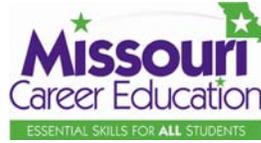


FORWARD



Missouri School Counselor Association

Missouri Mentoring Program for New Professional School Counselors

To meet the need to retain quality professional school counselors and to address the state certification requirement that new school counselors are required to engage in a mentoring program, the Guidance and Placement Section of the Missouri Division of Career Education implemented a free mentoring program in 2005. The state mentoring program for new school counselors is a collaborative effort between the Guidance and Placement Section of the Office of College and Career Readiness and the Missouri School Counselor Association, the professional organization representing school counselors. This program meets the requirements set forth in the recently revised Educator Certification Requirements and the program's content and delivery structures are guided by national and state standards.

The state mentoring program offers growth and learning to both the protégé and the mentor in a collaborative working relationship that allows new school counselors to become better able to plan, implement, deliver, evaluate and enhance their comprehensive guidance programs. Through the mentoring program, the Office of College and Career Readiness seeks to support the protégé and the mentor in creating a professional learning team for this purpose. The mentoring program offers an opportunity for some of Missouri's most talented school counselors to draw from their experiences and knowledge to enhance the professional skills of new school counselors for fully implementing comprehensive guidance programs within their districts.

The state-wide school counseling mentoring program takes advantage of the state's regions established for the Missouri School Counselor Association to find highly qualified professional school counselors to provide mentoring to new school counselors. New and returning school counselors are identified through the efforts of school district personnel, counselor educators, and through the leadership of the regional school counselor associations, each of which has a mentor chair who is responsible for coordinating regional mentoring efforts. By establishing regional counselor support systems that welcome newcomers to the profession and help them succeed, the intended impact of the Career Education Counselor Mentoring Program is to improve the ability of a new school counselor working in any size district to fully implement a comprehensive guidance program.

Under the leadership of trained mentors with content-specific professional backgrounds, the first year of the program focuses on the MSIP requirement for guidance programs and what it means to fully implement a comprehensive guidance program. The second year of the program contains a variety of experiences related to enhancing and evaluating a comprehensive guidance program.

A school administration committed to the Career Education Counselor Mentoring Program understands the value of mentoring and its potential impact on school counselor success.

The program is also an attractive incentive for new school counselors, as it is no longer about taking the first job that comes along. It is about taking the first job where they feel like they can survive, and eventually thrive, in a school culture that supports the full implementation of a comprehensive guidance program which focuses on the academic, career, and personal social development of all students.

For additional information about the mentoring program contact:

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WELCOME TO THE MISSOURI CAREER EDUCATION MENTORING PROGRAM FOR NEW COUNSELORS

Congratulations on being selected for the Career Education Mentoring Program for new counselors. This opportunity will offer growth and learning to both the protégé and the mentor in a collaborative relationship. Mentoring is about counselor and student learning, as well as shared connections to the counseling profession. This notebook offers a snapshot of the mentoring year and the resulting relationship. The focus is on the journey, not just the destination.

Through the mentoring program, the Missouri Department of Elementary and Secondary Education (DESE), Office of College and Career Readiness, seeks to support the protégé and the mentor in creating a professional learning team. The Mentoring Program offers an opportunity for some of Missouri's most talented and admired counselors to draw from their experiences and knowledge to enhance the professional skills of new counselors.

The mentoring notebook contains support materials and suggestions for the mentoring year. The information in the notebook is designed for mentors and protégés to guide the mentoring process together.

THE IMPORTANCE OF MENTORING

Student success is achieved, in part, by good school counseling. Mentoring, when built on collaborative relationships with good communication, trust, and respect, is powerful in supporting, developing and retaining quality counselors in the profession. The magic of school counseling can be contagious when shared through a mentoring partnership.

PLAYERS IN THE MENTORING PROGRAM

The following role descriptions for the Career Education Mentoring Program should provide an understanding of the participants and their relationships.

Mentors are the experienced counselors selected to work with the new protégés throughout the school year. The mentor:

- Communicates with the protégé to provide support throughout the school year.
- Schedules regular communication with the protégés throughout the year.
- Collaborates with the protégé to identify the needs and match experiences to meet those needs.
- Offers ideas and strategies on guidance program management, including classroom experiences, discipline, working with parents and other needs as indicated by the protégé.
- Encourages the protégé to attend professional meetings relevant to the guidance program.
- Consults with the MSCA District Mentor Chair whenever help is needed with the mentoring experience.

Protégés may be new to the profession of counseling, new to the program area, or returning after having been out of education for a time. The protégé:

- Works closely with the mentor identifying, selecting, and completing mentoring experiences. These mentoring experiences should be designed to help the protégé meet challenges and needs arising in the guidance program and when working with students and parents.
- Works with the mentor to better understand and meet the needs of state required reporting and expectations.
- Participates in required meetings with the mentor and other professionals.
- Communicates with the mentor to request advice, resources, and answers to questions.

MSCA District Mentor Chairs are individuals in the MSCA District Regions who serve as liaisons between the DESE staff and the mentoring team in planning and implementing section specific program plans. The Mentor Chairs are familiar with what is expected in today's guidance program and offer leadership in working with students, parents, administrators, other counselors, and the state department. MSCA Mentor Chairs:

- Participate in a train-the-trainer program, spring/summer schedule.
- Recruit mentors and identify protégés in their district with DESE assistance.
- Participate in planning and conducting scheduled trainings and meetings for mentoring teams.
- Design and implement the general and content specific components of the fall and winter district mentoring meetings.
- Conduct related meetings during the school year after the introductory general meeting.

- Collect and review information prepared by mentors and protégés at initial and follow-up meetings, as well as mentoring experience reports and visit reports throughout the mentoring year.
- Serve as the primary contact and informational resource for mentors and protégés.
- Share with mentors (via e-mail, telephone, etc.) information, concerns, or questions arising during the year.
- Share pertinent information and resources with DESE staff and mentors.
- Gather information, advice, and recommendations from participants related to the mentoring program.
- Recommend future program changes.

MSCA State Mentor Chairs are professionals involved in the design and implementation of the mentoring program for counselors. They work closely with DESE staff to maintain a relevant, supportive mentoring program. MSCA State Mentor Chairs:

- Serve as a District Mentoring Chair, and is the spokesperson for the other District Mentoring Chairs and report mentoring issues to MSCA Governing Board.
- Work with and assist DESE staff in the implementation of the mentoring program.
- Assist DESE staff with related meetings for the Mentoring Program.

DESE Section Staff are individuals at the Department of Elementary & Secondary Education, Office of College and Career Readiness, involved in the leadership of the Career Education Mentoring Program. DESE staff:

- Provide core data information to identify possible new counselors.
- Provide ongoing input to the management of the program.
- Negotiate issues that arise throughout the year for both protégés and mentors.
- Provide expertise in the content area regarding expectations and reporting.
- Provide ongoing input to the management of the program.
- Communicate with superintendents to inform and thank them for support of the mentoring program.

Missouri Center for Career Education (MCCE) Staff support the work of DESE in the Career Education Mentoring Program. MCCE:

- Prepares the mentoring program notebook.
- Manages contractual documents and authorizes payments and reimbursements.
- Assists with planning and coordinating mentor chair training, as needed.
- Prepare and manage online end-of-year program evaluation.
- Compile data from program evaluations and submit to DESE staff.
- Coordinates college credit opportunities, if available, through various institutions for the protégés.

Questions regarding expense and reimbursement forms may be directed to MCCE, 660-543-8524 or email lfischer@ucmo.edu.

BUILDING THE MENTORING RELATIONSHIP

Successful mentoring comes from the mentor and protégé working as a team. This relationship develops as a result of the efforts by both. The mentor plays a vital and unique role by bringing guidance program experience and expertise to the relationship. The needs of the protégé will be the focus for the mentoring year. The team seeks to establish a relationship based on mutual trust, respect, and collegiality (Jonson, 2002).

Recent statistical reports indicate that more than 50% of today's new counselors entering classrooms will leave the profession before they have five years of experience. Beginning counselors can become discouraged because they are expected to perform with the same skill and confidence as colleagues with many years of experience. Mentors can help protégés develop confidence in making informed decisions that enrich professional knowledge and sharpen their counseling abilities.

There are two important factors in effective mentoring programs: building the relationship and two-way communication. Both are critical, and each relationship is as unique as the individuals involved.

The responsibility of the relationship rests with both the mentor and the protégé. The protégé is an active partner in this relationship. As you go through this information, please keep in mind this is a collaborative, collegial relationship that grows. In a collaborative relationship, both parties are actively building the relationship.

NEW COUNSELORS AS ADULT LEARNERS: Following the idea of lifelong learning, new counselors are adult learners. There are five basic principles of adult learners, and these principles hold implications for the mentoring partnership. Consider these principles when working as a mentoring team (Knowles, 1978).

1. Adults are motivated to learn as they experience needs and interests.
2. Adults' orientation to learning is life-centered.
3. Experience is the richest resource for adult learning.
4. Adults have a deep need to be self-directing.
5. Individual differences between people increase with age.

GUIDELINES FOR A SUCCESSFUL RELATIONSHIP: Many things contribute to a successful relationship. Below are a few pointers to keep in mind when preparing to start the mentoring year. Both mentors and protégés should have a:

- Willingness to invest time and energy.
- Strong conviction that counselors have a positive effect on the quality of school.
- Sense of confidence in their own abilities.
- Belief that mentoring is a mutually enhancing professional development opportunity in which both partners will achieve satisfaction from the relationship.

Mentors have the responsibility to carry out many roles throughout the relationship. At times, the mentor will advise when the protégé is seeking information, counsel to provide emotional support, and at all times role model to ensure open continual communication. The protégé can expect the mentor to be **ADVISOR, COUNSELOR, TRAINER, SPONSOR, ROLE MODEL, ADVOCATE, OPENER OF DOORS** and, of course, **FRIEND**. (Daresh, 2003).

WORKING TOGETHER TO ENSURE SUCCESS: To find support and solutions, the protégé and the mentor come to the relationship with a commitment to:

Get involved in the mentoring process

- Do what you say you will do
- Earn and keep the trust of your mentoring partner
- Share concerns and feelings about the guidance program
- Share experiences
- Show respect

Take responsibility

- Take initiative when it comes to having needs met
- Clarify ground rules early
- Avoid making assumptions
- Receive feedback objectively
- Take responsibility for your personal well-being
- Maintain confidentiality

Be an Objective Observer

- Observe master counselors in addition to working with your mentor
- Focus on a particular aspect of the guidance program or lesson you observe
- Reflect on questions you may have for your mentoring partner about the observation

Ask questions

- Understand you have the right and responsibility to ask questions
- Be comfortable in asking for help as a protégé
- Focus questions and requests on what you really want and need

Chart Your Course

- When unsure, seek more information
- Deal with the “most pressing” need-to-know items first
- Share and celebrate progress

Network

- Join peer support/learning groups in schools, districts, or professional organizations
- Check out the guidance program Listservs
- Expand networking at professional meetings

Take Risks

- Be willing to go out on a limb when following your convictions
- Consider ramifications before taking a risk
- Reflect on possible ramifications with your mentoring partner
- If it causes harm, do not take the risk
- When you have made the decision, do it with confidence
- Understand this is not an evaluative relationship

Reflect

- Pay attention to the results of your decisions
- Analyze your actions, motivations, and outcomes
- Write down your reflections

- Share and discuss the reflections with your partner
- Use the reflection process to make improvements

Give Back

- Provide feedback that assists the mentoring program
- Actively seek out opportunities to improve student learning more effectively
- Look for opportunities to share and use past experiences
- Share your enthusiasm about counseling with others

THE DEVELOPING RELATIONSHIP

- Establish a warm, genuine and open relationship that encourages learning.
- Keep in frequent contact with each other with either taking the initiative. Don't always wait for the other person to call or make the contact.
- Establish realistic expectations for the relationship.
- Use the Decision Points Checklist to determine the best time and method to reach each other in addition to finding out other information.
- Be a good listener. Show a genuine interest in what is being said.
- Encourage the asking of questions.
- As a mentor, do not be afraid to admit you do not know everything about counseling.
- Share your own experiences and insights as a counselor -- good and bad.
- Build trust with respect, open communication, and support. Attempt to offer as much of these as possible.
- Make regular phone calls and/or send regular e-mails. Share unit plans and resources.
- As a protégé, create an environment to be open and honest with your needs. You should not fear judgment. The mentoring relationship is not a performance review.
- Have informal visits and conversations. Be available in a timely manner.
- Try to be nonjudgmental and open.
- As a mentor, validate the challenges of counseling. Take your partner's ideas and feelings seriously.
- Discuss problems realistically and know that sometimes you have the same problems.
- Offer support. Be positive. Ask what is needed.
- Be accessible. Be willing to help in areas that feel more pressing.
- Your mentoring partner is your peer.
- Talk about areas other than counseling. Do not be afraid to share some of your personal interests.
- Be available, open, and honest. Be reliable, and follow through with activities.
- Both can benefit from the experience; the protégé from the knowledge and experience of the mentor, and the mentor from the enthusiasm of the protégé.
- Maintain a sense of humor!

ESTABLISHING TWO-WAY COMMUNICATION: One of the most important factors in mentoring is good communication. Talking and communicating are not the same. Communicating involves:

- **Listening:** for understanding, facts, and feelings. Create a positive, comfortable environment for listening. Listen until it is your turn to speak.
- **Looking:** making eye contact. Pay attention to the whole person. Is the speaker smiling, frowning or neither? Watch the speaker's body language. Show interest by leaning forward and moving closer with respect for personal space.
- **Leveling:** being honest about what you are feeling and thinking. Use "I" statements when responding. Accept the speaker's feelings. Don't try to change the feelings or give advice without being asked.

Maintaining confidentiality in this relationship is extremely important. Key to the relationship is a sense of trust. This relationship is to support work in the guidance program, not to evaluate. Maintain two-way communication throughout the mentoring year.

GETTING TO KNOW EACH OTHER: The following questions are good to talk about early in the relationship:

- What is important to you in working with the guidance program and working with students?
- Is this your primary work, or will you have additional responsibilities you might find challenging?
- What is your teaching/counseling background?
- What structures have you put in place for managing the guidance program?
- Are you comfortable with new ideas? What are you ready to try?

Many of the questions that arise will be answered as you build two-way communication with each other. MSCA District Chairs and the Career Education Guidance Program Supervisor are also available to answer questions and share expertise.

MEASURING THE MENTORING COMMITMENT: The Self-Assessment Rubric shows four levels of involvement in a mentoring relationship. As a team, decide what level you will try to reach. Level Four requires a strong desire and extensive time commitment. Level One does not meet the expectations of this mentoring program. If you do not feel you are moving beyond Level One, whether as a protégé or a mentor, please contact your MSCA District Chair for suggestions.

Self-Assessment Rubric

Level Four	Level Three	Level Two	Level One
<ul style="list-style-type: none"> • Contact between mentor & protégé is scheduled frequently, protected from competing demands, and meets the mutual needs of the partnership. • Both the mentor and protégé consistently initiate learning focused conversations regarding counselor and student learning. • The mentor demonstrates versatility in appropriately consulting, collaborating, and coaching to purposefully develop the protégé’s capacity to generate information. • Mentoring interactions promote connections between guidance practice and student results. Personal leanings are transferred and applied to other content and contexts. These leanings inform future actions. • The mentor models problem-solving processes and reflective practice which protégés adopt. • The protégé participates in school-wide goal achievement and gradually interacts as a collective member of the professional school community. 	<ul style="list-style-type: none"> • The mentor and protégé maintain regular contact. • Interactions promote collaboration through joint planning, problem-solving, decision-making, and reciprocity of learning results. • Learning-focused conversations center on the implementation of guidance curriculum and generally recognized best practices. • The mentor provides connections with grade level/content area colleagues and promotes collaborative opportunities. 	<ul style="list-style-type: none"> • Contact occurs as scheduled and satisfies the protégé’s needs for information. • Throughout the relationship, information production remains higher for the mentor. • The mentor conducts conferences employing strategies to fix current problems and adds to the protégé’s list of activities. • Discussion centers on specific episodes and situations. Meeting protégé needs may become time intensive for the mentor. • The mentor provides orientation and introduction to the professional school community. 	<ul style="list-style-type: none"> • Mentor-protégé contact is irregular and generally precipitated by a need for information or assistance. • Interactions are limited to the transfer of critical, basic information. • The mentor provides suggestions and advice as requested. • The protégé’s collegial and collaborative opportunities are limited to other novices or professionals close in proximity or content specialty. • The greatest leanings for the protégé are within the management domain and generally do not progress to the examination of impact. • Survival strategies are the emphasis of the protégé’s learning.

Used with permission: Lipton, L. & Wellman, B (2003). Mentoring Matters: A Practical Guide to Learning-Focused Relationships. Sherman CT: MiraVia, LLC.

INTERACTIONS AND REFLECTIVE PRACTICE

INTERACTIONS: The mentoring team interactions will vary in approach throughout the year. The mentor may respond in different ways depending on the situation and the goal. There will be times when a mentor needs to:

- **Consult** – to share experience
- **Collaborate** – to share ideas to solve problems
- **Coach** – to lead the protégé to improve decision-making

The following chart offers a quick reference about the purpose and use of each approach. The choice of approach depends on what the mentor sees as the best way to meet the needs of the protégé in a specific situation. Interestingly, these approaches can also be used with students.

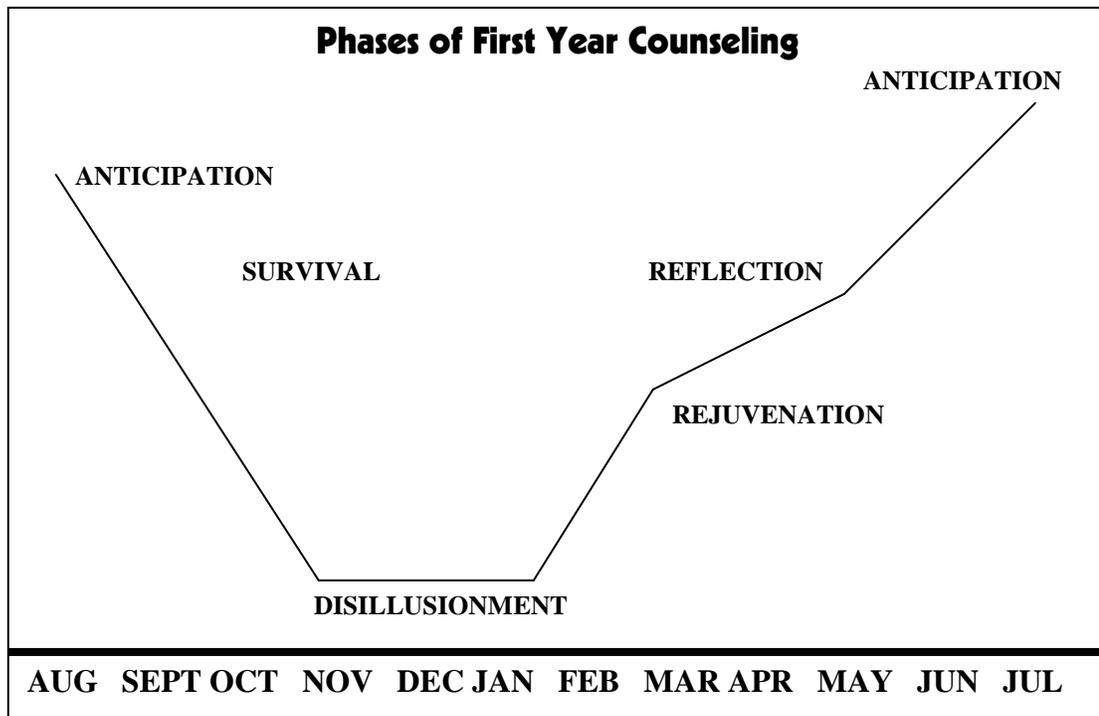
<u>CONSULTING</u>	<u>COLLABORATING</u>	<u>COACHING</u>
<p>Purpose: To provide information, technical assistance</p> <p>Focus: Includes logistical information (how we do things around here), content and pedagogical knowledge base</p> <p>Actions: Providing resources, demonstrations (including model lessons), offering directions (completing forms, where/how to's, etc.)</p> <p>Language: Pay attention to ... you should ... it's important that you ... always, keep in mind ...</p>	<p>Purpose: To share ideas, to problem-solve</p> <p>Focus: Reciprocal support of growth and improvement of practice</p> <p>Actions: Brainstorming, co-planning/co-counseling, exchanging resources, action research</p> <p>Language: We might ... let's examine ... how might this affect our ... ?</p>	<p>Purpose: To improve instructional decision-making and increase reflectivity in practice</p> <p>Focus: Nonjudgmental support for planning, reflecting, problem solving (cognitive aspects of counseling)</p> <p>Actions: Learning-focused conversations, which include inquiry, reflection, and generation of insights regarding professional practice</p> <p>Language: What might be some ways to . . .? What are some additional possibilities? What are some connections between...?</p>

Used with permission from: Lipton, L., Wellman, B. (2003). Mentoring Matters: A Practical Guide to Learning-Focused Relationships. Sherman CT: MiraVia, LLC.

Different types of interactions may be required during different phases of the first year of school counseling year. Studies have shown there are developmental stages in the first year. The stages will vary with the individual, but the chart gives a good overview of the school counseling year. Protégés may find it helpful to know the phases occur as a normal part of the first year. Mentors benefit from reviewing the phases to raise their level of awareness and sensitivity in working with the protégés.

PHASES OF FIRST YEAR COUNSELING

The school year has ups and downs! In looking at the Phases of First Year, you can better understand what may be happening at various times throughout the school year. It may offer some insight as to why new counselors may be feeling the way they are. The following chart shows the phases as they occur during the year followed by a description of each phase. It is interesting to talk about these phases and how they change for a more experienced counselor (Lipton & Wellman, 2003).



Source: Lipton & Wellman (2003)

Anticipation: New counselor begins to anticipate the happenings of the first year of work. When entering a school guidance program, the counselor holds a commitment to make a difference. This is a very large goal, and counselors often are vague and rather idealistic about how they will accomplish this goal.

Survival: Around the middle of September and October, realities are setting in. New counselors are faced with many different problems for the first time and have no past experience to help solve them. Most counselors feel they are running to stay up with things and don't have time to reflect on their work and continue to prepare.

Disillusionment: This happens around the middle of October and runs into January. This is the "hit-the-wall" time after working nonstop since the beginning of school. This stage will vary in intensity and length. Novice counselors begin to second-guess their abilities, commitment and worth in the school counseling field. Counselors may get sick

during this time because of fatigue. Many events are occurring during this time such as back-to-school night, their evaluation with their administrator, and meeting parents through conferences, etc. This phase is usually the toughest challenge to overcome.

The mentor can share materials and offer tips for managing this phase. Support the protégé in examining what has been accomplished and what can be given up as unnecessary or ineffective routines. Acknowledge the protégé's feelings of inadequacy and do not diminish them by suggesting that these feelings will just go away.

Rejuvenation: A winter break will mark a transition in the pace of the school year. Being with family and friends over the break helps the counselor become grounded again. Many times, there will be a clearer understanding of the realities of the classroom and new counselors will begin to sense their accomplishments thus far. This phase will last into spring. There will be a sense of urgency as the year is coming to the end, that things must be accomplished.

Reflection: The last weeks of the first year are good for reflecting and taking stock in their work. Mentors are essential in helping new counselors remember how far they have come and what they have learned, what they would modify and what would be set aside.

REFLECTIVE PRACTICE: Establishing reflective practice is important to all counselors because working with students and few adults can bring a sense of isolation. Taking 15-20 minutes per week to write your thoughts about school counseling can bring practice into focus. Reflective dialogue with a partner is one way of looking at the practice of school counseling. Another way is through journal writing of happenings along with your reaction to what happened. Notes about your experiences do not have to be formal writings.

One reflective process is P+M-I* developed by Edward DeBono to provide a simple framework for reflection and self-assessment. It is as simple as having three columns to record your thoughts in: P+ would be the positives, M- would be the negatives and I* are the interesting or intriguing ideas that are neither plus nor minus. This process can be utilized by both the mentor and the protégé to reflect on something related to mentoring, school counseling practice or even parent conferences (Lipton & Wellman, 2003).

As the mentoring team discusses reflection notes, you will begin to see recurring practices and thoughts about counseling. These writings can provide a better understanding of your school counseling practices (Udelhofen & Larson, 2003).

TIPS ON CLARIFYING THE MENTORING EXPERIENCE

The following list was designed to help clarify what can be accomplished through the mentoring program. Utilize this list in developing the Individual Mentoring Plan.

- Plan an in-person visit to the protégé's school or the mentor's school
- Discuss the expectations for the guidance program
- Share tips on working with other counselors
- Brainstorm ideas for helping develop lesson plans for guidance activities
- Provide sample lesson plans of guidance activities
- Share classroom management techniques
- Examine student work from guidance activities together via email, fax or mail
- Share reports completed in state reporting
- Demonstrate recordkeeping
- Ask questions to help prioritize issues and concerns
- Develop an action plan for professional growth
- Share resources, materials for a guidance curriculum unit, professional readings, etc.
- Attend a workshop together
- Role model all aspects of professionalism
- Encourage reflection

HANDLING CONCERNS BEYOND THE GUIDANCE PROGRAM: Some issues may surface for the protégé that stem from the school or district. The protégé may be unsure how to handle feelings of being overwhelmed from a lack of assistance, isolation from adults, and exhaustion on a regular basis. They may also be dealing with vague expectations from an administrator, policy questions, lack of useful feedback at their building, and in-service that doesn't appear to meet their needs. Such issues are more related to the home district. The mentor can show support by encouraging the protégé to seek out someone in the building or district to help with local questions and issues.

Protégés may have a mosaic of mentors for support in different venues. The role of the mentor is to support the work and encourage professional growth in the guidance program. There will be local needs that a local mentor may better address.

HOW TO MANAGE THE LONG-DISTANCE RELATIONSHIP: We are not always fortunate enough to be in the same building, or the same district. While face-to-face mentoring is very beneficial and most desired, distance and time may require other modes of mentoring such as telephone and E-mentoring.

E-mentoring uses technology to connect mentor and protégé across time and/or distance. Successful E-mentoring requires:

- Access to the technical support services as needed
- Regular, consistent contact between mentor and protégé
- Consideration of the needs of the protégé and mentor
- Ongoing program evaluation
- Professional use of the technology

(Adapted from www.mentoring.org/)

MENTORING PROGRAM COMPONENTS

The Career Education Mentoring Program provides support and guidance for new counselors by encouraging activities the protégé wants to accomplish with assistance from the mentor. At the introductory meeting, mentors and protégés complete the Decision Points Checklist and Individual Mentoring Plan as a start to the mentoring year. These will guide the team's mentoring experiences throughout the year.

The experiences are planned around guidance program standards. A sample listing of suggestions is provided, but the protégé and mentor may propose other activities that are pertinent to the protégé's counseling responsibilities. The MSCA District Chair and DESE staff will be available to help teams design the Individual Mentoring Plan.

DECISION POINTS CHECKLIST: This checklist will help establish structure for the mentoring team. It will be completed as part of the first meeting for the mentoring year. It can be used to establish communication norms, identify possible areas of interest to the protégé, and reporting and record keeping practices.

ESTABLISHING THE INDIVIDUAL MENTORING PLAN: Completing the Individual Mentoring Plan will identify experiences to address and a timeline. This plan can be revised at any time during the year. The goal is to plan experiences that support work the protégé needs to accomplish during the school year. The following is a research-based list of areas of concern indicated by new educators. Reviewing this list together, the protégé may identify specific areas of concern that the mentor can help with. This list and the sample of experiences will provide a good starting point to decide focal points for the protégé in the coming year.

An Overwhelming Workload

- Can include assignments within and outside of the counseling expertise
- May work with a difficult or overloaded class
- Supervision of one or more extracurricular activities
- Meeting deadlines of unanticipated forms
- Multiple preparations for different courses

Time Management

- Often feel overwhelmed by the amount of daily work
- Timing lessons and activities may be a source of frustration
- Balancing personal and professional obligations may be difficult
- Find it problematic to keep school hours within reason and ends up with work encroaching all aspects of life

Relationships with Parents and Colleagues

- Worries about parent conferences and conflicts
- Confrontations with colleagues
- Fear of not "fitting in"

Socio-cultural Awareness of Sensitivity

- Find themselves in a diversity of culture and ethnicity

- Feel unprepared in dealing with students who are at-risk, abused, come from complicated home lives, are pregnant or transient

High-Stakes Accountability

- Wrestle with matching classroom learning objectives to assessments with standards and benchmarks
- Feel anxiety over being accountable for student performance

Student Motivation

- Concern that students will not be receptive to their instruction and refuse to learn
- Unsure how to deal in a mainstreamed classroom of special needs students

Technology in the Classroom

- Continual change in technology and knowing how to use it
- Limited number of and less than desirable equipment

Solitary Work Environment

- Feeling of loneliness and isolation
- Feel alone with students all day and void of adult interaction

Classroom Management

- Cannot anticipate many behavioral events that occur in the classroom
- Often feel unprepared and out of control when disruptions occur
- Feel incompetent when they don't know how to handle classroom problems
- Exhibit anxiety when they cannot control distractions

Classroom Instruction

- Must develop all lessons from the start
- May have difficulty in adapting what was learned in college to effective lessons for students
- Often have a wide variety of subject matter to cover

MENTORING EXPERIENCES FOR EACH SEMESTER: The protégé will work on two mentoring experiences each semester. As these experiences are completed, they will be sent to the mentor for their review. As the work is in progress, the mentor can work with the protégé to complete the experiences. After the work is sent to the mentor, a mentor review form will be completed and forwarded to the MSCA District Chair. This form indicates the mentor and protégé have been working together and completed that specific experience from the Individual Mentoring Plan.

A total of four experiences should be completed over the school year. The timeline is determined by the mentoring team with input from the MSCA District Chair. The team is allowed flexibility in selecting the appropriate experiences and setting the timelines.

MENTOR/PROTÉGÉ LOGS: The quarterly logs are a means to check what has been worked on and decide what additional contact and what work in the Individual Mentoring Plan needs to be completed. Some activities are repeated on each log but does not indicate those activities should be completed each quarter. They are there as reminders of things the team may want to discuss.

ON-SITE VISIT: An on-site visit provides opportunity to gather more information, observe how things are organized and review resources. This is another opportunity for

the mentor and protégé to dialogue, share resources, and check their progress in working together. Consider making the visit on a scheduled professional development release day unless the visit is to observe student/counselor interactions. The visit is to support the needs of the protégé and not for evaluating.

The purpose of the visit needs to be determined prior to making the visit. The visit can be made to either team member's school. When making the visit, check in at the office, where the host team member will meet the guest and make introductions to the hosting administrator. It is important that you take the time to plan this visit and follow the time together with a reflection of what was gained.

The visit may address many things, but the primary purpose is to support the needs of the protégé. Here are some suggestions for the visit:

- Identify any concerns to be addressed prior to the visit
- Begin the visit on a positive note
- Tour the facilities
- Examine guidance program organization, curriculum and/or resources
- Discuss previously determined areas/topics
- Talk about balancing career and personal life
- Be sure concerns or needs have been addressed
- Allow time to reflect together
- Check with the MSCA District Chair if there are any questions

After the visit is completed, submit a report to the MSCA District Chair to inform them that the visit has taken place. The report will be made by the person making the visit and will be signed by the visiting partner's administrator.

EVALUATING THE MENTORING PROGRAM: An online evaluation will be sent to all participants in the spring. The evaluation will review the program, the relationship, benefits and learning, program materials, as well as program strengths and weaknesses.

THE IMPORTANCE OF MENTORING

Confidence and enthusiasm are gifts resulting from a quality mentoring relationship, both for the protégé and for the mentor. These gifts can be greatly enhanced through understanding, planning, and reflective practices. As with the guidance program and all endeavors, the magic of the mentoring relationship takes shape through disciplined planning, understanding, and the willingness to learn and teach at unexpected moments. The information and processes in this notebook should guide you to a fruitful mentoring relationship. Start with enthusiasm and build confidence through the mentoring year.

REFERENCES & RESOURCES

Daresh, J. C. (2003). *Counselors mentoring counselors*. Thousand Oaks CA: Corwin Press, Inc.

Jonson, D. F. (2002). *Being an effective mentor*. Thousand Oaks CA: Corwin Press, Inc.

Knowles, M. S. (1978). *The adult learner: A neglected species*. Houston: Gulf

Lipton, L. & Wellman, B. (2003). *Mentoring Matters: A practical guide to learning focused relationships*. Sherman CT: MiraVia, LLC.

Portner, H. (2002). *Being mentored: A guide for protégés*. Thousand Oaks CA: Corwin Press, Inc.

Udelhofen, S. & Larson, K. (2003). *The mentoring year*. Thousand Oaks CA: Corwin Press, Inc.

Tab Year One

MENTORING PROGRAM COMPONENTS - Year One

The mentoring experiences are planned to support what needs to be accomplished by the counselor in the guidance program. A sample listing of suggestions is provided, but the protégé and mentor may propose other activities that are pertinent to the protégé's counseling responsibilities. The District Chairs and DESE staff will be available to help teams design the Individual Mentoring Plan. A more detailed explanation of the components is provided in the previous section of the notebook.

TIMELINE FOR MENTORING YEAR ONE: Suggested timeline for experiences throughout the mentoring year.

DECISION POINTS CHECKLIST: This checklist will help establish structure for the mentoring team.

INDIVIDUAL MENTORING PLAN: Completing the Individual Mentoring Plan will identify experiences to be addressed and team responsibilities. This plan can be revised at any time during the year. The goal is to plan experiences that support work the protégé needs to accomplish during the school year.

MENTORING EXPERIENCES FOR EACH SEMESTER: The protégé will work on two mentoring experiences each semester. As these experiences are completed, they will be sent to the mentor for their review. After the work is sent to the mentor, a mentor review form will be completed and forwarded to the MSCA District Chair.

A total of four experiences should be completed over the school year. The timeline is determined by the mentoring team with input from the MSCA District Chair. The team is allowed flexibility in selecting the appropriate experiences and setting the timelines.

MENTOR/PROTÉGÉ LOGS: The quarterly logs are a means to check what has been worked on and decide what additional contact and work still remains.

ON-SITE VISIT: The visit is to support the needs of the protégé and not for evaluating. A report is made by the person making the visit.

EVALUATING THE MENTORING PROGRAM: An online evaluation will be sent to all participants in the spring.

Timeline for the Mentoring Year One

MEETINGS	ASSIGNMENTS	TIMELINE*
Fall Meeting	Agreement Decision Points Individual Mentoring Plan	Scheduled through MSCA Regional Meeting
Assignments First Semester	SE I.1 & I.2 First Quarter Log SE I.3 SE I.4 Second Quarter Log	October 15 October 31 November 15 December 15 December 31
	Visit and Report	Following Visit (No later than January 15)
Assignments Second Semester	SE II.1 Third Quarter Log SE II.2 Fourth Quarter Log	March 1 March 31 May 1 May 1
	Program Evaluation	April 15 – May 15
Recognition	Mentors and Protégés Recognized for their work together	Fall Conference

**If a date falls on a weekend, work is due the Monday following that weekend.*

NCM – Decision Points Checklist

Mentor: _____ Protégé _____

To be completed at first meeting – Turned in at the Workshop

Use this worksheet as a guide to develop the Individual Mentoring Plan.

TASKS	DECISIONS
What channel of communication is the most preferred (phone, person-to-person, e-mail)?	
What time(s) in your schedule will be the most opportune for communicating?	
Do you have all the necessary contact information (phone, fax, home phone, e-mail, directions to school)?	
How often will you meet/communicate to discuss necessary issues and review progress on experiences?	
Where will you meet when meeting in person?	
Who will be the initiating party in the mentoring process?	

<p>What are the main concerns of the protégé about his/her comprehensive guidance program?</p>	
<p>What are the main concerns the protégé has about implementing the guidance curriculum based on the comprehensive guidance content standards? (These include: academic development, career development, and personal-social development.)</p>	
<p>What are the main concerns the protégé has about implementing the Individual Planning component? (Assisting all students with planning, monitoring, and managing their own learning as well as their personal and career development.)</p>	
<p>What are the main concerns the protégé has about the Responsive Services component? (Individual counseling, crisis counseling, consultation, small group counseling, referral counseling.)</p>	
<p>What are the main concerns the protégé has about the Systems Support? (Program evaluation, time on task, professional development.)</p>	

<p>What are the main concerns the protégé has about his/her certification?</p>	
<p>What resources does the protégé need for full implementation of the comprehensive guidance program?</p>	
<p>What resources does the protégé have for completing the structured experiences?</p>	
<p>Identify strategies for positioning the guidance counselor and the program for greatest effectiveness within the school and the community (i.e., counselors, fellow counselors, administrators, parents, employers, etc.).</p>	
<p>What assistance is needed from DESE or the counseling community in addition to the assistance of the mentor?</p>	

Office of College and Career Readiness – Guidance & Placement

INDIVIDUAL MENTORING PLAN

School Year _____

Mentor _____

Protégé _____

Mentor's School _____

Protégé's School _____

Mentor's Email _____

Protégé's Email _____

Mentor's Phone _____

Protégé's Phone _____

Mentoring Goals/Activities	Strategies	Target Date	Date Achieved	Comments
Individual Mentoring Plan Decision Points		Regional Meeting		
Structured Experience I.1		10/15		
Structured Experience I.2		10/15		
First Quarter Log		10/31		
Structured Experience I.3		11/15		
Structured Experience I.4		12/15		

Mentoring Goals/Activities	Strategies	Target Date	Date Achieved	Comments
Second Quarter Log		12/31		
Visit and Report		1/15		
Structured Experience II.1		3/1		
Third Quarter Log		3/31		
Structured Experience II.2		5/1		
Fourth Quarter Log		5/15		
Program Evaluation		4/15 – 5/15		

Structured Experiences I – First Semester Year One

As a part of the New Counselor Mentoring Program, structured experiences will guide protégés through activities required of Office of College and Career Readiness counselors. Mentors will provide guidance in the development phase and feedback after the structured experiences are completed. All Structured Experiences I will need to be completed and sent to your mentor PRIOR to the dates indicated on each experience. Mentors will complete a comment form for each Structured Experience and forward it to their regional chair by the due dates as specified on each experience. One copy of the comment form will be given to the protégé.

Structured Experience I.1 Due October 15

Prepare a professional development plan for the current year.

Structured Experience I.2 Due October 15

Locate your district's Comprehensive School Improvement Plan (CSIP). Make note of all goals, objectives, strategies, and action steps that relate to the Guidance and Counseling department in your school. Note how these goals, objectives, strategies, and action steps relate to student outcomes including student achievement? What other Guidance and Counseling goals, objectives, strategies, and action steps are needed in your CSIP based on student needs in your school?"

First Quarter Log Due October 31

Complete First Quarter NCM – Mentor/Protégé Log.

Structured Experience I.3 Due November 15

Create a year-long calendar for your comprehensive guidance program that includes activities designed to develop student skills within the 3 content areas of the Comprehensive Guidance Program: Academic Development, Career Development, and Personal Social Development. Be sure to identify a plan for system support activities.

Structured Experience I.4 Due December 15

Create a guidance activity that includes the following components: rationale which relates the activity goals to the district's and Guidance Program's mission and philosophy, a general description of the activity, expected outcomes from the activity, and a plan for evaluation using relevant student data.

Second Quarter Log Due December 31

Complete Second Quarter NCM - Mentor/Protégé Log.

Mentor Comment Form

Structured Experiences I.1

Due October 15

Mentor:	Protégé:
Structured Experiences I.1 Prepare a professional development plan for the current year.	
Comments on thoroughness, practicality, and usefulness:	

Due: October 15

Submit one copy to MSCA Mentor District Chair
Send one copy to the protégé.
Retain one copy for mentor files.

Mentor Comment Form

Structured Experiences I.2

Due October 15

Mentor:	Protégé:
Structured Experiences I.2 Locate your district's Comprehensive School Improvement Plan (CSIP). Make note of all goals, objectives, strategies, and action steps that relate to the Guidance and Counseling department in your school. Note how these goals, objectives, strategies, and action steps relate to student outcomes including student achievement? What other Guidance and Counseling goals, objectives, strategies, and action steps are needed in your CSIP based on student needs in your school?"	
Comments on thoroughness, practicality, and usefulness:	

Due: October 15

Submit one copy to MSCA Mentor District Chair
Send one copy to the protégé.
Retain one copy for mentor files.

NCM – MENTOR/PROTÉGÉ LOG

First Quarter – Due October 31

DATE	SUGGESTED ACTIVITIES, AS NEEDED	FORMAT (E-mail, Phone, Mail, Personal Visit)	OUTCOME
	Held face-to-face meetings to discuss protégé's needs.		
	Shared resources and professional development committee opportunities		
	Scheduled date for mentor to visit protégé no later than second quarter		
	Discussed classroom experience		
	Discussed counseling issues		
	Discussed time on task including non-counseling activities		
	Discussed time management		
	Discussed student interaction		
	Discussed parent/counselor interactions		
	Discussed teacher/counselor interactions		
	Discussed administration/counselor interactions		
	Discussed master calendar of guidance activities		
	Other:		

Signatures verify that we have accomplished the activities checked above.

Mentor

Protégé

Submit one copy to MSCA Mentor District Chair
Send one copy to the protégé
Retain one copy for mentor files.

NCM – MENTOR/PROTÉGÉ LOG

Second Quarter – Due December 31

DATE	SUGGESTED ACTIVITIES, AS NEEDED	FORMAT (E-mail, Phone, Mail, Personal Visit)	OUTCOME
	Met for informal discussion		
	Identified guidance issues and discussed solutions		
	Observed protégé or mentor Report due by January 12		
	Discussed developing an evaluation plan including relevance of student outcomes.		
	Discussed individual planning issue.		
	Discussed observation of classroom counseling		
	Discussed grading and discipline for classroom activities		
	Discussed parent/counselor interactions		
	Discussed classroom management		
	Shared resources		
	Shared reflections		
	Other:		

Signatures verify that we have accomplished the activities checked above.

Mentor

Protégé

Submit one copy to MSCA Mentor District Chair
Send one copy to the protégé
Retain one copy for mentor files.

Structured Experiences II – Second Semester Year One

As part of the Mentoring Program, structured experiences will guide protégés through activities required of school counselors. Mentors will provide guidance in the development phase and feedback after completion of the structured experiences. The Structured Experiences II will need to be completed and sent to your mentor PRIOR to the dates indicated on each Structured Experience. Mentors will complete a comment form for each Structured Experience II. One copy of the comment form will be sent to the MSCA District Mentor Chair and a copy will be given to the protégé.

Mentor/Protégé Visit and Report

Due January 15

Structured Experience II.1

Due March 1

Complete the Internal Improvement Review (IIR) document with your mentor to review your district's level of implementation of the comprehensive guidance program. After completing the IIR, revise or create, if necessary, an annual comprehensive guidance program evaluation plan. Include components on Program, Personnel, and Results. This evaluation plan will be based upon program objectives aligned with the CSIP, student performance data, identified instructional competencies/learner objectives and any areas of improvement needed as determined through completion of the IIR. The IIR is available at the Guidance E-Learning Center on www.mcce.org.

Third Quarter Log

Due March 31

Complete Third Quarter NCM – Mentor/Protégé Log.

Structured Experiences II.2

Due May 1

Review and document progress on goals as outlined in the Individual Mentoring Plan.

Fourth Quarter Log

Due May 15

Complete Fourth Quarter NCM – Mentor/Protégé Log.

Program Evaluation

Due April 15 – May 15

The Program Evaluation will be completed online. The link to the evaluation will be emailed to you.

NCM – Mentor/Protégé Visit Report

Due January 15

The person making the visit will complete and submit this form to the assigned Content Expert(s).

Mentor:

Protégé:

Date of Visit:

Location of Visit: Protégé's school Mentor's school

Topics discussed during visit:

Suggested strategies discussed:

A FIRST SEMESTER VISIT IS HIGHLY RECOMMENDED. If a second visit is desired, consider requesting district professional development funds to cover expenses.

Visiting Partner Signature

Administrator Signature

Submit one copy to MSCA Mentor District Chair
Send one copy to the protégé
Retain one copy for mentor files.

NCM – MENTOR/PROTÉGÉ LOG

Third Quarter – Due March 31

DATE	SUGGESTED ACTIVITIES, AS NEEDED	FORMAT (E-mail, Phone, Mail, Personal Visit)	OUTCOME
	Reflection on strengths and needs		
	Identified program issues and discussed solutions		
	Observed mentor or protégé Report due by May 15		
	Discussed group counseling		
	Discussed parent/counselor interactions		
	Discussed counseling strategies not currently used by protégé		
	Protégé observed teacher's classroom in the school		
	Shared reflections		
	Discussed classroom management		
	Other:		

Signatures verify that we have accomplished the activities checked above.

Mentor

Protégé

Submit one copy to MSCA Mentor District Chair
Send one copy to the protégé
Retain one copy for mentor files.

Mentor Comment Form

Structured Experiences II.2

Due May 1

Mentor:	Protégé:
Structured Experiences II.2	
Review and document progress on goals as outlined in the Individual Mentoring Plan.	
Comments on thoroughness, practicality, and usefulness:	

Due: May 1

Submit one copy to MSCA Mentor District Chair
Send one copy to the protégé.
Retain one copy for mentor files.

NCM – MENTOR/PROTÉGÉ LOG

Fourth Quarter – Due May 15

DATE	SUGGESTED ACTIVITIES, AS NEEDED	FORMAT (E-mail, Phone, Mail, Personal Visit)	OUTCOME
	Met for informal discussion		
	Identified counseling issues and discussed solutions		
	Planned for end of year procedure		
	Discussed goals, program evaluation and progress on stated goals		
	Discussed parent/counselor interactions		
	Discussed protégé's reflections on first-year counseling experience		
	Discussed group counseling		
	Revised completed activities in relation to master calendar and discussed possible revisions		
	Other:		

Signatures verify that we have accomplished the activities checked above.

Mentor

Protégé

Submit one copy to MSCA Mentor District Chair
Send one copy to the protégé
Retain one copy for mentor files.

Year Two Tab

Year Two Experiences

As part of the Second-Year Mentoring Program, the first quarter Independent Experience will be selected by the mentor and protégé. The final three quarters will be devoted to a results-based evaluation project, PRoBE (Partnership for Results-Based Evaluation).

INDIVIDUAL MENTORING PLAN: A second-year Individual Mentoring Plan will be completed at the fall training to guide the work for the second year of mentoring. The mentoring experiences are to relate to program area standards.

YEAR TWO EXPERIENCES:

- First Quarter – Selected by Mentor and Protégé
See Suggestions for Year Two Experiences in notebook.
- Second Quarter PRoBE Training
Training for PRoBE will be provided at MSCA Fall Conference or through Webinars. Upon completion of the training, begin the development of your PRoBE Project. For additional support and training for this project contact Dr. Bragg Stanley, Department of Elementary and Secondary Education, Guidance and Placement, 573-751-0857, bragg.stanley@dese.mo.gov.
- NCM – Mentor/Protégé Visit Report
- Third Quarter – Implementation of PRoBE project intervention
- Fourth Quarter – PRoBE Project completion, analysis, and PowerPoint
Upon completion, develop a PowerPoint suitable for presentation describing intervention and analysis. Examples are available at the Guidance E-Learning Center at www.mcce.org.

Each quarter the mentor will submit a mentor comment form to the MSCA District Chair.

MENTORING PROGRAM EVALUATION: In the spring an online evaluation will be sent to all participants for a formal evaluation of the mentoring program. The evaluation will be completed and submitted online to MCCE.

ON-LINE MATERIALS: All mentoring materials may be accessed online at www.mcce.org and may be submitted electronically to the MSCA District Chair. If you have problems accessing the materials, please contact MCCE at 660-543-8768.

Office of College and Career Readiness
INDIVIDUAL MENTORING PLAN
Year Two

School Year _____

Mentor _____

Protégé _____

Mentor's School _____

Protégé's School _____

Mentor's Email _____

Protégé's Email _____

Mentor's Phone _____

Protégé's Phone _____

Mentoring Goals/Activities	Strategies	Target Date	Date Achieved	Comments
First Quarter – Selected by Mentor and Protégé		11/1		
Second Quarter PRoBE Training		12/31		
NCM – Mentor/Protégé Visit Report		1/15		
Third Quarter – Implementation of PRoBE project intervention		3/15		
Fourth Quarter – PRoBE Project completion, analysis, and PowerPoint		5/1		
Program Evaluation		4/15 – 5/15		

Suggestions for Year Two Experiences

1. Develop a plan to utilize Missouri Connections website:
www.missouriconnections.org
2. Revise (as needed) a year-long plan for an advisory council. Include information pertaining to procedures for establishing the council, selection of members, terms of service, meeting guidelines, suggested program of work, and recognition of council members.
3. Create and implement a program evaluation plan. This plan should focus on program implementation, personnel evaluation and student results. Include any survey forms or letters for your use in the evaluation process. Develop action plans for program improvement, both short-term and long-term.
4. Develop a system for tracking student mastery of grade level expectations. Check with your school administrators or co-workers to see how this is managed in your building or district.
5. Incorporate critical thinking/practical problem solving into a lesson.
6. Prepare a promotional plan for your Comprehensive Guidance Program.
7. Develop a student recruitment/retention plan with other school staff.
8. Write a grant for enhancing the technology in your program.
9. Develop a plan to identify and utilize community resources to enhance your program.
10. Develop curriculum for student portfolios with appropriate assessment.
11. Select a unit and identify (a) measurable competencies aligned with assessment methods, (b) activities to support learning, and (c) related resources to be conducted in the classroom.
12. Develop a lesson or curriculum unit for posting on the web.

Year Two Mentor Comment Form

First Quarter

Due: November 1

Date:	Mentor:
Program Area:	Protégé:
Mentoring Experience Identified by the Protégé/Mentor Team:	
Comments on thoroughness, practicality, and usefulness:	

Due: November 1

Submit one copy to MSCA Mentor District Chair
Send one copy to the protégé.
Retain one copy for mentor files.

Mentor's Signature

Year Two Mentor Comment Form

Second Quarter

Due: December 31

Date:	Mentor:
Program Area:	Protégé:
PRoBE Training	
Comments on thoroughness, practicality, and usefulness:	

Due: December 31

Submit one copy to MSCA Mentor District Chair
Send one copy to the protégé.
Retain one copy for mentor files.

Mentor's Signature

NCM – Mentor/Protégé Visit Report

Due January 15

The person making the visit will complete and submit this form to the assigned Content Expert(s).

Mentor:

Protégé:

Date of Visit:

Location of Visit: Protégé's school Mentor's school

Topics discussed during visit:

Suggested strategies discussed:

A FIRST SEMESTER VISIT IS HIGHLY RECOMMENDED. If a second visit is desired, consider requesting district professional development funds to cover expenses.

Visiting Partner Signature

Administrator Signature

Submit one copy to MSCA Mentor District Chair
Send one copy to the protégé
Retain one copy for mentor files.

Year Two Mentor Comment Form Third Quarter

Due: March 15

Date:	Mentor:
Program Area:	Protégé:
Implementation of PRoBE project intervention	
Comments on thoroughness, practicality, and usefulness:	

Due: March 15

Submit one copy to MSCA Mentor District Chair
Send one copy to the protégé.
Retain one copy for mentor files.

Mentor's Signature

Year Two Mentor Comment Form

Fourth Quarter

Due: May 1

Date:	Mentor:
Program Area:	Protégé:
PRoBE Project completion, analysis, and PowerPoint	
Comments on thoroughness, practicality, and usefulness:	

Due: May 1

Submit one copy to MSCA Mentor District Chair
Send one copy to the protégé.
Retain one copy for mentor files.

Mentor's Signature

APPENDIX A

The Mentor Beliefs Inventory

This inventory is designed for mentors to assess their own beliefs about mentoring and professional development. The inventory assumes that mentor teachers believe and act according to three theoretical orientations to mentoring, but that one usually dominates. The inventory is designed to be self-administered and self-scored. Mentors are asked to choose one of two options. A scoring key follows.

Instructions: Circle either A or B for each item. You may not completely agree with either choice, but choose the one that is closest to how you feel.

1.
 - A. Mentors should give protégés a large degree of autonomy and initiative within broadly defined limits.
 - B. Mentors should give protégés directions about methods that will help them improve.
2.
 - A. It is important for protégés to set their own goals and objectives for professional growth.
 - B. It is important for mentors to help protégés reconcile their personalities and work styles with the philosophy and direction of the school.
3.
 - A. Protégés are likely to feel uncomfortable and anxious if their mentors do not tell them what they will be focusing on during a school visit.
 - B. Observations of protégés are meaningless if protégés are not able to define with their mentors the focus of the visit.
4.
 - A. An open, trusting, warm, and personal relationship with protégés is the most important ingredient in mentoring.
 - B. A mentor who is too personal with the protégé risks being less effective and less respected than a mentor who keeps a certain degree of professional distance from the protégé.
5.
 - A. My role during mentoring meetings is to make the interaction positive, to share realistic information, and to help the protégé plan their own solutions to problems.
 - B. The methods and strategies I use with protégés in a meeting are aimed at reaching agreement over the needs for future improvement.
6. In the initial phase of working with a protégé:
 - A. I develop objectives with the protégé that will help accomplish mentoring goals.
 - B. I try to identify the talents and goals of individual protégés so they can work on their own improvement.

7. When several protégés have a similar problem, I prefer to:
 - A. Have the protégé form an ad hoc group to help them work together to solve the problem.
 - B. Help protégés on an individual basis find their strengths, abilities and resources so that each one finds his or her own solution to the problem.
8. The most important clue that an entry-year workshop is needed occurs when:
 - A. The mentor perceives that several protégés lack knowledge or skill in a specific area, which is resulting in low morale, undue stress, and less effective practice.
 - B. Several protégés perceive the need to strengthen their abilities in the same area.
9.
 - A. Practicing mentors should decide the objectives of any entry-year workshops since they have a broad perspective on protégés' abilities and the school's needs.
 - B. Mentors and protégés should reach consensus about the objectives of any entry-year workshop.
10.
 - A. Protégés who feel they are growing personally will be more effective than protégés who are not experiencing personal growth.
 - B. Protégés should employ methods that have proven successful over the years.
11. When I observe a protégés scolding a student unnecessarily:
 - A. I explain, during a post observation conference with the protégés why the scolding was excessive.
 - B. I ask the protégé about the incident, but do not interject my judgments.
12.
 - A. One effective way to improve protégé performance is for mentors to formulate clear professional improvement plans for protégés.
 - B. Professional improvement plans are helpful to some protégés but stifling to others.
13. During a preobservation conference:
 - A. I suggest to the protégé what I could observe, but I let the protégés make the final decision about the objectives and methods of observation.
 - B. The protégé and I mutually decide the objectives and methods of observation.
14.
 - A. Improvement occurs very slowly if beginning teachers are left on their own, but when a group of beginning teachers and their mentors work together on a specific problem, they learn rapidly and their morale remains high.
 - B. Group activities may be enjoyable, but I find that providing individual guidance to a protégé leads to more sustained results.

15. When an entry-year program meeting is scheduled:
- A. All mentors who participated in the decision to hold the meeting should be expected to attend it.
 - B. Mentors, regardless of their role in calling for or planning the meeting, should be able to decide if the workshop is relevant to their personal or professional growth and, if not, should not be expected to attend.

Scoring Key

Step 1. Circle your answers to the inventory in the following columns:

Column I	Column II	Column III
1B	1A	
	2B	2A
3A	3B	
4B		4A
	5B	5A
6A		6B
	7A	7B
8A		8B
9A	9B	
10B		10A
11A		11B
12A	12B	
	13B	13A
14B	14A	
	15A	15B

Step 2. Tally the number of circled items in each column and multiply by 6.7.

2.1 Total responses in Column 1 _____ x 6.7 = _____

2.2 Total responses in Column 2 _____ x 6.7 = _____

2.3 Total responses in Column 3 _____ x 6.7 = _____

Step 3. Interpretation: Refer to the Three Approaches to Mentoring on the following page to gain insight into your scores.

Three Approaches to Mentoring Interpretation

Instructions: The following brief descriptions of the three approaches to mentoring provide a general overview of each approach. After reading each description, reflect on your scores in terms of whether you believe they are personally valid.

2.1 Directive Approach: The product you obtained in Step 2.1 is an approximate percentage of how often you are likely to take a *directive approach* to mentoring rather than the other two approaches.

Mentors with high directive scores may tend to believe that protégés are best supported when their mentors provide professional direction that is grounded in their veteran knowledge and experiences. Consequently, such mentors may feel more comfortable when providing strategic or technical advice.

2.2 Collaborative Approach: The product you obtained in Step 2.2 is an approximate percentage of how often you are likely to take a *collaborative approach* to mentoring rather than the other two approaches.

Mentors who take a predominantly collaborative approach to the mentoring process may tend to believe that protégés benefit most when their mentors relate to them as professional peers. Consequently, such mentors may feel most comfortable when engaged in collegial dialogue or collaborative problem-solving.

2.3 Nondirective approach: The product you obtained in Step 2.3 is an approximate percentage of how often you are likely to take a *nondirective approach* to mentoring rather than the other two approaches.

Mentors who prefer a nondirective style of mentoring may tend to believe that protégés profit most when their mentors provide them with the professional autonomy to find their own way and solve their own problems. Such mentors may feel most comfortable when listening to or encouraging protégés as they seek their own solutions to professional dilemmas.

Source: Adapted from Glickman (1985), pp. 81-84.