



The Principals' Partnership

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Research Brief

Mentoring Program

Question: What mentoring ideas exist so that new teachers do not fall through the cracks?

Summary of Findings: In more than half of the states, a mentoring program is mandated. In other places, such as Chicago, individual districts have established formal mentoring programs. There are numerous new teacher induction programs that have been instituted between school districts and universities, such as with the University of Cincinnati. Formal mentoring programs that are part of a school's culture are more successful than those that are informal and unstructured. Each school must establish a mentoring program that best meets the needs of their new hires and the culture of the school. The purposes of a mentoring program should: encourage exemplary teachers to grow professionally; be a way to retain experienced and new teachers; and support new and mentor teachers to elevate student achievement because there are competent educators in the classrooms.

Major Findings and Conclusions:

Definitions of mentor teacher programs:

- "...Nurturing the professional growth of a new colleague" (New York City's Mentor Teacher Internship Program)
- "Mentor programs help beginning teachers make a successful transition into teaching by relying on the expertise of veterans to provide a clinical, real-world training process. Districts that provide effective support attract the most capable candidates, who remain on the job and improve student performance" (Guidelines for Mentor Teacher Programs, VA)
- Provide assistance and guidance to inexperienced teachers to "maximize effectiveness" (Supporting Beginning Teachers) in the classroom.

Ideas for mentoring

Provide:

- A protégé with an experienced and willing teacher in the same subject/content area
- Release time to observe new teacher and mentor
- Common release time so the mentor and mentee may have one-on-one & small group conversations
- No more than three inexperienced teachers with whom one mentor will work
- Personal invitations to new staff members to lunch and events at school (i.e. sports, theater, concerts, etc.)
- Introductions of new teachers to existing staff members, including secretaries and custodians
- A real tour of the school (i.e. restrooms, cafeteria, where not to sit in the lunchroom, etc.)
- Assistance about where and how to locate materials to use in the classroom
- Ways in which others can share materials with the new teachers
- On-going formal programs and orientations for things like attendance taking, grade reporting, how to get a substitute, ordering supplies and materials, and school policies



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Administrative support

- Connect new teachers with an appropriate exemplary teacher who is willing to be a mentor
- Develop and support formal programs, orientations and training
- Fund the program so the mentor and mentee have release time to talk with and observe in each other's classrooms
- Provide a stipend for the mentors
- Assign classes to the new teachers that will be easier to manage, with fewer preparations, and if possible, to courses with which they already have some familiarity
- Assign new teachers to one classroom that is easily accessible, neat, clean, and in good working condition
- Make materials for the classroom readily available
- Make brief drop in visits on a regular basis as a means of support

Mentors should receive

- A stipend for the position
- Money for release time to observe and conference, professional growth, materials, & supplies
- On-going training and a means by which to share information and experiences with other mentors

Considerations prior to implementing a mentor teacher program

- Who will provide the guidance and direction of and for the program?
- Who will do the mentoring?
- Who should receive mentoring?
- Will participation be voluntary or mandatory?
- Will the mentors have teaching responsibilities or be full time mentors?
- What will the expectations be of and for the mentor and protégé?
- What incentives (i.e. stipends, release time, etc.) will be in place for the mentor and new teachers?
- What training will mentors need? Who will provide it?
- What training will newly minted teachers need? How will they receive it?

Online Resources:

- [A Glossary of Induction Terms](#)
This provides brief definitions for terms used in mentoring and induction programs. Also included is a short list citing reasons why new teachers need to be supported.
<http://www.teachermentors.com/MCenter%20Site/Mglossary.html>
- [Collaboration, Teamwork, and Mentoring](#)
A brief description of the leadership, time, and motivation that should be in place for successful mentoring to take place is the crux of this article.
<http://www.ncrel.org/sdrs/areas/issues/envrnmnt/stw/sw5ment.htm>



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- Creating a Teacher Mentoring Program
These are lengthy and detailed guidelines that describe what should be established and in place for a mentor teacher program to become a reality.
<http://www.nfie.org/publications/mentoring.htm#selecting>
- Formal or Informal Mentoring?
This article describes the differences between formal and informal mentoring.
<http://www.teachermentors.com/MCenter%20Site/formal.inf.html>
- Guidelines for Mentor Teacher Programs for Beginning and Experienced Teachers
These are the lengthy and detailed guidelines for the mentor teacher program from the state of Virginia. It cites characteristics of mentor teacher programs, program management and design, selection criteria, training, and program evaluation
<http://www.pen.k12.va.us/VDOE/newvdoe/legislat.PDF>
- How Can I Help? What Individuals Can Do to Support New Teachers
This is a list of things teachers and administrators can do to support new teachers.
<http://www.nwrel.org/request/may01/support.html>
- How to Organize and Evaluate a Mentor Teacher Program
Four considerations to keep in mind when helping move a mentor program forward are cited.
<http://www.gse.uci.edu/doehome/EdResource/Publications/MentorTeacher/Chapter8.2.html>
- Induction of Beginning Teachers. Induction Resources for New Teachers
This defines the components of a mandated induction program for new teachers in Massachusetts.
http://www.doe.mass.edu/eq/mentor/r_teach.html
- Induction of Beginning Teachers. Induction Resources for Mentor Teachers
This provides several compelling reasons why becoming a mentor teacher is the responsibility of experienced teachers in Massachusetts.
http://www.doe.mass.edu/eq/mentor/r_mentor.html
- Induction of Beginning Educators. Induction Programs for New Teachers
Problems that arise from informal mentoring are noted here. Components of the Massachusetts induction program are provided <http://www.doe.mass.edu/eq/mentor/teachers.html>
- Implementing a Formal Program for Beginning Teachers
The guidelines and essential pieces for a new teacher induction programs are laid out in this article.
<http://www.nwrel.org/request/may01/beginners.html#induction>



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- Mentoring Program Going Citywide
Issues regarding a pilot mentoring program in Chicago in 1997 in conjunction with the University of Illinois is described
<http://www.catalyst-chicago.org/09-99/mentoring.htm>
- NCRTL Explores Learning from Mentors: A Study Update
This provides a brief description of mentoring projects in Pennsylvania, New Mexico, Michigan, China, and England.
<http://www.educ.msu.edu/alumni/newed/ne66c3~5.htm>
- NYS Mentor Teacher Intern Program
A brief description of the Mentor Teacher Intern Program in New York state is provided.
<http://www.highered.nysed.gov/tcert/resteachers/mentorinternship.htm>
- Recruiting and Retaining Quality Teachers
A list of characteristics of effective mentor and induction program is cited here. Statistics to support the implementation of a mentor program are given.
http://www.ncrel.org/policy/pubs/html/recruit/recrt_5.htm
- Staff Development
The Placer Union High School District's mentor teacher program is briefly described.
<http://www.puhsd.k12.ca.us/pages/sd.htm>
- Suggestions for Beginning Teachers
A list of suggestions for assisting the beginning teacher to help them have a smooth transition into the profession is described in this article.
<http://www.nwrel.org/request/may01/suggestions.html>
- Teacher Mentoring Programs
The purposes of successful mentoring programs are listed. Considerations for a mentor-mentee program are highlighted.
<http://www.nwrel.org/request/may01/mentoring.html>
- The MLRN Leadership and Resource Network
This site lists materials and supplies that can be used by mentors to help assist them.
<http://www.mentors.net/>



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- The Road to Teacher Quality

The background on the teacher shortage and retention rates is provided. A list of strategic investments and matching money possibilities are given.

<http://www.edweek.org/ew/newstory.cfm?slug=27solmon.h21>

Schools/Districts

These are links to specific schools and/or school districts that have been cited in the literature as having mentor teacher programs. Although specifics on their programs are not part of their websites, nor do they seem to be written up, there is an email address listed as a way to contact each school or district for information.

- Chicago Public Schools

http://www.greatschools.net/modperl/browse_district/335/il#high

- De Anza High School West Contra Costa Unified School District, California

http://www.greatschools.net/modperl/browse_school/ca/571

- Decatur High School, Alabama

<http://www.ptc.dcs.edu/schools/hs/dhs/dhspage.html>

- East Syracuse-Minoa Central High School

<http://www.esmschools.org/esmhs/>

- Holt High School Alabama

<http://holt.tcs.schoolinsites.com/>

- Milpitas Unified School District

<http://www.musd.org/dept/hr/contract/appx-f-ce.html>

- New Teacher Programs, Dade County, Florida

http://www.utofd.com/New_Teacher_Programs.htm

- Ontario-Montclair School District

<http://www.omsd.k12.ca.us/teacher/btsa.html>

- Placer Union High School District California

Names, website links and email addresses of all of the high schools in the district

<http://www.placercoe.k12.ca.us/schoolWebsites.asp>



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