS and INDICATORS OF PRACTICE

4.J. PROGRAM SUPPORT - *GRIEVANCE PROCESS*

o Beginning. The process for requesting a mentor/mentee change is informal.

o Developing. There are structures in place to address problems of mentor/mentee match before they get to the grievance stage. The process for requesting a mentor/mentee change is defined in writing.

o Establishing. There are structures in place to *proactively* address problems of mentor/mentee match *or mentor ineffectiveness* before they get to the grievance stage. The process for requesting a mentor/mentee change, *or removing an ineffective mentor* are established and in writing.

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4.J. PROGRAM SUPPORT - *GRIEVANCE PROCESS*

Reflective Questions for Self-Assessment	Evidence
<p>To what extent are there structures in place to proactively address problems of mentor/mentee match or mentor ineffectiveness before the problem gets to the grievance stage?</p> <p>To what extent is there a process and one established in writing for requesting a mentor/mentee change or for removing an ineffective mentor?</p>	
<p><i>Action</i> for program improvement (Grievance process)</p>	

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PROGRAM STANDARDS and INDICATORS OF PRACTICE

4.K. PROGRAM SUPPORT - INTEGRATED SUPPORT SYSTEM OF TIME, MONEY, POLICIES AND PROCEDURES

o Initiating. There is recognition that there are costs associated with conducting an induction-with-mentoring program such as incentives, training, classroom coverage, materials, meeting costs, etc. A long- term commitment to provide resources is anticipated.

o Beginning. Some supports are built into budgets, schedules, job descriptions, and expectations. Funding can come from district budget, grant money, contract agreements, etc.

o Developing. All supports are clearly articulated and built into budgets, schedules, job descriptions, and expectations. *These supports include:*

- time to meet*
- incentives*
- consideration of caseload*
- compensation.*

Funding may come from a variety of sources and is moving toward long term, planned commitment.

o Establishing. Full, long-term commitment has been made to program support, including :

- time to meet
- incentives
- consideration of caseload
- compensation

All supports are built into budgets, schedules, job descriptions, and expectations.

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4.K. PROGRAM SUPPORT - INTEGRATED SUPPORT SYSTEM OF TIME, MONEY, POLICIES AND PROCEDURES

Reflective Questions for Self-Assessment	Evidence
To what extent are all supports (including time to meet, incentives, consideration of caseload & compensation) clearly articulated and built into budgets, schedules, job descriptions and expectations so that long-term commitment to the program is made?	
<i>Action</i> for program improvement (Integrated support system)	



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PROGRAM STANDARDS AND INDICATORS OF PRACTICE

5. PROGRAM EVALUATION

5.A. Program evaluation

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PROGRAM STANDARDS and INDICATORS OF PRACTICE

5.A. PROGRAM EVALUATION

- o *Beginning.* Induction-with-mentoring program evaluation is based on a limited number of data inputs and focuses primarily on participant satisfaction.
- o *Developing.* Induction-with-mentoring program evaluation is based on data that indicates the degree to which program components are implemented and program goals are met. An end-of-year reflection meeting is held. Its purpose is to debrief the year's program and identify areas for improvement.
- o *Establishing.* Induction-with-mentoring program evaluation examines multiple sources and types of data to evaluate progress toward program goals. (See the Guiding Questions listed in the Assessment Section of this Toolkit.) Evaluation data is systematically and regularly gathered, and is used to make future program improvements. Results are disseminated to stakeholders on an annual basis.

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5.A. PROGRAM EVALUATION

Reflective Questions for Self-Assessment	Evidence
<p>To what extent does the induction-with-mentoring program evaluation examine multiple sources and types of data to evaluate progress toward program goals?</p> <p>To what extent is evaluation data systemically and regularly gathered and used to make future program improvements?</p> <p>To what extent are evaluation results disseminated to stakeholders on an annual basis?</p>	
<p><i>Action</i> for program improvement (Program evaluation)</p>	

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PROGRAM STANDARDS AND INDICATORS OF PRACTICE

6. RELATIONSHIP TO TEACHER SUPERVISION AND EVALUATION AND PROFESSIONAL DEVELOPMENT

6.A. Nonjudgmental confidentiality

6.B. Relationship to teacher supervision and evaluation defined

6.C. Relationship to professional development

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PROGRAM STANDARDS and INDICATORS OF PRACTICE

6.A. RELATIONSHIP TO TEACHER SUPERVISION AND EVALUATION AND PROFESSIONAL DEVELOPMENT - *NONJUDGMENTAL CONFIDENTIALITY*

o Beginning. The induction-with-mentoring program supports beginning educators in a nonjudgmental, confidential way so that risk-taking is encouraged, learning is enhanced, and the “fear of evaluation” doesn’t impede growth. However, the confidentiality agreement does not override the need to report violations of student/educator rights and/or safety.

o Developing. The induction-with-mentoring program supports beginning educators in a nonjudgmental, confidential way so that risk-taking is encouraged, learning is enhanced, and the “fear of evaluation” doesn’t impede growth. However, the confidentiality agreement does not override the need to report violations of student/educator rights and/or safety. *There is discussion among building administrators, supervisors, mentors and mentees about the gray areas of what information can and should be shared.*

o Establishing. The induction-with-mentoring program supports beginning educators in a nonjudgmental, confidential way so that risk-taking is encouraged, learning is enhanced, and the “fear of evaluation” doesn’t impede growth. However, the confidentiality agreement does not override the need to report violations of student/educator rights and/or safety. There is discussion among administrators, supervisors, mentors and mentees about the gray areas of what information can and should be shared. *Written guidelines and examples exist for how and what information mentors can and cannot share with building administrators, supervisors and staff about the mentee’s performance and/or experience.*

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6.A. RELATIONSHIP TO TEACHER SUPERVISION AND EVALUATION AND PROFESSIONAL DEVELOPMENT - *NONJUDGMENTAL CONFIDENTIALITY*

Reflective Questions for Self-Assessment	Evidence
<p>How does the induction-with-mentoring program support beginning educators in a non-judgmental, confidential way so that risk-taking is encouraged, learning is enhanced, and the “fear of evaluation” does not impede growth?</p> <p>Does the need to report violations of student/educator rights and/or safety override the confidentiality agreement between the mentor and the mentee?</p> <p>How much discussion is there among building administrators, supervisors, mentors and mentees about the gray areas of what information can and should be shared?</p> <p>Are there written guidelines with examples of how and what information mentors can and cannot share with building administrators, supervisors and staff about the mentee’s performance and/or experience?</p>	
<p><i>Action</i> for program improvement (Nonjudgmental confidentiality)</p>	



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PROGRAM STANDARDS and INDICATORS OF PRACTICE

6.B. RELATIONSHIP TO TEACHER SUPERVISION AND EVALUATION AND PROFESSIONAL DEVELOPMENT - *RELATIONSHIP TO TEACHER SUPERVISION AND EVALUATION DEFINED*

o Initiating. A desired outcome of mentoring services is to directly address classroom practice. This requires an articulated, shared, definition of effective practice that leverages the work of the mentor and mentee toward mentee instructional skill building.

o Beginning. Although it may be difficult in beginning programs to have different people for the mentor and supervisor/evaluator roles, ideally mentors do not supervise or evaluate their mentee(s). The relationship of the induction-with-mentoring program to the teacher supervision and evaluation process is generally defined.

o Developing. If a mentor has any supervisory or evaluation responsibilities, there is a clear distinction between which educators they mentor and which educators they supervise or evaluate. Specific guidelines define the relationship of the induction-with-mentoring program to the teacher supervision and evaluation process.

o Establishing. Educators serving as mentors have no supervisory or evaluation role with any system educators. Written guidelines define and articulate any relationship (or lack of) between the induction-with-mentoring program and the teacher supervision and evaluation process.

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6.B. RELATIONSHIP TO TEACHER SUPERVISION AND EVALUATION AND PROFESSIONAL DEVELOPMENT - *RELATIONSHIP TO TEACHER SUPERVISION AND EVALUATION DEFINED*

Reflective Questions for Self-Assessment	Evidence
<p>To what extent do mentors serve as supervisors or evaluators of educators within the district? If mentors are serving as supervisors and evaluators, is there a clear distinction between which educators they mentor and which educators they supervise or evaluate?</p> <p>Are there written guidelines that define and articulate the relationship (or lack of) between the induction-with-mentoring program and the teacher supervision and evaluation process?</p>	
<p><i>Action</i> for program improvement (Relationship to teacher supervision and evaluation defined)</p>	

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PROGRAM STANDARDS and INDICATORS OF PRACTICE

6.C. RELATIONSHIP TO TEACHER SUPERVISION AND EVALUATION AND PROFESSIONAL DEVELOPMENT - *RELATIONSHIP TO PROFESSIONAL DEVELOPMENT DEFINED*

o Initiating. IWM services are professional development for the mentee (and mentor). When embedded in a context of professional development for all staff, at all levels, the services integrate more quickly into “the way things are done here” and don’t remain a “nice, but not necessary” add-on.

o Beginning. Mentor/mentee activities as a strategy for professional development are reflected in individual professional development plans.

o Developing. Mentor/mentee activities *are accepted as necessary components of effective professional development for both the mentor and mentee* and are reflected in their individual professional development plans.

o Establishing. *The induction-with-mentoring program is an integral part of district professional development services. Activities are not only evidenced in mentor and mentee individual professional development plans but also in the Professional Development Master Plan. Furthermore, where induction-with-mentoring fits in the professional development scheme and how it is implemented are clearly articulated in the PD Master Plan.*

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6.C. RELATIONSHIP TO TEACHER SUPERVISION AND EVALUATION AND PROFESSIONAL DEVELOPMENT - *RELATIONSHIP TO PROFESSIONAL DEVELOPMENT DEFINED*

Reflective Questions for Self-Assessment	Evidence
<p>To what extent is the induction-with-mentoring program an integral part of the district professional development services?</p> <p>To what extent is the induction-with-mentoring program reflected and evidenced in the mentor's and mentee's individual professional development plans and the District Professional Development Master Plan?</p> <p>To what extent is there an explanation within the Professional Development Master Plan of where the induction-with-mentoring program fits into the professional development scheme?</p>	
<p><i>Action</i> for program improvement (Relationship to professional development defined)</p>	

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PROGRAM STANDARDS AND INDICATORS OF PRACTICE

7. SYSTEMIC PROGRAM

- 7.A. Research base and data collection for strategic decision-making
- 7.B. Alignment to district philosophy and beliefs
- 7.C. Commitment of all stakeholders
- 7.D. District-wide collaboration
- 7.E. Educator roles served
- 7.F. Relationship to lifelong professional growth and student performance

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PROGRAM STANDARDS and INDICATORS OF PRACTICE

7.A. SYSTEMIC PROGRAM - RESEARCH BASE AND DATA COLLECTION FOR STRATEGIC DECISION-MAKING

o Initiating. Supporters and funders of IWM services recognize the importance of having a knowledge source about the research and best practice related to IWM services. They agree that data about specific needs in the district should be used to guide the program design and implementation.

o Beginning. The design, development, and improvement of *some* of the components of the induction-with-mentoring services are designed according to proven, research-based learning theory and instructional practice and *some* are based on a limited number and/or variety of data inputs.

o Developing. The design, development, and improvement of *most* of the components of the induction-with-mentoring services are designed according to proven, research-based learning theory and instructional practice and *most* are based on a *variety of data inputs that inform strategic decision-making for the benefit of the district.*

o Establishing. The design, development, and improvement of the induction-with-mentoring services reflects proven, research-based learning theory and instructional practice, and are based on a variety of data inputs, *systematically and regularly gathered*, that inform strategic decision-making for the *benefit of all stakeholders.*

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7.A. SYSTEMIC PROGRAM - RESEARCH BASE AND DATA COLLECTION FOR STRATEGIC DECISION-MAKING

Reflective Questions for Self-Assessment	Evidence
<p>How many and which parts of the components of the induction-with-mentoring program reflect proven, research-based learning theory and instructional practice?</p> <p>To what extent are the design, development, and improvement of the induction-with-mentoring program based on a variety of data inputs, which are systemically and regularly gathered and used to inform strategic decision-making for the benefit of all stakeholders?</p>	
<p><i>Action</i> for program improvement (Research base and data collection for strategic decision-making)</p>	

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PROGRAM STANDARDS and INDICATORS OF PRACTICE

7.B. SYSTEMIC PROGRAM - ALIGNMENT TO DISTRICT PHILOSOPHY AND BELIEFS

o Initiating. There is a vision and articulated purpose that leaders hope to realize with the implementation of IWM services. The purpose and vision are consistent with district philosophy

o Beginning. There is little consideration of aligning induction-with-mentoring services to the philosophical thinking and plans of the district.

o Developing. There is *some alignment* of induction-with-mentoring services to the philosophical thinking and plans of the district

o Establishing. There *is alignment* between the induction-with-mentoring services and the philosophical thinking of the district. *District philosophies and beliefs are operational in the program.*

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7.B. SYSTEMIC PROGRAM - ALIGNMENT TO DISTRICT PHILOSOPHY AND BELIEFS

Reflective Questions for Self-Assessment	Evidence
How much alignment is there between the induction-with-mentoring services and the philosophical thinking of the district? To what extent are district philosophies and beliefs operational in the program?	
<i>Action</i> for program improvement (Alignment to district philosophy and beliefs)	



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PROGRAM STANDARDS and INDICATORS OF PRACTICE

7.C. SYSTEMIC PROGRAM - COMMITMENT OF ALL STAKEHOLDERS

o Initiating. It is not unusual for IWM services to be initiated as a pilot program, with grant monies or some source other than the district budget. Leaders, including school board members, commit from the beginning to start planning for sustainability. IWM programs *do not* run themselves after the initial stages.

o Beginning. School boards, administrators, and school community are made aware of the induction-with-mentoring services and support its implementation.

o Developing. School boards, administrators, and school community are *knowledgeable* about the induction-with-mentoring services, their implementation, and the supports needed for their success. *All parties support continuation and seek establishment through budget, policies, and procedures.*

o Establishing. School boards, administration, and school community are *committed* to the induction-with-mentoring services and their implementation. Continuation is supported through budget, polices, and procedures *at a level needed for ongoing success.*

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7.C. SYSTEMIC PROGRAM - COMMITMENT OF ALL STAKEHOLDERS

Reflective Questions for Self-Assessment	Evidence
<p>To what extent are the school board(s), administration and school community aware of, knowledgeable about, and committed to the induction-with-mentoring program and its implementation?</p> <p>To what extent is continuation of the induction-with-mentoring program supported by all parties and through budget, policies, and procedures at a level necessary for ongoing success?</p>	
<p><i>Action</i> for program improvement (Commitment of all stakeholders)</p>	

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PROGRAM STANDARDS and INDICATORS OF PRACTICE

7.D. SYSTEMIC PROGRAM - *DISTRICT-WIDE COORDINATION*

- o Beginning.* Induction-with-mentoring services are offered by the district and by some or all schools although district-wide coordination may not be fully established.
- o Developing.* Induction-with-mentoring services are offered by the district and by all schools *with some district-wide coordination.*
- o Establishing.* Induction-with-mentoring services *are district-wide with coordination and oversight from the central office.*

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7.D. SYSTEMIC PROGRAM - DISTRICT-WIDE COORDINATION

Reflective Questions for Self-Assessment	Evidence
To what extent are induction-with-mentoring services offered district-wide? To what extent does the district/central office coordinate and oversee the induction-with-mentoring services?	
<i>Action</i> for program improvement (District-wide coordination)	

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PROGRAM STANDARDS and INDICATORS OF PRACTICE

7.E. SYSTEMIC PROGRAM - *EDUCATOR ROLES SERVED*

o Beginning. Induction-with-mentoring services are primarily for teachers.

o Developing. Induction-with-mentoring services exist for more than just classroom teachers and may include building administrators, specialists, and paraprofessionals.

o Establishing. Induction-with-mentoring services exist for all educators (teachers, building administrators, specialists, paraprofessionals).

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7.E. SYSTEMIC PROGRAM - EDUCATOR ROLES SERVED

Reflective Questions for Self-Assessment	Evidence
To what extent do induction-with-mentoring services exist for all educators, including teachers, building administrators, specialists and paraprofessionals?	
<i>Action</i> for program improvement (Educator roles served)	

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PROGRAM STANDARDS and INDICATORS OF PRACTICE

7.F. SYSTEMIC PROGRAM - *RELATIONSHIP TO LIFELONG PROFESSIONAL GROWTH AND STUDENT PERFORMANCE*

o Beginning. Induction-with-mentoring is seen as a best practice support strategy for beginning educators and an important but not necessarily fundamental strategy to meet the needs of students.

o Developing. Induction-with-mentoring is seen as a best practice support strategy for beginning educators *that will result in enhanced self-efficacy, improved educator quality, but the connection to improving student performance is not clearly articulated or documented.*

o Establishing. Induction-with-mentoring is seen as *a critical step in the long-term professional development sequence* for beginning educators, resulting in enhanced self-efficacy, improved educator quality, and *improved student performance.*

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7.F. SYSTEMIC PROGRAM – RELATIONSHIP TO LIFELONG PROFESSIONAL GROWTH AND STUDENT PERFORMANCE

Reflective Questions for Self-Assessment	Evidence
<p>To what extent do all staff believe, perceive, and understand that induction-with-mentoring is an important and fundamental strategy to build the capacity of educators to meet the needs of students and ensure long-term impact on student performance?</p> <p>To what extent is induction-with-mentoring seen as a best practice support strategy for beginning educators and a critical step in the long-term professional development sequence for beginning educators, resulting in enhanced self-efficacy, improved educator quality, and student performance?</p>	
<p><i>Action</i> for program improvement (Relationship to lifelong professional growth and student performance)</p>	



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Section II. TOOLS FOR PROGRAM IMPROVEMENT

A. PROGRAM ASSESSMENT AND PLANNING

- A1. Induction-with-mentoring program assessment and prioritization tool
- A2. Program improvement/development planning tool for induction-with-mentoring program
- A3. Venn Diagram planning tool

8. ASSESSING PROGRAM IMPACT ON RECRUITMENT AND RETENTION OF NEW TEACHERS

- B1a. Questions to include as part of the hiring process
- B1b. Data to collect
- B2. Sample Exit Interview

C. ASSESSING PROGRAM IMPACT ON PARTICIPANTS

- C1. Assessing participant satisfaction
- C2. Assessing improvement in knowledge and skills of the new teacher as a result of working with a mentor
- C3. Assessing improvement in the knowledge and skills of the teacher mentor, as a mentor

D. ASSESSING PROGRAM IMPACT ON STUDENTS

- D1. Plan for identifying student needs
- D2. Action plan for addressing student needs
- D3. Action plan for mentee professional growth

E. ASSESSING PROGRAM IMPACT ON THE SCHOOL OR DISTRICT AS A SYSTEM

- E1. Surveying to assess program impact

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Section II. TOOLS FOR PROGRAM IMPROVEMENT

A. PROGRAM ASSESSMENT AND PLANNING

A1. Induction-with-Mentoring Program Assessment and Prioritization Tool

Use this tool to help organize and summarize the findings from your self-assessment, and to set priorities for action.

1. SUPPORT FOR THE BEGINNING EDUCATOR	I	B	D	E	Priority	Evidence
a. Organizational Supports for Beginning Educators						
b. Orientation for Beginning Educators						
c. Ongoing Induction for Beginning Educators						
d. Mentor/Mentee Focus						
e. Mentor/Mentee Strategies						
i. On-going observation and Modeling						
ii. Reflection and Metacognition						
iii. Mentor Use of Resources for the Benefit of the Mentee						
f. Developing Goals and Professional Portfolios						
g. Specialized Training for Alternative IV and V and/or Highly Qualified Teacher Candidates						
2. SUPPORT FOR MENTORS	I	B	D	E	Priority	Evidence
a. Orientation for Mentors						
b. Regularly Scheduled Mentor Support Meetings						
c. Training topics for Mentors						
d. Compensation for Mentoring						
e. Scheduling Supports to Perform Mentoring						
f. Recognition and Celebration						
3. ROLE AND SUPPORTS FOR ADMINISTRATORS	I	B	D	E	Priority	Evidence
a. Program Monitoring						
b. Administrator Training						
c. Collaboration Around Administering the Program						

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4. PROGRAM SUPPORT	I	B	D	E	Priority	Evidence
a. Program Handbook, and District Policies and Procedures Reference Manual						
b. Criteria and Process for Selecting Mentors						
c. Criteria and Process for Matching Mentor and Mentee						
d. Time for Mentor/Mentee to Meet						
e. Supportive Atmosphere						
f. Collaborative Culture/Learning Community						
g. Contact Lists and Community Resources						
h. Stress and Wellness Issues						
i. Grievance Process						
j. Integrated Support System						
5. PROGRAM EVALUATION	I	B	D	E	Priority	Evidence
a. Program Evaluation						
6. RELATIONSHIP TO TEACHER SUPERVISION AND EVALUATION AND PROFESSIONAL DEVELOPMENT	I	B	D	E	Priority	Evidence
a. Nonjudgmental Confidentiality						
b. Relationship to Teacher Supervision and Evaluation Defined						
c. Relationship to Professional Development						
7. SYSTEMIC PROGRAM	I	B	D	E	Priority	Evidence
a. Research base and data collection for strategic decision-making						
b. Alignment to district philosophy and beliefs						
c. Commitment of all Stakeholders						
d. District-wide Collaboration						
e. Educator Roles Served						
f. Relationship to lifelong professional growth and student performance						

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General Comments:

Signatures of Review Committee

Signature	Title	Date

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TOOLS FOR PROGRAM IMPROVEMENT

A2. Program Improvement/Development Planning Tool for Induction-with-Mentoring Program

Directions: After completing the self-assessment and determining areas to improve or develop, use the following template to help you construct a Program Improvement or Development Plan

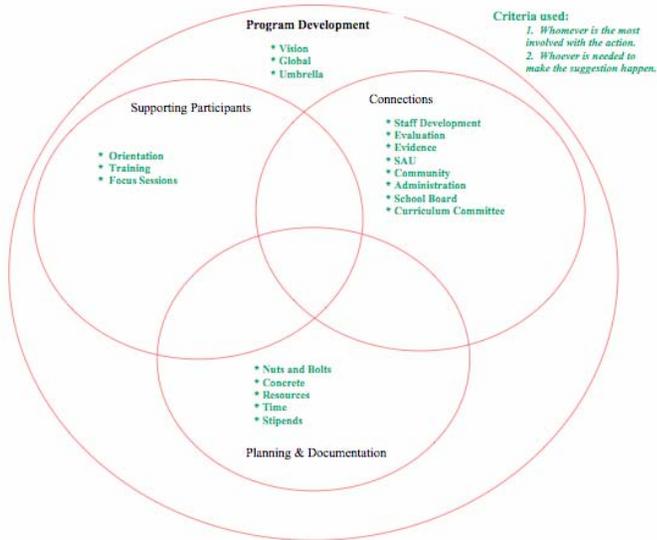
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What's Working	Component to Improve/Develop	Goal	Action/Next Steps	Person(s) Responsible	Resources	Timeline	Benchmarks	Criteria for Success
<i>Which aspect/component of the program is working ?</i>	<i>Which component do we need to improve/develop</i>	<i>What is the goal for improving/developing this component of the program? Is this a short-term or long-term goal?</i>	<i>What action step(s) needs to happen to improve/develop this component?</i>	<i>Who needs to be involved in and informed about this action step? Who will work on accomplishing the action step? Who will be responsible for ensuring this action step is completed?</i>	<i>What resources (human, material, time, money, etc.) will we need to accomplish this action step?</i>	<i>When will the action step happen?</i>	<i>What measurable objectives will gauge our progress toward completing the action step?</i>	<i>How will we know when we are successful in achieving our goal for improving/developing this component?</i>

TOOLS FOR PROGRAM IMPROVEMENT

A3. Venn Diagram Planning Tool

Directions: After completing the self-assessment and determining areas to improve or develop, you may want to use the following visual aid to help you construct a



Program Improvement or Development Plan

This developing tool is intended to be used after the self-evaluation and identified action steps for each area are completed. Participants match the action steps to the "terms" to see where they would fall on the Venn. The

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idea, of course, is to get to the items in the "sweet spot", assuming these would be the highest leverage, action steps, the things to do first.

Visually, this is a nice tool and can simplify the discussion process by highlighting some areas to begin working on.

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TOOLS FOR PROGRAM IMPROVEMENT

B. ASSESSING PROGRAM IMPACT ON RECRUITMENT AND RETENTION OF NEW TEACHERS

Gathering data related to hiring teachers (what attracts them? Are we making good choices in hiring?) and in exit interviews (why do they leave?) will provide the district and the Induction-with-Mentoring program with accurate feedback about the value of induction services to potential new hires and the degree to which such services figure into a person's decision to leave a district. This information can be very useful when assessing program design and services. It is recommended that exit data be gathered as anonymously as possible in order to learn the "real" reasons why people leave in cases of dissatisfaction or personality conflict.

Hiring Interview and Process

Approximately 70 percent of the interviewer's questions should be competency-based, and should focus on tangible instructional skills (e.g., how to begin a lesson), professional knowledge (e.g., copyright laws), classroom behavior (e.g., pacing classroom instruction), and interpersonal skills (e.g., dealing with a difficult parent). In addition, questions should concentrate on candidate behavior, either by describing past actions or discussing a hypothetical situation. Note that it is important to collect (and compile) this information for all candidates who are made an offer of employment - those who accept the position and those who reject the offer.

Data to gather at the school level and to be compiled at the district level:

- How many teaching positions did your school need to fill this year? What type and what grade level?
- How many teachers are there in the following categories: certified, not certified, on an Alternative 3 plan, on an Alternative 4 plan, on an Alternative 5 plan?
- How many offers were accepted based on the district having induction services? (not core, but useful)
- How many offers were turned down and why? (not core, but if the answer is because there is no induction program a district would want to know.)
- How many teachers are hired, and what is their experience profile: new teachers, taught 1-3, 3-6, 7-10, 10+ years, male, female, age.
- How many teachers stayed through the first year, a second year? A third year?
- How many teachers are staying? How many teachers did not have their contract renewed?

Contextual Information to help interpret candidate data:

- What is the distribution of grade levels where new teachers are needed? (This affects how program supports are organized.)
- How many openings need special education background? What are the disabilities and types of programs involved?

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- What are the characteristics of the new teachers in terms of age, gender, years of experience, and/or gaps in experience?
- Is mentoring mandatory or not in your district? Who is eligible for services? (e.g. first year new teachers only? Teachers new to the district, building, or grade level? Teachers with over three grade level changes in assignment? Returnees?)

How can this data be gathered? Use the tools on the following two pages.

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B1a. Questions to include as part of the hiring process

Candidate Name:

Position being interviewed for:

Date:

Question Type	Notes on Candidate Response
<i>Past performance questions, used to solicit examples of past performance.</i>	
<i>Balancing questions, used to balance negative or positive responses with opposites. "What about a time things did not go so well?" or "Tell me about a success in that area."</i>	
<i>Negative confirmations, used to solicit a second example to confirm a negative impression.</i>	
<i>Half-right reflexive questions, used to assess a candidate's ability to speak their own mind. For example, "I've always thought that teachers should never negotiate with students about assignments. Do you agree?"</i>	
To be completed at the time of acceptance or rejection of an offer:	
Is your acceptance or rejection of this position influenced by our district's induction plan?	
What were the top three reasons you accepted (or rejected) this position?	

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B1b. Data to collect

New Teacher Retention Summary Report	Completed on (date):
How many teaching positions did your school fill this year? Please specify types and grade levels.	
How many 'new teachers' do you have on staff today?	Completing 1 st year: Completing 2 nd year: Completing 3 rd year:
How many certified teachers do you have on staff today?	Total Alt-1 certified: Total Alt-2 certified: Total Alt-3 certified: Total Alt-4 certified: Total Alt-5 certified:
How many teachers do you have on staff today in the process of being certified?	Total Alt-1 certified: Total Alt-2 certified: Total Alt-3 certified: Total Alt-4 certified: Total Alt-5 certified:
How much teaching experience did your new teachers have prior to coming to your school?	No experience: 0+ to 3 years prior experience: 3+ to 6 years prior experience: 6+ to 10 years prior experience: More than 10 years prior experience:
What is the gender breakdown of your new teachers?	Total male: Total female:
What is the age breakdown of your new teachers?	Total 20 to 25 years of age: Total 25+ to 30 years of age: Total 30+ to 40 years of age: Total 40+ years of age:
What is the race/ethnic breakdown of your new teachers?	Total African American: Total Asian/Pacific Islander: Total Caucasian: Total Native American: Total Latino:

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How many new teachers will not be returning next year for any reason?	
How many of your teachers <i>hired this year</i> accepted your offer based, at least in part, on the district induction services? (<i>this information should be available from HR</i>)	
How many teachers <i>declining employment this year</i> based their decision, at least in part, on the induction services? (<i>this information should be available from HR</i>)	

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B2. Sample Exit Interview

A district needs to know the reasons for why people leave - sanitized and un-sanitized. This tool is intended to be completed as part of an interview, either in-person or over the telephone. For the *real* reasons in some circumstances, it may be necessary to have an anonymous process to gather data.

Suggested data to gather during an exit interview:

- Why is the person leaving? (e.g. contract not renewed, moving to another community or spouse moving for another job, perceived poor job match, better offer somewhere else, not happy with the assignment, etc.)
- If it is their choice to leave, what reasons do they give for their choice? (e.g. not enough support, not enough money, undesirable job assignment, etc.)
- Where are they going next? (Within state, out of state, still in education/teaching, to another profession, etc.)
- What supports provided, or not provided, influenced this decision?

How can this data be gathered? Primarily through an interview and/or survey process. It is important to collect a reliable contact method, such as parent's phone number or a web-based email address. You may want to follow-up and collect data in a year or more and want a good way to ensure you can reach former teachers in your district.

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EXIT INTERVIEW GUIDE				
Interviewee name:		School:		Grades(s):
Interview completed by:		<input type="radio"/> In Person	<input type="radio"/> Telephone	Date:
Certification Route	<input type="radio"/> Traditional	<input type="radio"/> Alt 4/5 Certification	<input type="radio"/> Alt 4/5 Supported	<input type="radio"/> Other
Contract renewed?	<input type="radio"/> Yes	<input type="radio"/> No		
Number of years teaching	At this school:	Other locations:		
Assignment	<input type="radio"/> Regular Classroom	<input type="radio"/> Special Education	<input type="radio"/> Permanent Sub	<input type="radio"/> Other
Demographics/Training:	<input type="radio"/> NH native	<input type="radio"/> Non-native NH	<input type="radio"/> NH teacher training	<input type="radio"/> Non-NH teacher training
Highest Degree	<input type="radio"/> Bachelors	<input type="radio"/> Masters	<input type="radio"/> Doctorate	Major:
Reasons for leaving:	DEFINITELY YES (Most important reason)	MEDIOCRE (partly the reason)	DEFINITELY NO (not the reason)	Not applicable
Expectations for beyond working day				
Fit with the community				
Collegiality with other teachers				
Salary (how much?)				
Support from peers				
Support from administration				
Job transfer - spouse				
Tuition/PD reimbursement				
Career change				
District change				
Relocating (why?)				
Training in curriculum				
Mentoring program support				
Time management				
Classroom management				
Classroom assignment				
Class assignment				

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TOOLS FOR PROGRAM IMPROVEMENT

C. ASSESSING PROGRAM IMPACT ON PARTICIPANTS

C1. Assessing participant satisfaction

After checking to see if program elements are, indeed, being implemented assessing participant satisfaction is the first “layer” of measuring program impact. Satisfaction data with the program in general and with specific aspects and events of the program help identify areas of program strength and areas in need of improvement. New teachers satisfied with the program are more willing to stay. Satisfaction data from other staff members, administration and parents and community members not only help with program improvement, but also with building a strong support base for programming.

How can this data be gathered?

- Survey new teachers at the end of years 1, 2, and 3 (ideally). If there are non-mentored new teachers, use them as a “control” group.
- Focus group discussions
- Combination, e.g. face-to-face at the end of year 1, follow-up surveys for subsequent years

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C1. Survey to assess participant satisfaction

Retention Factors

1. What factors have kept you working here?
2. What was needed and not provided?
3. What would you have liked to know that you know now?
4. What supports do you wish you had been given?

Program Satisfaction

5. Does the program meet your expectations?
6. How does the program help in ways you didn't expect?
7. Are services useful? How?
8. What wasn't useful?
9. Are services a waste of time? Which ones? How?
10. Is the work you do with your mentor relevant to your experiences in the classroom?
11. Are services timely?
12. What specific activities have influenced what you do in the classroom?
13. What would you like more of?
14. How do program services meet your individual needs?

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C2. Assessing improvement in knowledge and skills of the new teacher as a result of working with a mentor

Induction/mentor services often are justified by, and based on, the research of Linda Darling Hammond's *What Matters Most* study (1996). Her conclusion was that a skilled teacher is *the* most influential factor on student performance. The assumption following is that the more we support development of the knowledge and skills of teachers, the more impact those teachers will have on student learning. In the case of new teachers, the benefit is magnified when there is specific focus on knowledge and skills, and a mechanism to speed up the growth process.

It is difficult to prove a direct correlation between program services and impact on teacher knowledge and skills, and likewise on student knowledge and skills, because of the number of variables and the lack of control over variables. At the same time, program supporters want to be assured that the program is achieving intended results, and program designers want information to help them improve program services.

One approach is to gather evidence of *program* impact by looking at one concrete example (from each mentor/mentee pair) from which program participants may feel confident generalizing larger impact. One example of a mentee growth goal related to student performance is illustrated by the form below "Action Plan for Mentee Professional Growth."

It must be acknowledged, however, that not all mentee growth goals may be directly related to an element of student need (e.g. if a new teacher needs assistance in lesson planning or in classroom management). General guidelines for identifying areas of professional growth for the mentee are as follows:

Guidelines for identifying areas of professional growth:

- One example is drawn from each mentor/mentee pair
- The example of growth in knowledge and/or skills should be based on some standard, such as the NH Teacher Content Competencies (ED 500's) or Professional Education Competencies (ED 505.07), which includes both content and pedagogy
- The example of growth in knowledge and/or skills should include a description of what the mentor did to help the mentee address an identified area of weakness
- In the case of *teacher* mentees (as opposed to building administrator or other position mentee), the example should be classroom specific
- This might be accomplished with the mentee collaborating with the mentor, and perhaps a supervisor, to:
 - Self assess against the identified standard
 - Identify a specific improvement goal
 - Identify steps and timeline for achieving the goal
 - Identify what data/evidence will be gathered to document (ideally a variety of data from a variety of sources) progress toward the goal
 - Gather baseline data

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- Implement the steps
- Document evidence of implementation
- Gather measurement data
- Analyze results
- Reflect on action steps related to the results

For purposes of *program* evaluation, a compilation of the results of the individual assessments provides a varied picture of how the program is impacting the development of mentees. The ultimate purpose is to use this data for program improvement.

It may also be argued that success with following a single example from identification to impact establishes a process by which teachers may formally and informally think about their own and their students' improvement goals. Implementation of a defensible process helps build confidence that the participant may indeed generalize from a single example.

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Action Plan for Mentee Professional Growth

(The purpose of this form is to document the mentee's growth which should be used for program assessment purposes)

Goal for Improving Student Achievement _____

Identified Student Need <i>(include baseline data)</i>	Identified Teacher Need to Address Identified Student Need. <i>(Mentee need should be aligned to teacher competencies specified in Ed 500s)</i>	Mentee Plan to Develop Skills/Knowledge to Implement an Instructional Strategy to Address Identified Need <i>(Include reference to Mentor's assistance in helping Mentee with appropriate PD intervention)</i>	Instructional Strategy to Address Need <i>(What will the Mentee do to address the need in the classroom? Instructional strategy should be aligned to the teacher competencies specified in Ed 500s)</i>	Benchmarks/ Timeline <i>(related to the strategy and student expectations)</i>	Evidence of strategy implementation <i>(What does it look like when it is implemented successfully? How often is it implemented?)</i>	Evidence of strategy impact <i>(What happened to the mentee and the students?)</i>

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C3. Assessing improvement in knowledge and skills of the teacher mentor, as a mentor.

An added value of induction services often documented in the literature is the benefit to the mentor, not only in rejuvenating his/her energy for teaching, but also in his/her own knowledge and skill development as a teacher. When the mentor is also a practicing teacher (as opposed to a full-time mentor, or retired teacher as mentor, for example) reflection on the mentor's improvement as a teacher would be additional data of program impact. Evaluation of the mentor as teacher will be addressed formally by the district's supervision and evaluation system.

In the context of this Toolkit and assessment of program impact, however, we need to pay attention to the mentor improving his/her effectiveness as a mentor. Once again, a wide variety of factors contribute to mentor effectiveness, and more than just skill development is at stake here. Complexity, however, is not justification for avoiding measurement. Specific aspects that one assumes connect to effectiveness can be assessed. Following is a suggestion.

Guidelines for that process would be:

- Assessment of growth in knowledge and/or skills should be based on some mentor standards - from a published resource or locally developed set of expectations
- A generic "how to" would include the mentor collaborating with the mentee, and possibly a supervisor, to:
 - Self assess against the identified standard
 - Identify a specific improvement goal
 - Identify steps and timeline for achieving the goal
 - Identify what data/evidence will be gathered to document (ideally a variety of data from a variety of sources) progress toward the goal
 - Gather baseline data
 - Implement the steps
 - Document evidence of implementation
 - Gather measurement data
 - Analyze results
 - Reflect on action steps related to the results

For purposes of *program* evaluation, a compilation of the results of the individual assessments provides a varied picture of how the program is impacting the development of mentors. The ultimate purpose is to use this data for program improvement.

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D. ASSESSING PROGRAM IMPACT ON STUDENTS

Ultimately, the purpose of induction-with-mentoring services is that students demonstrate improved performance and learning. The assumption is that a more skillful and knowledgeable teacher has higher achieving students. The following tools are designed to assist mentors and mentees in defining student weaknesses, measuring student growth, and identifying how the mentee influences that growth. Three tools are included.

D1. Plan for Identifying Student Need(s)

The mentor and the mentee together define an area or areas of needed improvement by students in the classroom. Needs may be obvious from observation or the new teacher's experience (e.g. a classroom management or student behavior problem). In other situations, such as ones relating to the curriculum, it may be necessary to analyze student data. This data may include content and or grade level tests, local and or other standardized tests, the NHEIAP (New Hampshire Education Improvement Assessment Program), and clinical, scripted, formal and informal observations. The mentor and mentee make notes reflecting their conclusions. When possible a baseline of student achievement should be established. (See Toolkit Section II.D1.)

D2. Action Plan for Addressing Student Need(s)

The mentor and mentee create an action plan for student improvement, which includes activities/interventions, benchmarks, goals and evidence of improvement and a timeline. A reasonable date of completion should be noted. (See Toolkit Section II.D2.)

D3. Action Plan for Mentee Professional Growth

The strategies, activities or interventions required of the new teacher (mentee) may require knowledge and skill building on the part of the mentee. Whether or not this is needed, best practice would have the mentee document his or her actions taken in relation to the student need, the intervention, and the outcomes. (see Toolkit Section II.C2.)

These tools are designed for the purpose of organizing and planning for areas of improvement as defined by the mentor and mentee. They are *not* designed for evaluative purposes.

Mentors and/or Mentor coordinators can compile the information on the number of goals that were reached. This aggregated data can be used to generate a "Goal Completion Report" in order to assess program impact on Students. Data can also be compiled regarding the student goals and mentee goals for professional development purposes.

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D1. Plan for Identifying Student Need(s)

Teacher: _____

Mentor: _____

Student Standards <i>(Cite relevant student standards used. The standards could relate to student behavior or academic achievement)</i>	Student Data Sources <i>(Cite relevant source of student data. Include baseline data where possible. This might include observation, quantitative, qualitative, academic & nonacademic data)</i>	Identified Student Strengths & Weaknesses <i>(based on student standards)</i>	Conclusion/Reflections <i>(on students strengths & weaknesses)</i>

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D2. Action Plan for Addressing Student Need(s)

Goal for Improving Student Achievement _____

Identified Student Need <i>(include baseline data)</i>	Activity/Strategy to Address Need <i>(research-based PD intervention)</i>	Benchmarks <i>(that will be met in the process of addressing the identified need)</i>	Timeline <i>(anticipated dates when benchmarks and goal will be achieved)</i>	Evidence of benchmark and goal completion

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E. ASSESSING PROGRAM IMPACT ON THE SCHOOL OR DISTRICT AS A SYSTEM

The intention of this section is to explore

- the program's impact on the culture of the school, how it does business
- what the school community values
- how behaviors are aligned with values
- whether a learning community is being developed (see definition of a "Learning Community" in Section I.B.)

How can this data be gathered?

- Survey teachers, students and staff, parents and community, school board as to the benefit of the program
- Is there more teacher-to-teacher sharing?
- Is there a difference in "teacher talk" at faculty meetings?
- Is there a difference in individual educators' sense of responsibility toward new teachers?
- How have school programs like professional development and teacher supervision/evaluation changed as a result of the Induction-with-Mentoring program?
- Budget changes: How has the program been a change agent for other improvements or in the "way we do business"?

Need to develop:

- Suggestions for what data might be gathered and how
- Sample surveys or focus group procedures
- Guiding questions for how to interpret the data and what to do about it
- Include suggestions for how analysis data relates back to program development

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E1. Surveying to assess program impact

Introduction

One way to gather information about how well your induction and mentoring is achieving the desired outcomes is by asking the participants about their experiences. When surveying participants, it is important to inform the respondents about whether or not their responses will be confidential and how their responses will be used. If you are using a focus group strategy and meeting in person with participants, their responses will not be anonymous; participants should still be aware of how their responses will be used.

When asking about participants' experiences, remember that self-report may not always be accurate. Sometimes respondents will respond to a question in the way they think you want or may filter their responses for an entire year through a recent experience that is very positive or negative.

When reviewing the responses to your survey questions, look for general trends and consider the results in light of the percentage of respondents. If 18 out of 20 participants respond in a similar manner, then you can be reasonably sure that the responses are indicative of your program. If only 4 of 20 participants respond, you should be more tentative about any inferences you make about participants' experiences.

Deciding what questions to ask

One way to design your survey is take a page and divide it into two columns. On the left-hand side of the page, list the things you want to know about participants' experiences in your program. For example, you might want to know how often mentors and mentees met so you would write that on the left hand side of the page:

How much time per month did mentors and mentees spend meeting?

In the right-hand column, write a possible question that you believe will provide you with the information you want. Also consider whether the question should be open-ended and completed by the respondent or a choice item in which respondents must choose a response. A possible question for mentees that might provide informative about how often mentors and mentees met might be as follows:

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What I want to know...

How much time per month did mentors and mentees spend meeting?

- 0-1 hours per month
- 2-5 hours per month
- 6-10 hours a month
- More than 10 hours per month

Possible question

Approximately how much time each month did you spend meeting with your mentor?

Sharing the survey with respondents

Until recently, most surveys were conducted by sending out a paper survey to respondents and having them return a completed paper survey when they had responded to the questions. Using a paper survey meant that the responses to the survey had to be tallied either by a scanning machine or by a person. There are several computer programs and online tools (e.g. KeySurvey.com, SurveyMonkey.com) that will allow participants to complete a survey online. Programs through which participants complete surveys online compile all of the responses for you so you get the overall survey results without having to tally the individual responses.

This toolkit is a good source of areas of induction and mentoring you might want to investigate. Below are some possible induction and mentoring issues and possible questions you might ask.

Possible questions for mentors

If you would like to know...	then you might include a version of the following question in your survey or focus group questions...
what influenced the mentor's decision to become a mentor.	<p>Please rate the importance of the of the following in making your decision to become a mentor.</p> <p>Very important Somewhat important Not important</p> <p>Invitation to be a mentor Additional professional development Opportunity to give back to the profession</p>

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	<p>Financial compensation Opportunity to reflect on my own teaching Recognition</p>
<p>how valuable mentors felt their on-going professional development was.</p>	<p>Please rate how valuable you felt each of the following mentor professional development sessions was for you in your role of mentor.</p> <p>Very valuable Somewhat valuable Not valuable</p> <p>Conferencing Adult learning Best practice strategies Classroom management Looking at data Analyzing student work</p>
<p>the mentor's confidence about different knowledge and skill areas associated with mentoring.</p>	<p>Please rate your level of confidence for each of the following skills and knowledge areas associated with mentoring.</p> <p>Very confident Somewhat confident Not confident</p> <p>Understanding the needs of mentees Understanding the qualities of effective mentors Stages of teacher development Effective classroom management Classroom observation techniques</p>
<p>the mentor's perceptions about how often he/she observed the mentee(s) classroom teaching.</p>	<p>How often did you observe your mentee(s) classroom teaching?</p> <p>___ One a month or more ___ Once every two months ___ Once every four months ___ Once a year.</p>

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the mentor's perceptions about the focus of the meetings with the mentee(s).	<p>Please rate how frequently you and your mentee(s) discussed the following issues during your meetings.</p> <p>Frequently Occasionally Rarely Never</p> <p>School/district rules Classroom management Curriculum Teaching strategies Parental involvement Looking at data Analyzing student work</p>
mentor's perceptions about the support administrators provide to the mentoring program.	<p>Which of the following best describes the support that administrators provide to the mentoring program?</p> <p><input type="checkbox"/> Very Supportive <input type="checkbox"/> Somewhat supportive <input type="checkbox"/> Not supportive</p>
mentor's ideas about the professional development that they would find helpful.	<p>What additional professional development would you like to receive that you believe would make you a more effective mentor?</p>
mentor's ideas for improving induction/mentoring strategies in the district.	<p>Based upon your experience as a mentor, what ideas do you have for improving the induction/mentoring strategies provided through the district?</p>

Possible questions for mentees

If you would like to know...	then you might include in your survey or focus group questions...
how the mentee learned about the opening for which they applied.	<p>How did you learn about the opening for the position you accepted?</p> <p><input type="checkbox"/> Newspaper advertisement</p>

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	<p>Frequently Occasionally Seldom Never</p> <p>School/district rules & procedures Classroom management School/district curriculum Teaching strategies Examining or evaluating student work Parental involvement</p>
whether or not the mentor had an organized way for documenting the mentee's growth.	<p>Did you and your mentor have an organized procedure, such as a portfolio, for collecting and interpreting data and information to provide evidence of your growth?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure</p>
whether or not the mentor observed the mentee's classroom teaching.	<p>Did your mentor observe your classroom teaching?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
how often the mentor observed the mentee's teaching.	<p>How often did your mentor observe your teaching?</p> <p><input type="checkbox"/> Once a month or more <input type="checkbox"/> Every two months <input type="checkbox"/> Every four months <input type="checkbox"/> Once a year</p>
how often the mentor held pre-observation conferences with the mentee.	<p>How often did your mentor hold a pre-observation conference with you before observing your classroom teaching?</p> <p><input type="checkbox"/> Always</p>

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what suggestions the mentee has for improving the induction and mentoring strategies used by the district.	Based upon your personal experiences, what suggestions, if any, do you have for improving induction and mentoring in our school district?

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Section III: Making the Case

Section III: Making the Case

A. Frequently Asked Questions about Induction-with-Mentoring . . . with Answers from the Research

- i. Questions about definitions
 - a. *All these terms confuse me. What is the difference between mentoring and induction, and where do coaching and orientation fit in?*
- ii. Questions about recruitment and retention of teachers
 - a. *What recruitment, attrition, and retention statistics can you give me?*
 - b. *Will an induction-with-mentoring program help to attract new educators to my district?*
 - c. *What data supports the impact that an induction-with-mentoring program has on teacher retention?*
- iii. Questions about the needs of new teachers and for induction-with mentoring services
 - a. *Why do newly trained educators need more support in order for them to be ready to teach when they graduate?*
 - b. *What are the most common factors that cause new educators to leave their positions or the profession?*
- iv. Questions about the impact of induction-with-mentoring services
 - a. *What impact will an induction-with-mentoring program have on my veteran staff and on my district as a whole?*
 - b. *How will an induction-with-mentoring program impact student learning?*
- v. Questions about the costs of induction-with-mentoring services
 - a. *What are some of the potential costs to institute an induction-with-mentoring program?*
 - b. *What are the implications and costs of NOT having an induction-with-mentoring program?*
 - c. *How can we afford to take our best teachers out of the classroom?*
 - d. *How will an induction/mentoring program assist me in meeting the Highly Qualified Teacher requirements of No Child Left Behind (NCLB)?*

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Note: The intention of part A is to answer those questions that teachers and administrators ask and are asked related to induction and mentoring, and to provide answers from research or best practice. The criteria for selecting sources for the “answers” are that they are: research-based; written by respected researchers; balanced between theory and practice; showing different perspectives and experiences; applicable to all types of schools; targeting improvement; and comprehensive.

B. Summary of Key Research

Current status of teacher attrition

- a. The national picture*
- b. The New Hampshire picture*
- c. Mentoring matters*
- d. Mentoring matters to students*

Note: In part B, we offer a summary of key research that further addresses the value of induction-with-mentoring services

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A. FREQUENTLY ASKED QUESTIONS ABOUT INDUCTION-WITH-MENTORING . . . WITH ANSWERS FROM THE RESEARCH

I. QUESTIONS ABOUT DEFINITION

a. All these terms confuse me. What is the difference between mentoring and induction, and where do coaching and orientation fit in? (see Figure 1)

- Barry Sweeney (2001) defines “mentoring” as:
“The complex development process mentors use to support and guide their protégés [mentees, new teachers, etc.] through the necessary transitions that are a part of learning how to be effective educators and career-long learners” (p. xii)

and “induction” as:

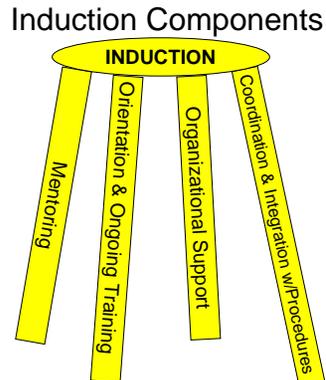
“The activities and processes necessary to successfully induct a novice teacher into the profession” (p.xii)

and “coaching” as:

“The support for learning provided by a colleague who uses observation, data collection, and descriptive, non-judgmental reporting on specific requested behaviors and technical skills.” (p. xii)

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Figure 1.



- Breaux and Wong offer these definitions:

“**Induction** is actually more a PROCESS than a PROGRAM, but induction services are created in order to structure the process. The process entails systematic training and ongoing support for all new teachers, commencing BEFORE the first day of school and continuing for several years.” (Breaux & Wong, p. 123)

“Induction is a systemwide, coherent, comprehensive training and support process that continues for 2 or 3 years and then seamlessly becomes part of the lifelong professional development program of the district to keep new teachers teaching and improving toward increasing their effectiveness.” (Wong)

“**Mentoring** is an ACTION. It is what mentors do.” (Wong).

“Mentoring is only one component of the induction process. It involves pairing new teachers with experienced teachers, or “mentor teachers.” These mentor teachers work with the new teachers in their classrooms for a period of at least one year.” (Breaux & Wong, p. 124)

“**Orientation** is just one component of a well-planned, successful induction program. It involves becoming familiar with the policies and procedures of the school and school district. . . . Orientation can be done in one day, whereas induction can take several years.” (p. 123)

Refer to the GLOSSARY section for additional definitions.

II. QUESTIONS ABOUT RECRUITMENT AND RETENTION OF TEACHERS

a. What recruitment, attrition, and retention statistics can you give me?

- The New Hampshire Department of Education and the NH Forum on Higher Education (the Forum) found that close to 40 percent of New Hampshire’s educators are approaching retirement age and 27 percent of newly hired educators leave the field within the first five years. (Report on NH Educators, NHDOE, 2003)
- “National attrition rates indicate that 17 percent of educators leave teaching after one year, 30 percent after two years, 40 percent after three years, nearly half after five years, and up to 80 percent after ten years.” (Heyns, et al as cited in Boreen, 2002)
- 9.3% of new educators quit before they finish their first year of teaching. (Recruiting New Teachers, Inc, 1999)

b. Will an induction-with-mentoring program help to attract new educators to my district?

- When given the choice between two otherwise identical school districts, 82% of new teachers surveyed would choose a school that offers administrative support, while 17% choose a school with a much higher salary. (Clark, 2000)
- The North Central Regional Educational Laboratory studied the effectiveness of eleven recruiting strategies, including signing bonuses, loan forgiveness, and higher salaries for shortage areas. The study found that offering support to beginning educators was the most effective strategy with a 95.9% effectiveness rating. (Hare and Heap, NCREL, 2001)

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- A welcoming faculty that assists new teachers and strength of school leadership are the two school-level factors that have the greatest influence on novices' reports of good teaching experiences and intentions to continue teaching. (Consortium on Chicago School Research at the University of Chicago, 2002)
- *c. What data supports the impact that an induction-with-mentoring program has on teacher retention?*
 - "The value of mentoring is borne out by research demonstrating that teachers without induction support leave the profession at a rate almost 70% higher than those who received it." (*No Dream Denied*, NCTAF, 2003)
 - "95% of beginning teachers who experience induction support during their initial years remain in teaching after three years. 80% of the supported teachers remain in teaching after five years." (Breux and Wong, 2003)
 - "We found an association between whether beginning teachers received induction and mentoring support and their likelihood of turnover. But, we also found that the strength of the association depended on which types of, and how many, supports the beginning teachers had....The strongest factors were having a mentor from the same field, having common planning time with other teachers in the same subject, having regularly scheduled collaboration with other teachers, and being part of an external network of teachers. That is, teachers who received these supports were significantly less likely to depart their school at the end of their first year." (Ingersoll & Smith, 2004).
- New teachers who participate in mentoring and induction and who have mentors in the same subject area and common planning time with their mentor are less likely to move to another school or leave the profession after their first year of teaching. (Smith & Ingersoll, 2004).

III. QUESTIONS ABOUT THE NEEDS OF NEW TEACHERS AND FOR INDUCTION-WITH MENTORING SERVICES

a. Why do newly trained educators need more support in order for them to be ready to teach when they graduate?

- When surveyed about how well prepared they felt to teach, only 18% of educators with fewer than three years of experience felt confident in addressing the needs of diverse students, 24% to integrate technology, 28% to implement state and district standards; and 15% to address the need of disabled students. (Hussar, NCES 1999)
- “The complexity of teaching can be daunting for those new to the profession. Teaching is one of the few professions in which novices must assume the same responsibilities as veterans in the field.” (Danielson, 1996)
- One study found that “the first year of teaching seems to have greater correlation to teacher retention than either prior academic performance or the quality of the teacher preparation program. These factors have caused the National Center for Education Statistics to conclude in its report that ‘mentoring relationships play a critical role in the support, training, and retention of new teachers.’” (Boreen et al, 2000)
- “Fewer than 75 percent of all teachers have studied child development, learning, and teaching methods; have degrees in their subject areas; and have passed state licensing requirements.” (Breux and Wong 2003)
- “Preservice education, even at its most intense and pragmatic, can only begin the process of scientific discovery and artistic creativity that is teaching. Newly certified teachers, however bright and capable, are just ready to begin the meaningful learning that occurs during the first few years of true professional engagement.” (Moran, cited in Jonson, 2002)
- Teaching is the only profession in which entry-level individuals are expected—from Day One—to do the same job and perform at the same level of competence as experienced practitioners....Incongruously, teaching is the only professional field that lacks a formal structure for staged entry. (NCTAF, 2003)

- New teachers are often faced with overwhelming workloads, frequently assigned the most challenging students, asked to teach multiple subjects, asked to teach classes for which they are not certified, and assigned responsibility for overseeing extracurricular activities. (USDOE, 2000)

b. What are the most common factors that cause new educators to leave their positions or the profession?

- Among the reasons educators give for leaving are isolation, expecting too much of themselves, feeling overwhelmed by their responsibilities, lack of encouragement and support from colleagues and administrator for instructional strategies, classroom management, and curriculum issues, and low salaries. (Boreen et al, 2000)
- “One of the great challenges of teaching is the loneliness in the classroom and the presence of what can be, at times, an awful feeling of isolation. Teachers entering the profession have rarely thought about the fact that most instructors—at virtually all levels—are alone with students most of the school day. . . . Without the specific assignment of a mentor to work with them, they may find themselves completely independent of all other adults in their new career.” (Jonson, 2002)
- “New teachers yearn for a sense of professional rootedness and community. Too often, however, they know only a sense of dislocation and loneliness, of compromise and inadequacy—feelings that cause them to question their commitment to school life. . . . Many beginning teachers find themselves in school systems that are ill-prepared to welcome them appropriately. These beginners are isolated professionally and socially. They join aging and habit-bound faculties whose members already know the ropes. They become the have-nots among the haves, the ones with neither the tricks of the trade nor with wisdom of experience.” (Moran, cited in Jonson, 2002)
- “Among the reasons that public school teachers gave in 2000-01 for moving to a new school were an opportunity for a better teaching assignment (40 percent), dissatisfaction with support from administrators (38 percent), and dissatisfaction with workplace conditions (32 percent). ” (Luekens, et al., 2004).
- “Twenty-nine percent of public school leavers reported in 2000-01 that they left the teaching profession in order to retire and about 20 percent each reported that they left to pursue another career and obtain a better salary or benefits.” (Luekens, et al., 2004).

- While teachers expressed that time and empowerment were central in their abilities to help students learn, a collegial atmosphere...led by a principal with a strong instructional emphasis...mattered most in teachers decisions about whether or not to stay in the school in which they work.... Teachers value school settings where they are not isolated, working together with leadership that supports their efforts. As one accomplished teacher described during an online conversation about teacher working conditions, “My darkest hours of teaching were when I had no one else to talk to about student achievement and effective instruction. It was in those days I made covert plans to find somewhere else to teach.” (Hirsch, 2005)
- “It wasn’t her teenage students who drove Meghan Sharp out of teaching - it was the crippling inflexibility of her administrators. According to a recent report on teacher attrition by the federal National Center for Education Statistics, her predicament - and her departure - are common the profession. The survey, based on interviews with more than 7,000 current and former teachers, also found widespread problems with workloads and general working conditions.” (Palmer, 2007)

IV. QUESTIONS ABOUT THE IMPACT OF INDUCTION-WITH-MENTORING SERVICES

a. What impact will an induction-with-mentoring program have on my veteran staff and on my district as a whole?

- “. . . the benefits mentors derive from mentoring may be of equal, or even greater, importance than those experienced by novice teachers.” (Huling and Resta, 2001)
- “By promoting observation and conversation about teaching, mentoring can help teachers develop tools for continuous improvement.” (Feiman-Nemser, 1996)
- “Schools that gear professional development to both the ongoing induction of new teachers and the continual renewal of veteran teachers serve all educators well - thus enabling them to serve all their students well.” (Johnson and Kardos, 2002)
- School districts across America that have implemented induction/mentoring services have reaped the following benefits: renewed energy and enthusiasm among veteran staff, enhanced commitment to lifelong learning, higher motivation levels, and greater job satisfaction and confidence. (Daresh, 2003)

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b. How will an induction-with-mentoring program impact student learning?

- “The most important factor, bar none, is the teacher. Having a single ineffective teacher can affect student learning for years, and having an ineffective teacher for two years in a row can damage a student’s entire academic career.” (Sack, 1999)
- “A study comparing high-achieving and low-achieving elementary schools with similar student characteristics found that differences in teacher qualifications accounted for more than 90 percent of the variations in student achievement in reading and mathematics.” (*What Matters Most*, NCTAF, 1996)

V. QUESTIONS ABOUT THE COSTS OF INDUCTION-WITH-MENTORING SERVICES

a. What are some of the potential costs to institute an induction-with-mentoring program?

- Potential costs could be program management, coordination, evaluation costs; induction program training and orientation for mentors, mentees, and administrators; stipends for mentor and mentees, fees for consultants and/or trainers; travel for training; salaries and benefits for program directors; specialized training for alternative certification candidates; costs for publicity and recognition components, and resource support material. (Villani, 2002)
- A survey of NH school districts revealed that mentor stipends range from \$0.00 to \$2000 per mentor. Stipends are paid from a per mentee rate to a lump sum. (Mentoring Task Force Survey, 2002)

Some possible costs of an induction-with-mentoring program are outlined in the table on the following page (Prepared for Legislative Study Committee on Incentives for Mentoring, NHDOE 2003).

b. What are the implications and costs of NOT having an induction-with-mentoring program?

- “A large-scale study found that every dollar spent on raising teacher quality netted greater student achievement gains than with any other use of school resources.” (Ferguson, 1996).

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- “Human resource specialists report that a bad hire costs a company nearly 2.5 times the employee’s initial salary in recruitment and personnel expenditures and lost productivity. If this is the case, each teacher who leaves the profession during the first three years likely costs the taxpayer in excess of \$50,000. The indirect costs in lost student learning is incalculable.” (Breux and Wong, 2003)
- “Chicago plans to spend 5.7 million dollars to hire 3,000 teachers for the upcoming school year. (Breux and Wong, 2003) The New York City school board voted to spend 8 million dollars to recruit new teachers into the New York City School System.” (NEGP, 2001)
- The estimated costs of recruiting, hiring, and orienting a new teacher varies greatly, from \$5,000 to \$50,000, depending on the degree of professional development incorporated in estimating the cost of the induction process. . . . We have a fiscal responsibility, as well as educational and organizational ones, to keep the teachers we are hiring in the profession. Viewed this way, funding a program is a necessity, not a luxury.” (Villani, 2002)

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Mentoring	Orientation & Ongoing Training	Organizational Support	Coordination & Integration w/Procedures
Stipends or salaries/benefits for Mentor	Development & implementation of orientation & induction curriculum	Release time	Articulation of induction program to professional development program and supervision & evaluation
Release time for Mentor/Mentee	Trainer for mentors, mentees, administrators, & staff	Reduced teaching load	Alignment of Induction Program with contractual requirements
Sub pay for release & training time	Training materials	Sub coverage	Integration of Induction Policy & Procedures Manual w/Dist. Policy & Procedures Manual
Materials for training & otherwise	Release time for training	New teacher assignments	Coordinator of Induction Program (salary & benefits)
Reduced teaching load	Training facility, equipment & food	Own classroom for Mentee	
Professional Development	Stipend for summer orientation/training	Limit on number of SPED students for Mentee	
	Sub pay for training time	Physical placement of Mentor/Mentee	
	Mileage/travel reimbursement	Schedule of support meetings	
		Recognition of successes	
		Program data gathering & evaluation	

- “The benefits of mentoring can be shown as financial and non-financial costs There are a number of ways to illustrate that there are many hidden costs already in the budget which are the current costs of NOT providing support to new teachers. In fact, the cost of teacher attrition is MORE than the cost of an effective induction program because it can save the district money which was an existing and hidden cost. When you show this “Return on Investment” (ROI) the program will be perceived as more ‘cost effective’ and ‘worth it’ than the approach of not supporting the new teachers.” (Sweeny, 2001)
- The state of Texas estimated in 2000 that the cost of new teacher turnover ranged from \$329 million to \$2.1 billion annually. (Texas Center for Educational Research, 2000).

c. How can we afford to take our best teachers out of the classroom?

- “It is exactly because parents want the best teachers for their children that we should take our best trusted and most highly qualified teachers to serve as mentors for new teachers. In a single classroom, these master teachers have the ability to positively impact the 25-30 students in their class each year. As mentors to new teachers, these same teachers have the ability to positively impact the students in all of the classes in which they are mentoring a new teacher. Parents should not be reluctant to have their child in a class taught by a new teacher. The novice simply lacks experience. By working with an experienced teacher, the new teacher can quickly and efficiently gain these skills that would otherwise take several years to develop while maintaining the enthusiasm and passion characteristic of those entering the teaching profession. When mentors and new teachers plan together, teach collaboratively, and reflect together on classroom experiences, the students in many classrooms benefit from the skills and experience of the master teacher. In this way, our most skilled and trusted teachers are able to have a positive impact on the education of students they may never directly teach.” J. Choate, Mentor, Litchfield School District (personal communication, November 16, 2003)

d. How will an induction/mentoring program assist me in meeting the Highly Qualified Teacher requirements of No Child Left Behind (NCLB)?

- For an understanding for how the state of NH guides educators in meeting the requirements of NCLB, consult <http://www.ed.state.nh.us>. Those teachers demonstrating competence through the *High Objective Uniform State Standard of Evaluation* (HOUSSE) it is strongly recommended that the teacher have a “partner” - an experienced educator who holds certification who holds certification in the core content area in question - to assist them in the self assessment and plan writing processes. Ideally

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the “partner” is also available to work with the teacher during plan implementation, particularly on issues of teaching the content successfully. This role is similar to that of a mentor, and district trained mentors may serve the role of partner.

- Some teachers choose to meet NCLB Highly Qualified Teacher status by becoming certified through the alternative certification route. In the state of New Hampshire teachers on Alternative IV (critical shortage areas) and V (on-the-job training option) certification plans are required to have a mentor. District teachers who have been trained as mentors and who have had further training in the requirements and processes of Alternative IV or V, and the HQT requirements can fulfill this role.

B. SUMMARY OF KEY RESEARCH

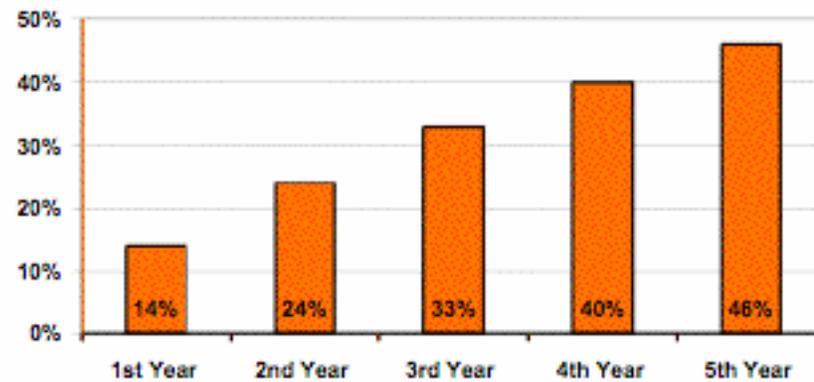
I. CURRENT STATUS ON TEACHER ATTRITION

a. The national picture

- “Nationwide, 2.4 million teachers will be needed in the next 11 years because of teacher attrition and retirement. This projection jumps to approximately 2.7 million teachers when accounting for declining student/teacher ratios based on nationwide class size reduction efforts.” (Hussar, 1999)
- “How much does retirement contribute to the high (and growing) rate of teacher attrition? The number of retiring teachers is far below the number of newly qualified teachers. Over the next ten years, about 700,000 teachers are projected to retire, accounting for about 28% of future hiring needs. Our present teacher prep system can easily accommodate this. *The number of teachers leaving the profession for other than retirement is almost three times larger than the number who are retiring.*” (No Dream Denied, NCTAF, 2003)

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Beginning Teacher Attrition is a Serious Problem

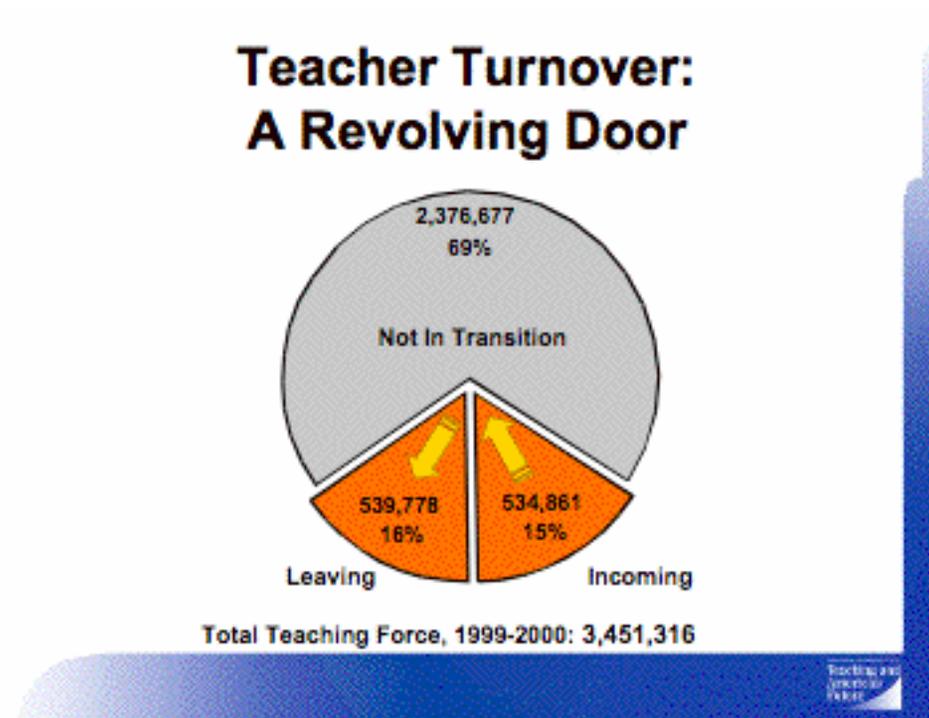


Source: *No Dream Denied*, NCTAF, 2003

- “National attrition rates indicate that 17 percent of educators leave teaching after one year, 30 percent after two years, 40 percent after three years, nearly half after five years, and up to 80 percent after ten years.” (Heyns, et al as cited in Boreen, 2002)
- 9.3% of new educators quit before they finish their first year of teaching. (Recruiting New Teachers, Inc, 1999)

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- “The support of mentoring services for both new teachers and individuals teaching outside their area of expertise must be a priority of stakeholders in education at every level. We must become as concerned about retaining teachers as we are about recruiting them. Then, and only then, will we put a lock on what University of Pennsylvania’s Richard Ingersoll refers to as the “revolving door of teacher turnover.” (NHForum on Higher Education, 2002)



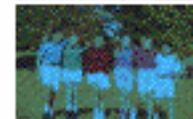
Source: *No Dream Denied*, NCTAF, 2003

- 22% of secondary school students take at least one class with a teacher who did not even minor in the subject of the class. Approximately 44% of middle schools nationwide and more than half of students in high poverty middle schools take classes with teachers who did not even minor in the subject of the class. (Quality Counts, 2003)
- “Fewer than 75 percent of all teachers have studied child development, learning, and teaching methods; have degrees in their subject areas; and have passed state licensing requirements.” (Breux and Wong 2003)
- “A study from NCREL found that a majority of superintendents in the region indicated that 75% to 100% of the teachers leaving their districts are *effective* or *very effective* in the classroom. (Hare and Heap, NCREL, 2001)
- “Human resource specialists report that a bad hire costs a company nearly 2.5 times the employee’s initial salary in recruitment and personnel expenditures and lost productivity. If this is the case, each teacher who leaves the profession during the first three years likely costs the taxpayer in excess of \$50,000. The indirect costs in lost student learning is incalculable.” (Breux and Wong, 2003)
- “Chicago plans to spend 5.7 million dollars to hire 3,000 teachers for the upcoming school year. (Wong, 2003) The New York City school board voted to spend 8 million dollars to recruit new teachers into the New York City School System.” (NEGP, 2001)
- “New teachers yearn for a sense of professional rootedness and community. Too often, however, they know only a sense of dislocation and loneliness, of compromise and inadequacy—feelings that cause them to question their commitment to school life. . . Many beginning teachers find themselves in school systems that are ill-prepared to welcome them appropriately. These beginners are isolated professionally and socially. They join aging and habit-bound faculties whose members already know the ropes. They become the have-nots among the haves, the ones with neither the tricks of the trade nor with wisdom of experience.” (Moran, cited in Jonson, 2002)
- Special education teachers, private school teachers, and teachers in high-poverty schools are more likely to leave a school or the profession after their first year of teaching. (Smith & Ingersoll, 2004).

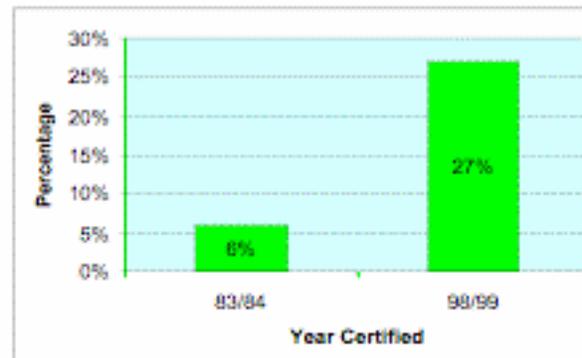
b. The New Hampshire picture

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- “According to the NH retirement system, 500-700 teachers will retire annually, and this number is expected to double in the next two years to approximately 1400 per year.” (Report on NH Educators, NHDOE, 2003)
- The New Hampshire Department of Education and the NH Forum on Higher Education (the Forum) found that close to 40 percent of New Hampshire’s educators are approaching retirement age and 27 percent of newly hired educators leave the field within the first five years. (Report on NH Educators, NHDOE, 2003).



Beginner Teacher Attrition is on the Rise



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(NH Forum on Higher Education, Board of Governors' Meeting, February 3, 2003)



(NH Forum on Higher Education, Board of Governors' Meeting, February 3, 2003)

- Research shows that robust induction services with strong mentoring components significantly impact educator retention, educators' professional development, and student learning. Most states have mandated mentoring services within the past fifteen years. Interest in educator induction is "sweeping the entire nation, making it one of the fastest growing educational movements in recent history" (Huling-Austin, cited in Boreen, et al, 2000).

c. Mentoring matters

- “The key to addressing teacher shortages lies not in attractive recruiting policies but in support and training for new teachers at the school site. For it is in schools and classrooms where teachers must find success and satisfaction. It is there they will decide whether or not to continue to teach.” (Johnson et al, 2001)
- “The value of mentoring is borne out by research demonstrating that teachers without induction support leave the profession at a rate almost 70% higher than those who received it.” (*No Dream Denied*, NCTAF, 2003)
- “Beginning teachers who do not take part in induction services are twice as likely to leave as those who go through such a program.” (NEA, 2001)
- “95% of beginning teachers who experience induction support during their initial years remain in teaching after three years. 80% of the supported teachers remain in teaching after five years.” (Breux and Wong, 2003)
- “According to the study *What Matters Most: Teaching for America’s Future*, recruiting, preparing and retaining teachers is the central strategy for improving our schools.” (*What Matters Most*, NCTAF, 1996)
- “. . . the benefits mentors derive from mentoring may be of equal, or even greater, importance than those experienced by novice teachers.” (Huling and Resta, 2001)

d. Mentoring matters to students

- “The largest effects on student achievement correlate directly with differences noted in teachers’ classroom practices.” (Wenglinsky, 2000)
- “Experiences of teachers during their first few weeks are powerful and influential in setting a direction for their whole career. Without systematic guidance, temporary and sometimes undesirable measures “The key to addressing teacher shortages lies not in

attractive recruiting policies but in support and training for new teachers at the school site. For it is in schools and classrooms where teachers must find success and satisfaction. It is there they will decide whether or not to continue to teach." (Johnson et al, 2001)

- "The value of mentoring is borne out by research demonstrating that teachers without induction support leave the profession at a rate almost 70% higher than those who received it." (*No Dream Denied*, NCTAF, 2003)
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- "According to the study *What Matters Most: Teaching for America's Future*, recruiting, preparing and retaining teachers is the central strategy for improving our schools." (*What Matters Most*, NCTAF, 1996)
- ". . . the benefits mentors derive from mentoring may be of equal, or even greater, importance than those experienced by novice teachers." seized upon by new teachers to make it through the year—or even through the day—may soon become permanent." (Ganser, 1999).
- "Children who had the least effective teachers three years in a row posted academic achievement gains that were 54% lower than the gains of children who had effective teachers three years in a row." (*No Dream Denied*, NCTAF, 2003)
- "The most important factor, bar none, is the teacher. Having a single ineffective teacher can affect student learning for years, and having an ineffective teacher for two years in a row can damage a student's entire academic career." (Sack, 1999)
- "A large-scale study found that every dollar spent on raising teacher quality netted greater student achievement gains than with any other use of school resources." (Ferguson, 1996)
- "The real cause of the achievement gap between poor and wealthier students is the uneven distribution of teachers that districts have allowed. Poor schools are staffed by teachers with the least experience and the lowest qualifications." (Breux and Wong, 2003)

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- “A study comparing high-achieving and low-achieving elementary schools with similar student characteristics found that differences in teacher qualifications accounted for more than 90 percent of the variations in student achievement in reading and mathematics.” (*What Matters Most*, NCTAF, 1996)
- “Beginning teachers who have had the continuous support of a skilled mentor are much more likely to stay in the profession and much more likely to get beyond classroom management concerns to focus on student learning.” (*What Matters Most*, NCTAF, 1996)
- “Two hundred studies have shown that the only factor that can increase student achievement is a knowledgeable, skillful teacher.” (*No Dream Denied*, NCTAF, 2003)
- By promoting observation and conversation about teaching, mentoring can help teachers develop tools for continuous improvement.” (Feiman-Nemser, 1996))

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Section IV: Resources

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Section IV: Resources

- A. **WHAT'S HAPPENING IN NEW HAMPSHIRE**
 - 1. Mentoring Task Force Survey Report
 - 2. Mentoring Services/Initiatives

- B. **PRINT RESOURCES**
 - 1. Recommended Reading
 - 2. Further Reading
 - 3. Resources for the New Teacher
 - 4. Professional Development & Administrative Perspective
 - 5. Administrator Mentoring Resources
 - 6. Paraprofessional Mentoring Resources

- C. **ELECTRONIC RESOURCES**

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A. WHAT'S HAPPENING IN NEW HAMPSHIRE

1. MENTORING TASK FORCE SURVEY REPORT

Introduction:

The data from the survey is by no means complete or 100% accurate. The survey was developed by a subcommittee of the Mentoring Task Force and revised according to feedback from various members and people in the field. It was not designed by survey or data experts. Some data we received was difficult to decipher or the response to the survey was incomplete or not filled out appropriately. Responses to the survey were entered into an Access Database designed by the Office of Technology Management. The Department did not have the time or resources to design a paperless, web-based survey, which could have made the process more efficient and the results more accurate. Furthermore, not all schools have access to the internet. Therefore, this is the approach that was used.

Although the data from this survey raises many more questions, it does provide an initial attempt to get a rough idea of what is going on in New Hampshire's public schools with respect to mentoring and induction. Moreover, the data has provided us with a valuable list of contact information for persons in schools or SAUs responsible for or knowledgeable about mentoring. It is not intended to be used for any purpose other than informing the Mentoring Task Force on mentoring and induction services provided to educators in New Hampshire.

Some of the data from SAUs and schools within the SAU conflict with each other. For example, in some instances an SAU claims to have a mentoring program but the schools within the SAU do not. Or the SAU claims it does not have a mentoring program but a school within the SAU claims it does. There might be various explanations for this discrepancy. For example, respondents to the survey might have approached it from their own perspective: SAU-wide program or school-wide program. Because we are most interested in what is going on in schools at the local level, this report will focus on the schools.

The Survey:

The survey contains 21 questions and is five pages in length (the full survey is included in the Tools section). The first two questions ask for contact information. SAUs or schools without a mentor program only needed to respond to questions 1-7 which took approximately 5 minutes to complete. SAUs or schools with a mentor program needed to respond to questions 1-2 and 8-21 which took approximately 15 minutes to complete. Most questions were answered by choosing multiple choice, yes/no, or by marking an "X" in a column on a chart with questions. The surveys were mailed April 8, 2002 and responses were due April 19, 2002 but were continued to be collected in the weeks following. A

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hard copy of each survey was sent via regular mail with a self-addressed envelope enclosed to all SAU's (79) to the superintendents and all public schools (473) to the principals in New Hampshire.

A cover letter was enclosed with the surveys and contained instructions and a request that the survey be completed by a staff member who is informed about mentoring or induction services provided in their school or district. The letter and survey intentionally did not define the term "mentoring" or "induction" which might also have affected the results because not everyone was operating under the same definition. This became apparent when some schools that claim to have a program only indicated a buddy system or orientation as its components. The letter defined "educator" in its broadest sense to include teachers, administrators, specialists, and paraprofessionals. The letter and survey also asked for information about mentoring services beyond those required for educators in Alternative IV and V certification programs.

Results:

We received responses from 45 SAU's (approximately 57 % response rate) and 150 schools (approximately 32% response rate). 33 SAUs reported that they have some type of mentoring program and 12 SAUs reported that they have no program. Of the 150 schools that responded, 96 schools reported that they have a mentor program, whereas 54 schools reported that they do not have a mentor program. Of those who responded to the survey, more SAUs and schools have services than those that do not.

- Schools without a formal mentoring program

Of the 54 schools that reported not having a mentoring program, most were interested in having a program for teachers (44/81.5%), paraprofessionals (39/72.2%), and specialists (29/53.7%), and some expressed an interest in having one for administrators (20/37%).

When asked to explain why a school did not have a mentoring program, the most common reasons appear to be money (not enough), size (too small to have the necessary resources), time (lack of), training (no expertise in mentoring), low-turnover (no perceived need for mentoring) or lack of support (from administration, staff, or union). Other reasons varied, such as because an informal program (such as a buddy program) already exists, because all staff support each other, or because there is high administrative turnover or lack of leadership.

When asked what a school would need to implement a mentoring program, schools responded in order of highest to lowest need, training (44/81.5%), money (40/74.1%), time (39/72.2%), materials (24/44.4%), and personnel (23/42.6%). Each of the needs requires money and therefore has implications for the budget.

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- Schools with a mentoring program

Most schools that have a mentoring program have had one for less than three years; however, some schools have had a program from 3-10 years. Therefore, most of the mentoring services that exist in schools are relatively new.

Of the 96 schools that reported having a mentoring program, the most common persons mentored are teachers new to the profession (89/92.7%) or new to the building/district (67/69.8%) and beginning specialists (48/50%). In most schools (65/67.7%) that responded, mentoring is mandatory for teachers new to the profession. Few had mentoring services for administrators or paraprofessionals. Furthermore, when asked about induction services provided to staff, professional development and orientation were the most common. However, many schools also have a buddy system, peer coaching, or training (for mentors). These results suggest that not all schools have an induction program for all educators and raise the question as to whether a buddy system is substituting for a mentoring program.

The greatest challenges in maintaining a mentoring program for schools that reported as having a program are time and cost. It is not surprising that time is a challenge because according to the survey, most mentors are not employed as full-time mentors, but mentor one-on-one, *in addition to* their full-time job assignment. Mentees also place a demand on time because some schools provide them with release time and common meeting time. Cost or money is also a logical challenge, given that mentors are most likely to be compensated with a stipend or professional development credit. Similarly, some mentees are provided with release time which might imply cost for a substitute. Accordingly, it is not surprising that the top three resources used by schools that responded to the survey to develop their mentoring program are personnel, time, and training--each of which has budget implications. Materials were also a consideration. Lack of support from teachers, administration, school board, parents, and public were not cited as significant challenges to maintaining a mentoring program.

Finally, when asked if a school had data to demonstrate the effectiveness of its mentoring program, few schools responded, which suggests a need for schools to collect data on the effectiveness of their mentoring or induction program.

2. MENTORING SERVICES/INITIATIVES (Preliminary List)

Project ACROSS (Alternative Certification Routes with On-going Support Systems) The New Hampshire State Transition to Teaching grant is a 3-year initiative designed to enhance the skills of teacher candidates from New Hampshire who have been hired to fill positions in high need

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school districts or in critical shortage areas. The cornerstone of the project is a sustained professional development effort that begins with targeted recruitment and includes a teacher preparation summer institute, follow-up seminars, and site-based coaching with mentoring.

Time Length:

3 years, which includes:

- 2-day seminar for mentors recruited
- 5-day summer institute for mentors & teacher candidates
- 6 days of follow-up support/training days
- Ongoing site-based mentoring
- 4 observation sessions by mentor of candidate's classroom

Target Audience:

Candidates for teacher certification in critical shortage areas

Goals:

- To increase the number and diversity of new teacher candidates following an alternative certification process
- To increase teacher retention through high quality intensive training, follow-up support, continuous professional development, and evaluation
- To provide a process of continuous and sustainable quality on-site mentoring for candidates participating in the alternative certification process
- Create and operate a sustainable collaborative network of NHDOE, SAU, IHE staff and others in the state to address the need for quality teachers in critical shortage areas
- Inform policy, program, development, implementation and on-going assessment of program effectiveness.

Funding:

Teacher certification candidate stipend: \$600.00

Mentor stipend: \$650.00

Contact:

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Tondy McGowan, New Hampshire Department of Education, Bureau of Credentialing, 101 Pleasant Street, Concord, NH 03301. Phone: (603) 271-3749 or Email: tmcgowan@ed.state.nh.us

Northern New England Co-Mentoring Network (NNECN)

This is a 3-year program for mathematics and science teachers for schools in Maine, New Hampshire, and Vermont. 20 veteran teachers will be chosen in each state each year of the program to serve as mentors to new teachers in their school or district. The program provides for incentives for teachers serving as mentors, teachers being mentored, and the schools and districts where these teachers work.

Time Length:

New teachers paired with mentors for 3 years (mentors take on new mentee each year)

Target audience:

New* teachers of middle school and high school science & math

*New refers to grades 6-12 science and math teachers who are:

- recent graduates of pre-service services
- content majors who enter teaching through alternative certification routes
- experienced teachers new to teaching science or mathematics
- experienced teachers in new grade levels.

Goal:

To support, nurture, guide, and retain new science and mathematics teachers while simultaneously elevating the professional learning of experienced teachers who will serve as mentors.

Funding:

The program is funded by the National Science Foundation and is a collaborative effort between the state departments of education and regional mathematics and science alliance centers in Maine, New Hampshire, and Vermont. Partners include the New Hampshire Coalition for Mathematics, Science, and Technology; the Vermont Institute for Science, Mathematics, and Technology; and Learning Innovations at WestEd.

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The project is designed to enhance teacher leadership and the effective mentoring and induction of new teachers in the areas of science and mathematics. New teachers involved in this project will have opportunities to seek alternative routes to certification in the areas of science and mathematics while being provided with comprehensive, site-based professional development supports.

Contact: New Hampshire Contact: Douglas Heuser, New Hampshire Mathematics, Science & Technology Coalition, SEE Science Center, 200 Bedford Street, Manchester, NH 03101. Phone & Fax: (603) 669-0400

National Education Association-New Hampshire (NEA-NH) “I Can Do It” (ICDI)

“I Can Do It” program is a one day classroom management training program designed for new K-12 teachers whom are within their first five years of teaching. The training is offered by NEA New Hampshire, and trainers are classroom teachers with real experiences to use as examples.

Time Length: 1 full day, or 2 sessions of 3 hours each

Target Audience: New teachers within first 5 years of teaching

Goals: Curriculum and training goals are:

- To learn about the elements for successful classroom management
- To discover communication or learning styles and how they relate to student, teacher, and parent communication
- To construct interventions for selected difficult behaviors encountered in the classroom
- To find out about hints that help create the smoothly flowing classroom
- To acquire information that will help build successful parent/teacher relationships

Funding/Cost: \$15.00

Contact:

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Grace Jeffrey-Nelson, NH-NEA, Public Education & School Support, 103 North State Street, Concord, NH 03301. Phone: (603) 224-7751 or Email: gnelson@nhnea.org

Center for Alternative Preparation of Educators (CAPE)

This is a program that is housed at the College for Lifelong Learning (CLL). It provides mentor training for mentors of alternative certification candidates

Time Length: 2-day training and 4 follow-up sessions throughout the year.

Target Audience: Candidates pursuing certification via Alternative IV or V Certification

Goals:

- To assist NH in overcoming critical shortages of NH teachers through quality programs for professional development.
- To create partnerships between the USNH institutions, NHDOE, local school districts, and other institutions of higher education (IHE) to assist the current certification alternative to communication, advisement and learning resources
- To improve the quality of preparation achieved in alternative certification plans by making the educational resources of USNH and other IHEs available in a coordinated way.
- To develop innovative programs for alternative certification candidates, such as summer institutes, intensive mentoring, on-line courses, and professional development that expedite the certification processes for career-changing adults.

Funding/Cost:

Mentor training is free if the mentor is mentoring an Alternative Certification candidate who is participating in CAPE, which costs \$728 for IPDP (Individual Professional Development Plan) Seminar and \$728 for follow-up. Otherwise the cost to a district for mentor training would be \$8,000 for training of 15 mentors or negotiated fee for a different number.

Time Length: Up to 3 years

Contact: College for Lifelong Learning, 10 Ferry Street, Suite 438, Concord, NH 03301. Phone: (603) 271-5450 or Email: teachnh@cll.edu

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Special Education Teacher Training Program (SETT)

This is a program provided by College for Lifelong Learning (CLL) which contains a mentor training component in it. It was formerly known as PEP or Pool Expansion Plan. Since 1997, over 300 mentors (known as Field Supervisors) have been trained. The training consists of half day workshops on the SETT modules, supervision, adult learning theory and other information.

Time Length:

Up to 3 years, which includes follow-up visit by regional coordinator 1x/month. Mentors receive ½ day of training (free) with the option of accessing regional coordinator for follow-up when he/she visits the candidate.

Target Audience:

Individuals working in schools, paraeducators or Alternative IV Certification candidates.

Goals:

- To deliver alternative routes to certification for individuals already working in SPED as teachers or paraeducators.
- To operate a common frame of reference and demonstrate knowledge of specific procedures in order to facilitate trainee progress.

Funding/Cost: Tuition for SETT students

Contact: College for Lifelong Learning, 10 Ferry Street, Suite 438, Concord, NH 03301. Phone: (603) 271-5450 or Email: sett@cll.edu

B. PRINT RESOURCES

1. Recommended Reading

a. Designing Induction Services

Breaux, A. & Wong, H. (2003). *New teacher induction: How to train support, and retain new teachers*. Mountain View, CA: Harry K. Wong Publishing.

Brock, B.L. & Grady, M.L. (2005). *Developing a Beginning Teacher Induction Plan: a self-help guide for school leaders*. Thousand Oaks, CA: Corwin Press.

Stansbury, K & Zimmerman, J. (2000), *Lifelines to the classroom: Designing support for beginning teachers*. San Francisco, CA: WestEd.

Sweeny, B. W. (2001). *Leading the teacher induction and mentoring program*. Arlington Heights, IL: Skylight Professional Development.

Wong, H.K. (March 2004). Induction services that keep new teachers teaching and improving. *NASSP Bulletin*. 87(638): 5-27. Retrieved May 21, 2004, from http://www.principals.org/publications/bulletin/bltn_0304_wong.cfm

b. Mentor Training

Lipton, L. & Wellman, B. (2003). *Mentoring matters: A practical guide to learning-focused relationships* (2nd Ed.). Sherman, CT: MiraVia.

Costa, A.L. & Garmston, R. J. (2002). *Cognitive coaching: A foundation for renaissance schools* (2nd ed.). Norwood, MA: Christopher-Gordon Pub.

c. Research on Induction

Tapping the potential: Retaining and developing high-quality new teachers. (2004). Washington, DC: Alliance for Excellent Education. (Retrieved June 30, 2004, from <http://all4ed.org/publications/TappingThePotential.pdf>)

d. Teaching Standards

Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: ASCD.

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2. FURTHER READING

a. Recruitment & Retention

Allen, Michael (September 2005) *Eight Questions on Teacher Recruitment and Retention*
<http://www.ecs.org/html/educationissues/teachingquality/trrreport/home/index.asp>

Alliance for Excellent Education, Issue Brief (2005) *Teacher Attrition: A costly Loss to the Nation and to the States.*
<http://www.all4ed.org/publications/IssueBriefs.html>

Bartell, C.A. (2004). *Cultivating high-quality teaching through induction and mentoring: How to train and retain new teachers.* Thousand Oaks, CA: Corwin Press.

Chauncey, C. (Ed.). (2005). *Recruiting, retaining, and supporting highly qualified teachers.* Harvard Education Letter Spotlight Series, 3. Cambridge, MA: Harvard Education Publishing Group.

Carver, C.L. (2004). A lifeline for new teachers: A voluntary support group helps novices battle first-year feelings of failure. *Educational Leadership*, 61(8), 58-61.

Feiman-Nemser, S. (2003). What new teachers need to learn: Addressing the learning needs of new teachers can improve both the rate of teacher retention and the quality of the teaching profession. *Educational Leadership*, 60(8), 25-29.

Fiore, D.J. & Whitaker, T. (2004). *Six types of teachers: Recruiting, retaining, and mentoring the best.* Larchmont, NY: Eye on Education.

Gray, W.A. & Gray, M.M. (1985). Synthesis of research on mentoring beginning teachers. *Educational Leadership*, 43(3), 37-43.

Holloway, J.H. (2002). Mentoring for diversity. *Educational Leadership*, 59(6), 88-89.

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http://www.ascd.org/publications/ed_lead/200203/holloway.html

Ingersoll, R. & Kralik, J.M. (February 2004). The impact of mentoring on teacher retention: What the research says. *Research Review: Teaching Quality*. Denver, CO: Education Commission of the States. Retrieved May 24, 2004, from <http://www.ecs.org/claringhouse/50/36/5036.htm>

Ingersoll, R.M. & Smith, T.M. (March 2004). *Do teacher induction and mentoring matter?* NASSP Bulletin. 87(638), 28-40.

Johnson, S.M. (2004). *Finders and keepers: Helping new teachers survive and thrive in our schools*. Indianapolis, IN: Jossey-Bass.

Liu, E. (2003). *New teachers' experiences of hiring: Preliminary findings from a four-state study*. Paper presented at the American Educational Research Association, New Orleans.

Moir, E. & Bloom, G. (2003). Fostering leadership through mentoring: The Santa Cruz New Teacher Center reinvigorates veterans as it welcomes newcomers. *Educational Leadership*. 60(8), 58-60.

O'Neill, L.M. (Spring 2004). Support systems: Quality induction and mentoring programs can help recruit and retain excellent teachers—and save money. *Threshold*. www.ciconline.org

Peterson, Kenneth. (2002) *Effective teacher hiring: A guide to getting the best*. Alexandria, VA: ASCD.

Podsen, I. J. (2002). *Teacher retention*. Larchmont, NY: Eye on Education.

Richin, R., Banyon, R., Stein, R. P., & Banyon, F. (2003). *Induction: Connecting teacher recruitment to retention*. Thousand Oaks, CA: Corwin Press.

Scherer, M. (2003). *Keeping Good Teachers*. Alexandria, VA: ASCD.

Smith, T.M. & Ingersoll, R.M. (2004). What are the effects of induction and mentoring on beginning teacher turnover? *American Educational Research Journal*. 41(3): 681-714.

Stronge, J.H. & Hindman, J.L. (2006). *The Teacher Quality Index: A Protocol for Teacher Selection*. Alexandria, VA: ASCD.

Thompson, M. & Paek, P. *Research summary: Study of the impact of the California formative assessment and support system for teachers*. Princeton: ETS. Study available at www.ets.org

Wise, A.E., Darling-Hammond, L. & Berry, B. (1987) *Effective teacher selection: From recruitment to selection*. Santa Monica: The RAND Corporation.

b. Designing and Funding Services

Breaux, A. & Wong, H. (2003). *New teacher induction: How to train, support, and retain new teachers*. Mountain View, CA: Harry K. Wong Publications.

Crow G.M. & Matthews L.J. (1998). *Finding one's way: How mentoring can lead to dynamic leadership*. Thousand Oaks, CA: Corwin Press.

Millinger, C. S. (2004). Helping new teachers cope: Effective mentoring programs respond to the needs of new teachers by providing practical advice about the basics. *Educational Leadership*. 61(8), 66-69.

Portner, H. (2001). *Training mentors is not enough*. Thousand Oaks, CA: Corwin Press.

Portner, H. (October 2005). Success for New Teachers. *American School Board Journal*. Retrieved February 7, 2006, from <http://www.asbj.com/2005/10/1003asbjportner.pdf>

Richin, R., Banyon, R., Stein, R.P., & Banyon, F. (2003). *Induction: Connecting teacher recruitment to retention*. Thousand Oaks, CA: Corwin Press.

Saphier, J., Freedman, S., & Aschheim, B. (2001). *Beyond mentoring: Comprehensive induction programs*. Newton, MA: Teachers 21.

Scherer, M., (Ed.) (1999). *A better beginning: Supporting and mentoring new teachers*. Alexandria, VA: ASCD.

Weiss, E.M., Weiss, S.G. (1999). *Beginning teacher induction*. Washington, DC: ERIC Clearinghouse on Teaching and Teacher Education. (ERIC Document No. ED436487).
http://www.ed.gov/databases/ERIC_Digests/ed436487.html

Wong, H.K. (2002). Induction: The best form of professional development. *Educational Leadership*. 59(6), 52-54.

Wong, H.K., Britton, T. & Ganser, T. (2005). What the world can teach us about new teacher induction. *Phi Delta Kappan*. 86(5), 379-384.

Zachary, L. J. (2005). *Creating a mentoring culture: The organization's guide*. Indianapolis, IN: Jossey-Bass.

c. Selection and Training of Mentors (See also section on "Coaching")

Boreen, J., Niday, D., Johnson, M.K. (2003). *Mentoring across boundaries: Helping beginning teachers succeed in challenging situations*. Portland, ME: Stenhouse Pub.

Boreen, J., Johnson, M., Niday, D., & Potts, J. (2000). *Mentoring beginning teachers: Guiding, reflecting, coaching*. York, ME: Stenhouse Publishers.

Breaux, A.L. (2003). *101 'answers' for new teachers and their mentors: Effective teaching tips for daily classroom use*. Larchmont, NY: Eye on Education.

Burke, K., (Ed.). (2002). *Mentoring guidebook--Book one: Mapping the journey*. Arlington Heights, IL: Skylight Professional Development.

Burke, K., ed. (2002). *Mentoring guidebook--Book two: Exploring teaching strategies*. Arlington Heights, IL: Skylight Professional Development.

Correia, M.P. & McHenry, J.M. (2002). *The mentor's handbook: Practical suggestions for collaborative reflection and analysis*. Norwood, MA: Christopher-Gordon Pub.

Danielson, C. & McGreal, T.L. (2000). *Teacher evaluation to enhance professional practice*. Alexandria, VA: ASCD.

Daresh, J.C. (2003). *Teachers mentoring teachers: A practical approach to helping new and experienced staff*. Thousand Oaks, CA: Corwin Press.

Fisher, G. (1997). *Mentoring: How to develop successful mentor behaviors*. Menlo Park, CA: Crisp Learning.

Gordon, S. P. & Maxey, S. (2000). *How to help beginning teachers succeed*. (2nd ed.) Alexandria, VA: ASCD

Graham, P., et al (Eds.). (1998). *Teacher/Mentor: A dialogue for collaborative learning*. New York: Teacher's College Press & NCTE.

Hicks, C.D., Glasgow, N.A. & McNary, S.J. (2005) *What Successful Mentors Do: 81 Research-based strategies for new teacher induction, training, and support*. Thousand Oaks, CA: Corwin Press.

Holcomb, S., & Green, M. (Eds.). (1998). *Peer support: Teachers mentoring teachers*. Washington, DC: NEA.

Hunter, A. and Kiernan, H.G. (Eds.). (2005). *The reflective mentor: Case studies in creating learning partnerships*. Norwood, MA: Christopher-Gordon Pub.

Hurst, B. & Reding, G. (2002). *Teachers mentoring teachers*. [Fastback Series]. Bloomington, IN: Phi Delta Kappa.

Jones, S. J. (2003). *Blueprint for student success: A guide to research-based teaching practices K-12*. Thousand Oaks, CA: Corwin Press.

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- Jonson, K.F. (2002). *Being an effective mentor: How to help beginning teachers succeed*. Thousand Oaks, CA: Corwin Press.
- Kortman, S.A. & Honaker, C.J. (2004). *The mentor teacher: Guiding you through the mentoring process*. Dubuque, IA: Kendall/Hunt Pub. (Text & CD-ROM)
- Lindley, F.A. (2003). *The portable mentor: A resource guide for entry-year principals and mentors*. Thousand Oaks, CA: Corwin Press.
- Niday, D. & Boreen, J. (2003). *Mentoring: Guiding, coaching, and sustaining beginning teachers*. Portland, ME: Stenhouse Pub.
- Pitton, D.E. (2001). *Mentoring novice teachers: Fostering a dialogue process*. Arlington Height, IL: Skylight Professional Development.
- Podsen, I.J. & Denmark, V.M. (2000). *Coaching & mentoring first-year & student teachers*. Larchmont, NY: Eye on Education.
- Portner, H. (2003). *Mentoring new teachers*. (Updated Ed.). Thousand Oaks, CA: Corwin Press.
- Rudney, G.L. & Guillaume, A.M. (2003). *Maximum mentoring: An action guide for teacher trainers and cooperating teachers*. Thousand Oaks, CA: Corwin Press.
- Shulman, J.H. & Colbert, J.A. (Eds.) (1987). *The mentor teacher casebook*. San Francisco: Far West Laboratory for Educational Research and Development.
- Stanulis, R.N., Fallona, C.A., & Pearson, C.A. (2002). Am I doing what I am supposed to be doing?: Mentoring novice teachers through the uncertainties and challenges of their first year of teaching. *Mentoring & Tutoring*. 10(1), 71-81.
- Sullivan, C.G. (2004). *How to mentor in the midst of change*. (2nd Ed). Alexandria, VA: ASCD.
<http://www.ascd.org/readingroom/books/sullivan92book.html>
- Taggart, G. & Wilson, A.P. (1998). *Promoting reflective thinking in teachers*. Thousand Oaks, CA: Corwin Press.

Zachary, L.J. (2000). *The mentor's guide: Facilitating effective learning relationships*. San Francisco: Jossey-Bass Pub.

d. Coaching (Cognitive Coaching & Peer Coaching)

Allen, D.W. & LeBlanc, A.C. (2004). *Collaborative peer coaching that improves instruction: The 2+2 performance appraisal model*. Thousand Oaks, CA: Corwin Press.

Barkley, S.G. (2004). *Quality teaching in a culture of coaching*. Charlotte, NC: Rowman & Littlefield (for Performance Learning Systems).

Barbknecht, A. & Kieffer, C.W. (2001). *Peer coaching*. Arlington Heights, IL: SkyLight Professional Development.

Boreen, J., Johnson, M., Niday, D., & Potts, J. (2000). *Mentoring beginning teachers: Guiding, reflecting, coaching*. York, ME: Stenhouse Publishers.

Correia, M.P. & McHenry, J.M. (2002). *The mentor's handbook: Practical suggestions for collaborative reflection and analysis*. Norwood, MA: Christopher-Gordon Pub.

Costa, Arthur L. & Garmston, Robert J. (2002). *Cognitive coaching: A foundation for renaissance schools* (2nd ed.). Norwood, MA: Christopher-Gordon Pub.

Costa, A. & Garmston, R.J. (2005). *Cognitive coaching foundation seminar: Learning guide*. (6th ed.). (Ellison, J. & Hayes, C., Revised by). Highlands Ranch, CO: Center for Cognitive Coaching.

Ellison, J. & Hayes, C. (Eds.) (2003). *Cognitive coaching: Weaving threads of learning and change into the culture of an organization*. Norwood, MA: Christopher-Gordon Pub.

Feger, S., Woleck, K., & Hickman, P. (2004). How to develop a coaching eye. *Journal of Staff Development*. 25(2), 14-18.

Gottesman, B.L. (2000). *Peer coaching for educators* (2nd ed.). Lanham, MD: Scarecrow Press/Technomic Books.

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- Knight, J. (2004). Instructional coaches make progress through partnership. *Journal of Staff Development*. 25(2), 32-37.
- Lipton, L. & Wellman, B. (2003). *Mentoring Matters: A practical guide to learning-focused relationships* (2nd ed.). Sherman, CT: MiraVia.
- Mapping the way to mentor new teachers for first days of school success*. Center for Professional Development Services (CPDS), Phi Delta Kappa International, Bloomington, IN www.pdkintl.org (Training Opportunity. Tel: 1-800-766-1156)
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I. Electronic Resources

In the May 1999 issue of *Educational Leadership* (Vol. 56, No. 8, P. 83), Laura Kelly presents multiple web sources for new teachers. Much of the article is reproduced here:

Help and Advice for Teachers, from Teachers

Beginning Teacher's Tool Box (<http://www.inspiringteachers.com>), by the veteran teachers of Inspiring Teachers Publishing Group, offers everything from an "Ask Our Mentor a Question" section, where you can e-mail questions to a veteran teacher, to "Tips for New Teachers" (click "archives") that include inspiration, humor, and the top 10 things to do before school starts. Check out the Beginning Teachers Message Board where you can ask for, or offer, advice.

The goal of Teachers Helping Teachers (<http://www.pacificnet.net/~mandel>)—"by teachers, for teachers"—is to provide basic tips to beginning teachers—things that can be immediately implemented in the classroom. It offers lesson plans and features like "Poem of the Week" and "This Week's Stress Reduction Moment." This site has a list of educational Web sites organized by subject area and topic.

New teachers should definitely check out the "Mentor Support Center" from Teachers.net (<http://www.teachers.net>). This feature (click "chatboards") brings together educators in category-specific chatboards and chatrooms—there's one specifically for beginning teachers. The site also includes lesson plans, live meetings, a list of useful resources, and a newsletter.

Designed to encourage new teachers and those studying to be teachers, I Love Teaching.com (<http://www.iloveteaching.com>) offers the experiences and wisdom of a veteran teacher. Click "Tid-Bits" for a list of things a rookie teacher wishes she had known before stepping into the classroom.

A Homepage for New Math Teachers (<http://people.clarityconnect.com/webpages/terri/terri.html>) has information that all new teachers can use, including how to connect with students and tips on classroom management. Whether for class ideas or just for fun, check out the monthly math problem and the archive of "Most Loved Problems."

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Words of Advice and Inspiration

What to Expect Your First Year of Teaching (<http://www.ed.gov/PDFDocs/whatexpect.pdf>) is a great resource for new teachers. It's a compilation of award-winning first-year teachers' experiences, challenges, and successes. It includes tips on how to have a successful first year, advice from veteran teachers, and a discussion about the things for which no training could have prepared them.

"Great Expectations: Helpful Hints for Beginning Teachers" (http://www.positiveparenting.com/resources/feature_article_018.html) is an essay by Jane Bluestein about what new teachers should know, should do, and shouldn't be afraid to ask. It is a practical look at ways that teachers can approach their first year with realistic expectations and how they can grow from those early experiences.

Guides That You Shouldn't Live Without

What list of Web sites would be complete without a site with, well, a list of Web sites? Of all the lists of education Web sites, Kathy Schrock's Guide for Educators (<http://school.discovery.com/schrockguide/>) is probably the most comprehensive. It has a wide range of topics and is organized so that you don't have to be an Internet wiz to find something you can use.

Every teacher, beginning or veteran, should know how to use the resources of the U.S. Department of Education. The New Teacher's Guide to the U.S. Department of Education (<http://www.ed.gov/pubs/TeachersGuide/index.html>) contains a wealth of information to be had, free of charge, if you just know how to find it. This comprehensive guide will tell you; it'll probably even help you find things you didn't realize that you needed. (Note that this Guide is now archived. Please visit www.ed.gov for the latest information about searching the US DOE).

m. Other Resources

The MASTER Teacher. Manhattan, KS: The MASTER Teacher. <http://www.masterteacher.com/> (Publishes pamphlets during the school year on various topics of teaching).

Teacher professional development: A primer for parents and community members. The Finance Project: Public Education Network. http://www.publiceducation.org/Teacher_Prof_Dev/home.asp

THIS WEEK I FAILED MY STUDENTS

"This week I felt like a failure as a teacher," Annie Bianchetti writes in her online teacher diary. "Every lesson I taught seemed lacking in motivation. I had difficulty keeping control in the classroom and I resorted to yelling and threats. I questioned whether I should be a teacher

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at all. I compared myself to my colleagues and yearned to be as effective as they seemed to be. This week I only saw my flaws." Read of one dedicated educator's struggle to rekindle her passion for teaching. <http://www.middleweb.com/mw/msdiaries/02-03wklydiaries/AB06.html>

LEARNING TO DISCIPLINE

No one is born knowing how to control 125 adolescents for five hours a day and teach the curriculum at the same time. Learning to discipline takes years. Mostly, it's trial and error. Nothing works all the time, and what works well in one class has no effect on another. At the start of her teaching career, Margaret Metzger confesses, she ricocheted between being a drill sergeant and Mary Poppins. In this Phi Delta KAPPAN online article, she shares with new teachers the lessons she's learned along the way about managing and disciplining young adolescents. A good read for all those who care about what happens in America's classrooms. <http://www.pdkintl.org/kappan/k0209met.htm>

n. Training Opportunities

Organization and Management Strategies for the Beginning Teacher.

The Center for Professional Development and Services (CPDS). Phi Delta Kappa International, 408 N. Union St., PO Box 789, Bloomington, IN 47402-0789. www.pdkintl.org or 1-800766-1156

Site-specific training for first/second year teachers, administrators, curriculum directors.

Working with paraeducators. Professional Development Online. Alexandria, VA: ASCD. [Pdonline.ascd.org](http://pdonline.ascd.org) or 1-800-933-2723.

o. Videos

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The Effective Teacher. Harry Wong video series. <http://www.harrywong.com/product/tet.htm>

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4. PROFESSIONAL DEVELOPMENT AND ADMINISTRATIVE PERSPECTIVE

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b. Journal Articles

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c. Electronic & Other:

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MiddleWeb: Exploring Middle School Reform is produced by the Focused Reporting Project with grant support from the Program for Student Achievement of the Edna McConnell Clark Foundation.)

<http://www.middleweb.com/1stDResources.html#anchor1771677>

5. ADMINISTRATOR MENTORING RESOURCES

Daresh, J.C. (2001). *Beginning the principalship: A practical guide for new school leaders*. Thousand Oaks, CA: Corwin Press.

Daresh, J.C. (2001). *Leaders helping leaders: A practical guide to administrative mentoring*. Thousand Oaks, CA: Corwin Press.

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Lovely, S. (2004). *Staffing the principalship: Finding, coaching, and mentoring school leaders*. Alexandria, VA: ASCD.

Wilmore, E.L. (2004). *Principal induction: A standards-based model for administrator development*. Thousand Oaks, CA: Corwin Press.

6. PARAPROFESSIONAL MENTORING RESOURCES

Video:

Reyes, C. (1998). *We make the road by walking...together: The story of the model support system for paraprofessionals*. San Francisco: WestEd.

C. ELECTRONIC RESOURCES

1. WEBSITES

<http://www.all4ed.org/publications/IssueBriefs.html>

Teacher Attrition: A Costly Loss to the Nation and to the States, August 2005

<http://www.alt-teachercert.org/Mentoring.html>

Process for mentoring beginning teachers.

<http://www.annenberginstitute.org/>

The Annenberg Institute works in collaboration with education reform organizations, school districts, school improvement networks, and education funds to develop the capacity of urban communities to build and sustain programs and policies that improve teaching and learning.

<http://Assist.educ.msu.edu/assist>

Advocating Strong Standards-based Induction for Teachers (ASSIST) is a website that contains useful guidelines and tools for principals, mentors, and mentees that can be used when implementing an induction and mentoring program.

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www.ed.state.nh.us/education/

The Department of Education offers a wide variety of programs and services in support of New Hampshire's students, teachers, educators, administrators, families, and community members.

<http://www.ed.state.nh.us/education/board/symposium.htm>

Mentoring Task Force Report to NH State Board of Education, August 2002

<http://www.edu.uwo.ca/conted/mentor/topic2.html>

This site has been developed to support mentoring relationships throughout your teaching experiences.

www.ecs.org/clearinghouse/13/15/1315.doc

Clearinghouse of information on status of mentoring in each state (1999).

<http://www.ericdigests.org/>

This site is specifically targeted for teachers, administrators, policymakers, etc. and provides one way to access the ERIC Digests produced by the former ERIC Clearinghouse system which includes short reports on topics of prime current interest in education including teaching, learning, libraries, charter schools, special education, higher education, and home schooling.

<http://ncrtl.msu.edu/http/mentors.pdf>

The National Center for Research on Teacher Learning (NCRTL) explores learning from mentors: a study update.

<http://counts.edweek.org/sreports/qc03/templates/chart.cfm?slug=17odds-c1.h22>

Education Week's Quality Counts 2003 Report provides overview of state support for new teachers re: induction and mentoring

www.ets.org

Educational Testing Service contains research and resources on Induction and Mentoring

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www.glef.org

The George Lucas Educational Foundation. EduTopia (Fall 1999). Teachers Helping Teachers: The Path to School Improvement.

www.highered.nysed.gov/tcert/resteachers/guidemenprog.htm

Draft Guidelines for Implementing District-based Teacher Mentoring Programs (Revised 12/29/04)

www.hr.lanl.gov/TD/Learning/llmentoring.stm

Los Alamos National Laboratory Guidelines on Mentoring (6/6/00).

<http://jonathan.mueller.faculty.noctrl.edu/toolbox/index.htm>

The **Authentic Assessment Toolbox** is a how-to hypertext on creating authentic tasks, rubrics and standards for measuring and improving student learning with chapters including such topics as What is it?, Why do it?, How do you do it?, Standards, Tasks, Rubrics with examples.

www.mentornet.net/

E-network for women in engineering, related sciences and technologies, and math. Students, professionals, and individuals interested in women's issues are all invited to join the community. Valuable information and resources for current and prospective MentorNet partners, including corporations, foundations, professional societies, government labs, agencies, colleges, and universities.

www.mentors.net

The Mentoring Leadership & Resource Network (an affiliate of the ASCD). General information available on various topics. Email discussions are moderated.

www.middleweb.com/mentoring.html

Has great list of teacher mentoring resources with links.

www.newteachercenter.org

New Teacher Center at University of California, Santa Cruz. Contains resources regarding induction for teachers and administrators.

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www.newteacher.com A non-commercial website funded by The First Days of School Foundation, founded by Rosemary and Harry Wong in San Francisco, CA. It provides a clearinghouse of information to help new teachers and some funding to help children, teachers, and schools. Check the website for regular updates to postings.

www.nheon.org/

An Educator's Resource for Curriculum Planning and Professional Development

http://www.nheon.org/prof_dev/RetainRecruit/index.html

New Hampshire's online guide for recruiting and retaining quality teachers.

www.nfie.org/publications/mentoring.htm

The NEA Foundation for the Improvement of Education, News & Publications. Information on creating a Teacher Mentoring Program.

www.nwrel.org/request/may01/textonly.html

Northwest Regional Educational Laboratory. Supporting Beginning Teachers: How Administrators, Teachers and Policymakers Can Help New Teachers Succeed. (May 2001)

<http://www.projectcriss.com/>

Provides a research-based, national support system to educators throughout the curriculum that increases student-centered teaching, independent learning, and student achievement.

www.responsiveclassroom.org/articlelibrary/index.asp

Collection of articles written by teachers for K-8 teachers, on practical strategies for bringing together social and academic learning throughout the day.

www.SEDL.ORG

Sample of standards with lessons and outcomes that teachers can access and can use for mentor conversations.

<http://teacherformation.org/>

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At this site you can read about circle of trust retreats and Courage to Teach programs as well as access resources, download articles, and order books and videos by Parker J. Palmer.

www.teachermentors.com

Barry Sweeny's website which contains numerous resources on induction and mentoring

teachersnetwork.org/ntol/

A wealth of resources for new teachers.

<http://www.tolerance.org/>

A principal online destination for people interested in dismantling bigotry and creating, in hate's stead, communities that value diversity.

Educational Search Engines and other interesting sites:

<http://www.free-ed.net/free-ed/>

This site provides quality distance education, an online "school" where users from around the world can study, take courses, and participate in online community activities at no cost.

<http://www.searchedu.com/>

A search engine for educational sites

<http://www.allsearchengines.com/>

The net's top search engine index, a handy search engine directory.

<http://www.awesomelibrary.org/>

This site organizes the Web with 28,000 carefully reviewed resources, including the top 5 percent in education.

<http://etext.virginia.edu/>

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An on-line archive of standards-based texts and images in the humanities which supports user communities adept at the creation and use of online resources.

<http://www.beaucoup.com/1scheng.html>

A list of educational resource links

<http://www.firstgov.gov/>

The US Government's Official Web Portal

<http://www.ipl.org/>

The Internet Public Library is the first public library of and for the Internet community. It's "Ask a Question" service answers questions every day from people around the world.

2. VIDEOS

Mentoring to improve schools. (1999). (two videotapes and facilitator's guide). Alexandria, VA: ASCD.

Mentoring to improve schools. (1999). (two videotapes). Alexandria, VA: ASCD.

Mentoring the new teachers developed by University of Dayton. Distributed by ASCD. Various Topics Covered.

Mentoring teachers to mastery video series. (five-videotape series) The Master Teacher, Manhattan, KS. www.masterteacher.com

Mentoring teachers to mastery video series -Developing the Skills of a Master Teacher. (five-videotape series) The Master Teacher, Manhattan, KS http://www.masterteacher.com/product/detail.cfm?MT_Item_Number=11001

The video journal of education: New teacher training, teacher induction, mentoring & renewal with Harry Wong.

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Making mentoring accessible: Innovation and technology in teacher induction. (April 20, 2004, 2:30-400pm). Teleconference: Collin County Community College District. <http://telelearning.dcccd.edu>. (To request a tape, contact: Marketing Department, LeCroy Center for Educational Telecommunications, 9596 Walnut Street, Dallas, TX. 75243-2112. Phone: (972) 669-6665.)

Mentoring conversations. The New Teacher Center @ University of California, Santa Cruz. www.newteachercenter.org

Niday, D. & Boreen, J. (2003). *Mentoring: Guiding, coaching, and sustaining beginning teachers.* (2 videotapes). Portland, ME: Stenhouse Pub.

WGBH teachers as learners--a series of videos--science, math, biotech.

School-wide strategies for retaining great teachers. (2002). (four-videotape series). Port Chester, NY: National professional resources, Inc.

3. OTHER

Analyzing teaching: A professional development CD-ROM. (2003). Alexandria, VA: ASCD.

Diaz-Maggioli, G. (2004). *Teacher-Centered Professional Development.* Alexandria, VA: ASCD.

A guide to prepare support providers for work with beginning teachers. (2nd ed.). California Beginning Teacher Support and Assessment Program co-administered by the Dept. of Education and Commission on Teacher Credentialing. A 300 plus page training module includes step-by-step training materials. It addresses three areas: needs of new teachers, profile of an effective support provider, and strategies for supporting new teachers. The materials offer a training guide, a participants manual, transparency masters, detailed instructions for each activity, a videotape, and lists of all materials needed.

Lipton, L. & Wellman, B. (2003). *Making mentoring work: an ASCD action tool.* Alexandria, VA: ASCD.

Little, J.W. & Nelson, L.J. (Eds.). (1990). *A leader's guide to mentor training.* San Francisco: WestEd. (30-hour training/seven modules).

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PATHWISE Induction Program. ETS--Teaching and Learning Division. www.ets.org

Rowley, J.B. & Hart, P.M. (2000). *High performance mentoring: A multimedia project for training mentor teachers.* Thousand Oaks, CA: Crown Press.

Survival kit for mentors. (2nd Ed.). Skylight Professional Development.

Training Opportunity: Mapping the way to mentor new teachers for first days of school success. Center for Professional Development Services (CPDS), Phi Delta Kappa International, Bloomington, IN www.pdkintl.org 1-800-766-1156

National Center for Research on Teacher Learning (NCRTL). *Learning from Mentors: A Study Update.* College of Education, Michigan State University, 116 Erickson Hall, East Lansing, MI 48824-1034. (517) 355-9302.

Zimmerman, J. & Stansbury, K. (2000). *Lifelines to the classroom: Designing support for beginning teachers.* San Francisco, WestEd. (Knowledge Brief).

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GLOSSARY - HELPFUL TERMS FOR INDUCTION-WITH-MENTORING TOOLKIT

Note: Terms are specifically defined for the use of this Toolkit.

Administrative Rule: an administrative "rule" is defined as a regulation or standard adopted by an agency to implement or to make specific a law enforced or administered by the agency, or to interpret a procedure or practice requirement binding on persons outside the agency. Rules shall be valid and binding on persons they affect, and shall have the force of law unless amended or revised.

Administrators: a generic term referring to the person responsible for the administration of an educational program, district, building, or department. Typically included are: Superintendent, Assistant Superintendent, Business Manager, Principal, Assistant or Vice Principal, Director, Coordinator, Department Head, and House or Head Master

Adult Development Theory: stages and phases of adult cognitive and affective development that explain how adults make meaning of their environment and experiences.

Alternative Certification IV: a certification process restricted to critical shortage areas, certain vocational areas, and to business administrators. A superintendent may employ a candidate who meets eligibility requirements. The superintendent of schools, or his/her designee, shall then develop an Individualized Professional Development Plan leading to full certification.

Alternative Certification V: an on-the-job training option which allows an individual to attain certification in elementary and secondary teaching areas if he/she has a bachelor's degree, (a 2.50 GPA overall and at least 30 credits in the area he/she wishes to pursue certification), and if a local school district is willing to assume the responsibility for training and supervising the teacher candidate. A superintendent may hire an individual who possesses a statement of eligibility issued by the Bureau of Credentialing.

Assessment: measurement of progress or performance intended to yield data leading to changes or improvements in performance. Assessment should be contrasted with evaluation.

- **Formative Assessment:** an evaluation of a program or practice with the intention of identifying areas in need of improvement.
- **Needs Assessment:** the identification of areas in need of improvement of a program or practice through the process of formative assessment.

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- **Qualitative Assessment:** a method of educational assessment based on the collection and analysis of attributes, attitudes, and dispositions. (e.g. narrative and non-numerical data such as anecdotal notes and open-ended survey results).
- **Quantitative Assessment:** a method of educational assessment based on the collection and statistical analysis of numerical data, such as test scores, frequencies, percentages, means, medians, modes, etc.
- **Summative Assessment:** an evaluation of a program or practice by determining the quality of its impact and results.

Beginning Educator: *typically* a “beginning educator” is defined as a teacher or specialist new to the profession and ideally includes one’s first three years of experience. In this toolkit, the term also applies to an administrator new to the role.

Best Practices: proven, research-based educational practices that lead to high quality outcomes, including improved student learning.

“Buddy” System: an arrangement where a beginning educator is paired with an experienced educator for support. An informal system of support intended to help the beginning educator survive day-to-day tasks and responsibilities as opposed to longer-term professional growth.

Building Administrator: the principal of the building.

Classroom Observation: 1. the viewing of actual teaching situations in order to learn or to evaluate techniques being demonstrated; also, a review of videotaped records of one’s own teaching for purposes of learning and improvement; 2. the review of classroom teaching by a supervisor for such purposes as evaluation of educator and pupil performance or diagnosis of instructional difficulties.

- **Planning Conference or Pre-Conference:** a conference between mentor and mentee, held prior to a classroom observation, to discuss the objectives of the observation.
- **Reflecting Conference or Post-Conference:** a conference between mentor and mentee, held after a classroom observation, to reflect on the observation data collected, successes and needs, and discuss action steps.

Cognitive Coaching: the support for learning provided by someone trained in the process who uses observation, data collection, and descriptive, nonjudgmental reporting on specific requested behaviors, and technical skills. The goal is to help an individual see his or her own patterns of behavior and to prompt reflection, goal setting, professional growth, and action to increase the desired results.

Cognitive coaching is distinguished from *technical coaching*, which connotes one person with expertise judging and instructing the performance of another (e.g. a sports coach), or *peer coaching*, which might be either of the above done between colleagues of relatively equal background and experience.

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Collaboration: cooperative planning, developing, and implementing activities among various faculty, staff, parents, and community to achieve an agreed upon goal.

Collaborative Culture: See Learning Community.

Coaching:

- **Content coaching:** technical, peer, or cognitive coaching specifically about content.
- **Cognitive Coaching:** the support for learning provided by someone trained in the process who uses observation, data collection, and descriptive, nonjudgmental reporting on specific requested behaviors, and technical skills. The goal is to help an individual see his or her own patterns of behavior and to prompt reflection, goal setting, professional growth, and action to increase the desired results.
- Cognitive coaching is distinguished from *technical coaching*, which connotes one person with expertise judging and instructing the performance of another (e.g. a sports coach), or *peer coaching*, which might be either of the above done between colleagues of relatively equal background and experience.
- **Peer Coaching:** see the definition for Cognitive Coaching in which different kinds of coaching are defined.

Co-teach: a mentor and mentee plan and teach a lesson together.

Data: units of information that describe events or phenomena and are arranged and organized for analysis. Data can be classified into two broad categories, qualitative (e.g. narrative, non-numerical) and quantitative (e.g. numerical).

Ed. 505.07 and 610: New Hampshire Administrative Rules that list the professional standards & competencies that all educators must meet in order to be certified.

Educator: a teacher, administrator, specialist, or paraprofessional whose primary responsibilities involve the directing of students' learning experiences.

- **Administrators:** a generic term referring to the person responsible for the administration of an educational program, district, building, or department. Typically included are: Superintendent, Assistant Superintendent, Business Manager, Principal, Assistant or Vice Principal, Director, Coordinator, Department Head, and House or Head Master

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- **Beginning Educator:** *typically* a “beginning educator” is defined as a teacher or specialist new to the profession and ideally includes one’s first three years of experience. In this toolkit, the term also applies to an administrator new to the role.
- **Paraprofessional:** educational employees who assist and are directed by a professional educator. Paraprofessional work is either instructional in nature or involves direct or indirect delivery of services to students and/or their parents.
- **Program Administrator:** the person responsible for the implementation of the program.
- **Specialist:** an educator who has earned credentials through concentrated experience or graduate study and who functions as an expert providing support services to students in areas such as reading, guidance, counseling, behavior, learning disabilities, psychology, etc.

Evaluation: identification, measurement, and judgment of the effectiveness of program elements (e.g. a training session or the induction program as a whole).

Formative Assessment: an evaluation of a program or practice with the intention of identifying areas in need of improvement.

Induction: The induction of educators starts with an information-rich hiring process that matches the knowledge and skills of the educator with the responsibilities of the position. Once hired, the new educator engages in an on-going induction process, the ultimate purpose of which is to promote student learning. Purposeful and effective district and school induction activities include, among other things:

- Orientation to the district and school as well as ongoing induction to the expectations for specific job responsibilities, to the resources available to fulfill those responsibilities, and to the contexts in which job responsibilities are to be completed;
- Mentoring from an experienced educator who is skilled in mentoring beginning educators. The purpose of mentoring is to enhance student learning through ongoing induction and coaching in the instructional practices of new teachers; and,
- On-going professional development as a member of a professional learning community to increase professional skills and to ensure full participation in the professional learning communities of the school and district.

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Induction-with-Mentoring: a program that incorporates induction supports (see Induction) *and* individual mentoring services to educators; a program where both elements are seen as necessary, but not sufficient elements to achieve effectiveness.

Learning Community: an environment created through mutual cooperation, emotional support and personal growth as educators work together to achieve what they cannot accomplish alone. Learning community characteristics include:

1. shared mission, vision, and values
2. collaborative teams
3. collective inquiry
4. action orientation and experimentation
5. focus on continuous improvement
6. data driven decisions that are results oriented.

Mentee: a beginning educator who receives professional and personal guidance from an experienced educator who has been trained as a mentor. (There are many terms used to designate this position, such as mentee, protégé, beginning teacher, new teacher; we choose to use the term “mentee.”)

Mentor: an experienced educator who has been trained as a mentor who provides professional and personal guidance for a mentee who may be a beginning educator or someone new to the profession, role, district, school, or grade level.

Mentoring: a sustained relationship between novice and experienced teachers, in which the experienced teachers provide support and guidance that encourage novices to enter or continue their development as educational practitioners.

- **Induction-with-Mentoring:** a program that incorporates induction supports (see Induction) *and* individual mentoring services to educators; a program where both elements are seen as necessary, but not sufficient elements to achieve effectiveness.
- **Team Mentoring:** an approach to mentoring that divides the tasks of mentoring among several trained and experienced educators who share the responsibilities based on their individual strengths.

Metacognition: thinking about one’s own thinking, and how one’s thinking influences one’s practice in order to learn and grow.

Metacognition involves raising awareness about the kinds of thinking one does, organizing one’s thinking to be strategic about thought and actions, and finally reflecting on one’s thinking and using the reflections to improve one’s effectiveness.

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Needs Assessment: the identification of areas in need of improvement of a program or practice through the process of formative assessment.

Ongoing Training: training in a topic that is sustained throughout the year or the induction period and builds or develops breadth and depth in the topic area.

Orientation: acquainting beginning educators with the induction program expectations, district policies and procedures such as special education, parent communication, professional development, district expectations, and teacher assessment and evaluation policies.

Paraprofessional: educational employees who assist and are directed by a professional educator. Paraprofessional work is either instructional in nature or involves direct or indirect delivery of services to students and/or their parents.

Pedagogy: instructional strategies used to effectively deliver content.

Peer Coaching: see the definition for Cognitive Coaching in which different kinds of coaching are defined.

Peer Support Groups: educators in similar circumstances who come together to share experiences, and resources, discuss common problems or issues, develop strategies or solutions, provide emotional and social support. Chocolate is usually involved.

Planning Period: a segment of time set aside for educators to perform professional responsibilities such as planning curriculum, preparing for instruction, meeting with parents, and evaluating student progress.

Planning Conference or Pre-Conference: a conference between mentor and mentee, held prior to a classroom observation, to discuss the objectives of the observation.

Professional Development: an ongoing and systemic process designed to improve specific professional competencies. It encompasses individual as well as organizational development for the purpose of improving student learning and is based on data, needs assessment, and researched best practice. Formerly known as staff development, this term traditionally refers to experiences, such as taking courses, attending conferences and workshops. It also includes participating in job-embedded strategies like action research, study groups, developing curriculum and/or teaching units, peer coaching, and mentoring that help educators and administrators build knowledge and skills.

- **Ongoing Training:** training in a topic that is sustained throughout the year or the induction period and builds or develops breadth and depth in the topic area.

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- **Peer Support Groups:** educators in similar circumstances who come together to share experiences, and resources, discuss common problems or issues, develop strategies or solutions, provide emotional and social support.

Professional Growth: the outcome of professional development.

Professional Portfolio: a collection of work, in draft and/or completed form, which represents one's efforts, progress, and achievements. For educators, a professional portfolio is a thoughtfully organized collection of artifacts that illustrates professional status, pedagogical expertise, subject matter knowledge, knowledge of learning processes, and professional and personal attributes that contribute to teaching. A professional portfolio illustrates reflection and documents professional growth related to an identified goal.

Program Administrator: the person responsible for the implementation of the program.

Qualitative Assessment: a method of educational assessment based on the collection and analysis of attributes, attitudes, and dispositions. (e.g. narrative and non-numerical data such as anecdotal notes and open-ended survey results).

Quantitative Assessment: a method of educational assessment based on the collection and statistical analysis of numerical data, such as test scores, frequencies, percentages, means, medians, modes, etc.

Reflecting Conference or Post-Conference: a conference between mentor and mentee, held after a classroom observation, to reflect on the observation data collected, successes and needs, and discuss action steps.

Reflection: the process by which an educator reviews his/her performance as a means of improving future performance.

Research-Based: based on valid and reliable research studies that demonstrate effectiveness.

Rubric: set of criteria, expressed as a scale, used to implement or assess levels of performance.

School Community: the total personnel of a school and all of the community members it serves.

School Culture: the attitudes, values and beliefs that influence the behaviors and operations of schools.

Specialist: an educator who has earned credentials through concentrated experience or graduate study and who functions as an expert providing support services to students in areas such as reading, guidance, counseling, behavior, learning disabilities, psychology, etc.

Summative Assessment: an evaluation of a program or practice by determining the quality of its impact and results.

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Systemic Program: an organizational and program design that recognizes how all its elements are interrelated and how a change in one element affects all other elements.

Team Mentoring: an approach to mentoring that divides the tasks of mentoring among several trained and experienced educators who share the responsibilities based on their individual strengths.

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