



*CIRCLE OF QUALITY  
MENTORING*

*PROGRAMS AND PRACTICES*

by

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# *Mentoring and Learning*

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

# *Background Research*

## *Presumptions*

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

# *Background Research*

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

# *Background Research*

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

# *Background Research*

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

# *Current Research*

## Components of The Mentoring Framework

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

# *Current Research*



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

# *Program Purpose – Dimension I*



## Program Purposes

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

# *Program Purpose – Dimension I*



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

# *Roles/Cultures - Dimension II*

## School, District, and University Cultures and Responsibilities

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

## *Roles/Cultures – Dimension II*

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

## *Roles/Cultures – Dimension II*

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

## *Roles/Cultures – Dimension II*

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

# *Mentor Selection/Matching*

## *Dimension III*



### Mentor Selection and Mentor/Novice Matching

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

# *Mentor Selection/Matching*

## *Dimension III*

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

# *Mentor Preparation*

## *Dimension IV*



### Mentor Preparation and Development

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

# *Mentor Preparation*

## *Dimension IV*

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

# *Mentor Preparation*

## *Dimension IV*



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

# *Mentor Preparation*

## *Dimension IV*



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

# *Mentor Roles - Dimension V*

## Mentor Roles and Practices

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

## *Mentor Roles – Dimension V*

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

## *Mentor Roles – Dimension V*

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

# *Coordinator – Dimension VI*

## Program Administration, Implementation and Evaluation

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

# *The Mentoring Framework*



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

# *The Mentoring Framework*



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

*Resource*

Quality Mentoring for Novice  
Teachers (2000)

By

Sandra Odell and Leslie Huling

Kappa Delta Pi

[www.kdp.org](http://www.kdp.org)

# *The Mentoring Framework*



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