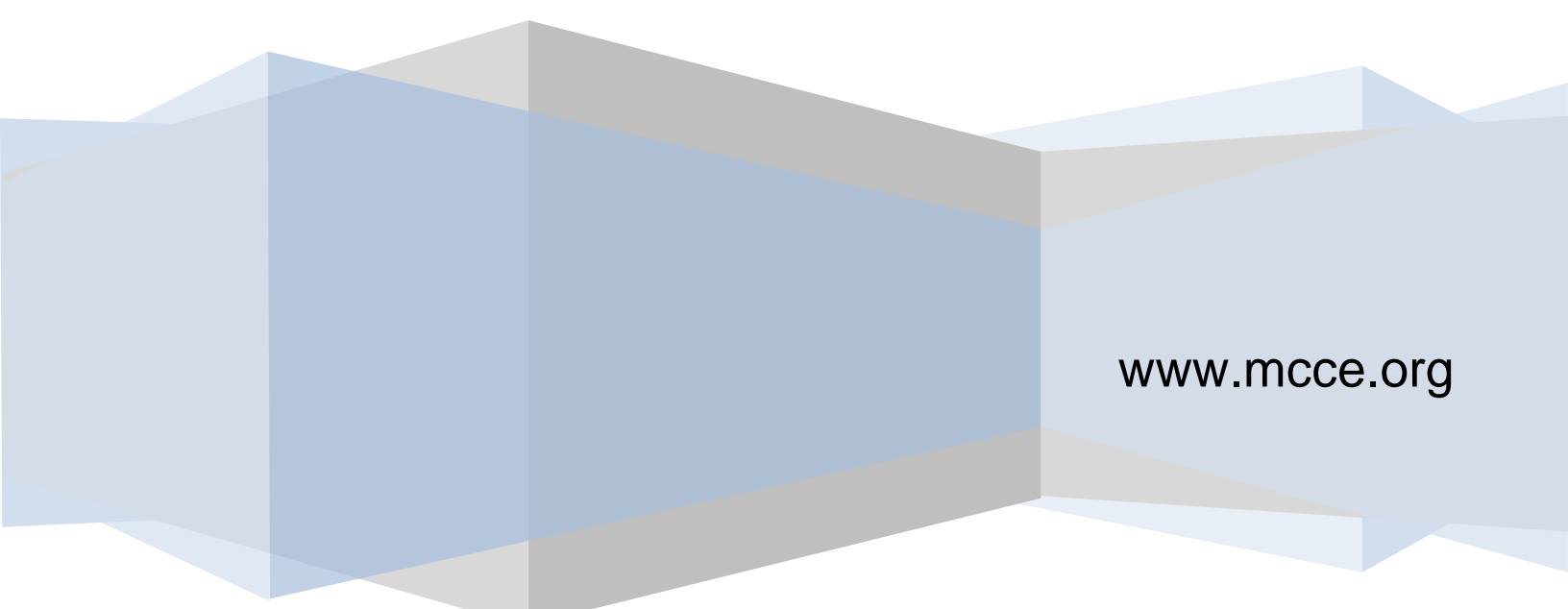


Missouri Center for Career Education

# Career Education Program Mentor Resource and Certification Manual



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

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# MENTOR RESOURCES and CERTIFICATION PROGRAM

Welcome to Mentoring, one of the most rewarding professional experiences you can ever have. You, the mentor are **The Most Important Part** of this mentoring program, and because of your role, you have a responsibility to make this a successful relationship for you and your protégé. Your actions and attitude provide the foundation for this mentoring relationship. This portion of the Teacher Mentoring Notebook is designed for you as a resource to use throughout your mentoring experience. Please take time now to review this resource in order to prepare you to be the best mentor you can be. These materials provide (1) general information about mentoring and (2) resources in each of the following areas:

You, the mentor are  
**The Most Important  
Part** of this mentoring  
program...

- Building Relationships
- Communication Skills
- Adult Learning Styles
- Classroom Observation and Coaching
- Dealing with Conflict
- Classroom Management
- The Missouri Division of Career Education Mentoring Program

Once you have read these materials, you will be asked to sign a form acknowledging your preparedness to be a mentor. Once this form is received at the Missouri Center for Career Education (MCCE), you will be issued a five-year certificate as a trained mentor for the Missouri Division of Career Education Mentoring Program, Department of Elementary and Secondary Education (DESE). You will be placed on a contact list for your section and will be contacted if needed to serve as a mentor, contingent on your administration approval. Your support of this program and new teachers truly is appreciated!

# 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 classroom 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 teachers entering classrooms will leave the profession before they have five years of experience. Beginning teachers can become discouraged because they are expected to perform with the same skill and confidence as colleagues with many years of teaching experience. Mentors can help protégés develop confidence in making informed decisions that enrich professional knowledge and sharpen their teaching 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. You may want to share some of this information with your protégé.

**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 teachers have a positive effect on the quality of a 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 teaching
- 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 teachers in addition to working with your mentor
- Focus on a particular aspect of the class 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 content section ListSrvs
- 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 teaching with others

## **DEVELOPING THE RELATIONSHIP:**

- Establish a warm, genuine, and open relationship that encourages learning.
- Keep in frequent contact with each other. Do not 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 teaching.
- Share your own experiences and insights as a teacher -- 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.
- Create an environment to be open and honest with your needs and those needs of your protégé. Neither you nor your protégé should 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 teaching. 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 teaching. 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!



# COMMUNICATING WITH YOUR PROTÉGÉ

(Adapted from [www.mentoring.org/](http://www.mentoring.org/))

**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.

**Confidentiality:** Maintaining **confidentiality** in this relationship is extremely important. Key to the relationship is a sense of trust. This relationship is to support the practice of teaching, not to evaluate. Maintain two-way communication throughout the mentoring year. Confidentiality is ethically required in order for mentoring to occur. You would only break confidentiality if there is a safety concern. If you have a concern about a confidential issue, contact your Content Expert to discuss the situation. This can be an extension of the relationship when needed.

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

- What is important to you in teaching and working with students?
- Is this your primary subject, or will you have additional responsibilities you might find challenging?
- What is your teaching background?
- What structures have you put in place for implementing classroom management?
- 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. Content Experts and DESE Career Education Program Supervisors are also available to answer questions and share expertise.

**MANAGING THE LONG-DISTANCE RELATIONSHIP:** We are not always fortunate enough to be in the same building or in 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 technology

# 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.

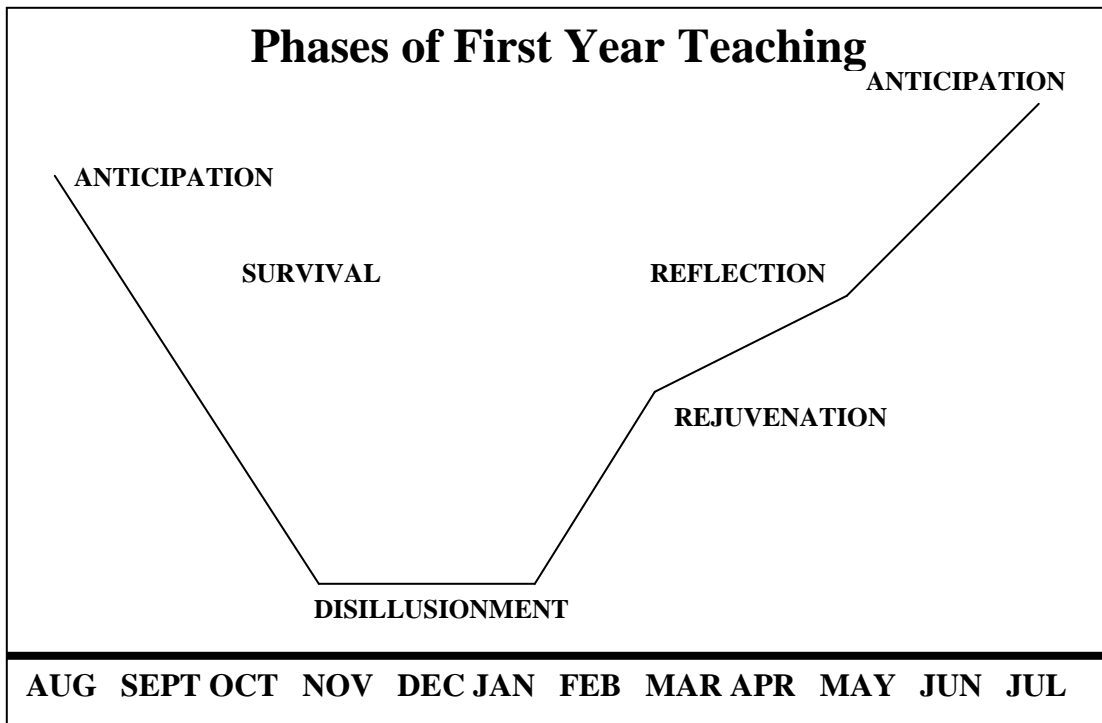
<u>CONSULTING</u>	<u>COLLABORATING</u>	<u>COACHING</u>
<p><b>Purpose:</b> To provide information, technical assistance</p> <p><b>Focus:</b> Includes logistical information (how we do things around here), content and pedagogical knowledge base</p> <p><b>Actions:</b> Providing resources, demonstrations (including model lessons), offering directions (completing forms, where/how to's, etc.)</p> <p><b>Language:</b> Pay attention to ... you should ... it's important that you ... always, keep in mind ...</p>	<p><b>Purpose:</b> To share ideas, to problem-solve</p> <p><b>Focus:</b> Reciprocal support of growth and improvement of practice</p> <p><b>Actions:</b> Brainstorming, co-planning/co-teaching, exchanging resources, action research</p> <p><b>Language:</b> We might ... let's examine ... how might this affect our ...?</p>	<p><b>Purpose:</b> To improve instructional decision-making and increase reflectivity in practice</p> <p><b>Focus:</b> Nonjudgmental support for planning, reflecting, problem solving (cognitive aspects of teaching)</p> <p><b>Actions:</b> Learning-focused conversations, which include inquiry, reflection, and generation of insights regarding professional practice</p> <p><b>Language:</b> 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 teaching year. Studies have shown there are developmental stages in the first year of teaching. The stages will vary with the individual, but the following chart gives an overview of the teaching year. Protégés may find it helpful to know the phases occur as a normal part of the first year of teaching. Mentors benefit from reviewing the phases to raise their level of awareness and sensitivity in working with the protégés.

## PHASES OF FIRST YEAR TEACHING

The school year has ups and downs! In looking at the Phases of First Year Teaching, you can better understand what may be happening at various times throughout the school year. It may offer some insight as to why new teachers 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 teacher (Lipton & Wellman, 2003).



Source: Lipton & Wellman (2003)

**Anticipation:** New teacher begins to anticipate the happenings of the first year of work. When entering the classroom, the teacher holds a commitment to make a difference. This is a very large goal, and teachers 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 teachers are faced with many different problems for the first time and have no past experience to help solve them. Most teachers 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 teachers begin to second-guess their abilities, commitment and worth in the teaching field. Teachers 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 teacher become grounded again. Many times, there will be a clearer understanding of the realities of the classroom and new teachers 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 teachers 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 teachers because teaching is conducted in the isolation of the classroom. Taking 15-20 minutes per week to write your thoughts about teaching can bring teaching practice into focus. Reflective dialogue with a partner is one way of looking at the practice of teaching. Another way is through journal writing of happenings along with your reaction to what happened. Notes about your teaching 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, teaching 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 teaching. These writings can provide a better understanding of your teaching practices (Udelhofen & Larson, 2003).

# ADULT LEARNING STYLES

Following the idea of lifelong learning, new teachers are adult learners. Five basic principles of adult learners are explained below. These principles hold implications for the mentoring relationship. Consider these principles when you and your protégé are 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.

## PRINCIPLES OF ADULT LEARNERS

From "Getting the Most Out of Your AIDS/HIV Trainings"  
East Bay AIDS Education Training Center

(Adapted from California Nurses Association, AIDS Train the Trainer Program for Health Care Providers [1988])

### "Treat Learners Like Adults"

- **Adults are people with years of experience and a wealth of information.** Focus on the strengths learners bring to the classroom, not just gaps in their knowledge. Provide opportunities for dialogue within the group. Tap their experience as a major source of enrichment to the class. Remember that you, the teacher, do not need to have all the answers, as long as you know where to go or who to call to get the answers. Students can be resources to you and to each other.
- **Adults have established values, beliefs and opinions.** Demonstrate respect for differing beliefs, religions, value systems and lifestyles. Let your learners know that they are entitled to their values, beliefs and opinions, but that everyone in the room may not share their beliefs. Allow debate and challenge of ideas.
- **Adults are people whose style and pace of learning has probably changed.** Use a variety of teaching strategies such as small group problem solving and discussion. Use auditory, visual, tactile and participatory teaching methods. Reaction time and speed of learning may be slow, but the ability to learn is not impaired by age. Most adults prefer teaching methods other than lecture.
- **Adults relate new knowledge and information to previously learned information and experiences.** Assess the specific learning needs of your audience before your class or at the beginning of the class. Present single concepts and focus on application of concepts to relevant practical situations. Summarize frequently to increase retention and recall. Material outside of the context of participants' experiences and knowledge becomes meaningless.
- **Adults are people with bodies influenced by gravity.** Plan frequent breaks, even if they are 2-minute "stretch" breaks. During a lecture, a short break every 45-60

minutes is sufficient. In more interactive teaching situations, breaks can be spaced 60-90 minutes apart.

- **Adults have pride.** Support the students as individuals. Self-esteem and ego are at risk in a classroom environment that is not perceived as safe or supportive. People will not ask questions or participate in learning if they are afraid of being put down or ridiculed. Allow people to admit confusion, ignorance, fears, biases and different opinions. Acknowledge or thank students for their responses and questions. Treat all questions and comments with respect. Avoid saying "I just covered that" when someone asks a repetitive question. Remember, the only foolish question is the unasked question.
- **Adults have a deep need to be self-directing.** Engage the students in a process of mutual inquiry. Avoid merely transmitting knowledge or expecting total agreement. Don't "spoon-feed" the participants.
- **Individual differences among people increase with age.** Take into account differences in style, time, types and pace of learning. Use auditory, visual, tactile and participatory teaching methods.
- **Adults tend to have a problem-centered orientation to learning.** Emphasize how learning can be applied in a practical setting. Use case studies, problem solving groups, and participatory activities to enhance learning. Adults generally want to immediately apply new information or skills to current problems or situations.

**Note:** New information and skills must be relevant and meaningful to the concerns and desires of the students. Know what the needs are of individuals in your class. Students do not wish to learn what they will never use. The learning environment must be physically and psychologically comfortable.

# CLASSROOM OBSERVATION AND MEANINGFUL CONVERSATION

As a mentor you will either be visiting your protégé at his/her school or you will have your protégé visit you at your school. Often a protégé may want you to visit his/her school to help the protégé with his/her classroom skills. This section is designed to give you information about observing and offering assistance without evaluating. In the mentor-protégé relationship it is always important for the mentor to assume a supportive role instead of an evaluative role. Mastering these skills will enable you to help the protégé become more reflective about his/her own skills.

An on-site visit provides opportunity to gather more information, observe how things are organized, and review resources. This is another opportunity for you and your protégé to dialogue, share resources, and check your progress as a team working together. Consider making the visit on a scheduled professional development release day unless the visit is to observe student/teacher interactions. The visit is to support the needs of the protégé and not for evaluating teaching. The following guidelines provide ideas and structure to make your school visits effective and learning situations for both you and your protégé.

## HOW TO MAKE SCHOOL VISITS EFFECTIVE

(Sullivan, L., Business Content Expert)

### Preparation

**Look at needs of the protégé to determine goals for the visit.** (Review Focal Points Checklist on page 27 and Decision Points Checklist on page 28 to help determine needs and goals.)

- Does the protégé need help with the classroom layout or organization of files?
- Does protégé want to observe experienced teachers' teaching style and classroom management?
- Does the new teacher need help managing a class made up of students with different levels of mastery or several courses taught at the same time?
- Are there concerns about dealing with mainstreamed special needs students?
- Does the protégé have an MSIP visit soon?
- Does protégé need help assessing equipment needs in time to prepare a grant proposal?
- Does the protégé need the mentor to review curriculum, advisory committee, CTSO handbook/issues, assessment procedures, etc.?

### **Determine who will visit the other's school.**

The decision should be based on answers to these and other questions related to the needs of the protégé. For example, if the protégé feels the need to observe a master business educator, choose the mentor's school. If the protégé wants suggestions on reorganizing the classroom, perhaps the protégé's school should be the visit site.

### **Review school calendars to determine a good date.**

- Unless observation is needed, consider a professional development day for the visit.
- If protégé will be writing a grant or preparing for MSIP, fall would be best to meet deadlines.
- If curriculum and other files are bulky, it may be appropriate to visit the school that requires less transporting of materials.

**Clear the date with both schools' principals** in time for substitute(s) to be scheduled.

- Explain purpose of the visit to the principals.
- Visiting teacher remind principal that cost of sub is covered up to \$70; mileage at \$0.25 per mile.

**Gather materials needed during the visit.**

- Mentor and protégé will gather resources in advance so time will not be wasted searching for them on the day of the visit.
- Mentor may want to start a file of things to share.
- Protégé keep a file of items you would like the mentor to review with you and/or a list of items (and their location) and questions/concerns to ask/discuss with the mentor.

**The day of the visit**

- Visiting teacher reports to the school office and the host teacher meets the visitor there.
- Host teacher introduces visitor to the host's administrator(s).
- Tour the facilities as time permits to give the visitor an overall feel for the school.
- Keep in mind that the visit is not being made to evaluate either the protégé or the mentor.
- Allow time to reflect at the end of the visit; maybe even start completing the visit form.
- Visitor should stop by the office to sign out and, if possible, thank administrator and staff.

**Follow up of visit**

- Complete the report form on page 33 and get it signed by the host teacher and administrator.
- The topics discussed section is a list; strategies are the actions that will take place as a result of the discussion.
- Person making the visit should submit the form to the Content Expert.
- Both protégé and mentor should keep a copy of the completed form.
- Person making the visit should submit an expense form to MCCE for reimbursement for mileage or ask his/her administrator to complete the form for sub reimbursement and send it to MCCE within 30 days.
- Share any additional resources promised during visit.

Having meaningful conversations with your protégé is a must, and these conversations can be after a school visit or via email or phone concerning any problem/issue the protégé has. Below in Reflective Dialogue, several different techniques are described you can use to help your protégé (1) reflect on what happened during a visit or in his/her classroom, and (2) decide how best to handle any concerns/problems. Your use of these techniques with your protégé will help your protégé learn how to solve problems independently—a valued skill your protégé will use long after your mentoring year has ended.



# REFLECTIVE DIALOGUE

(Boreen, J., Johnson, M.K., Niday, D. & Potts, J. [2000].)

## Conferring

Conferring is encouraging beginning teachers to solve their classroom problems by analyzing and talking about their own and their students' behaviors in the classroom. In other words, when mentors are asked how they would deal with a specific situation, they do not respond with what they would do. Instead, mentors ask leading questions that cause the beginning teachers to think about what has occurred and what might have been done differently. Some recommended techniques are:

- Avoid saying “What usually works for me is . . . .”
- Encourage beginning teachers to present several possible solutions to a specific classroom problem.
- Ask the beginning teacher to report back as to the usefulness of each solution that they tried in solving the specific classroom problem.

## Questioning

Questioning is conveying interest in beginning teachers and their concerns. Some recommended techniques are:

- Ask open-ended questions of beginning teachers to identify issues for discussion.
- Encourage beginning teachers to formulate and ask questions to help them develop critical thinking skills.

## Mirroring

Mirroring is describing or “mirroring” the interaction(s) between beginning teachers and their students. Some recommended techniques are:

- Repeat one of the beginning teacher's previous sentences.
- Restate a comment that the beginning teacher made.
- Summarize dialogue and actions.

## Modeling

Modeling is revealing reflective thoughts orally—thinking out loud by mentors—to beginning teachers. This mentoring technique illustrates to beginning teachers that thinking about student learning occurs constantly, both in and out of the classroom. Beginning teachers know how to “act” like a teacher; this technique reveals to them how to “be” a teacher. Some recommended techniques are:

- Show the beginning teacher how you, the mentor, think when you are planning.
- Show the continuous nature of teacher-thinking, which doesn't stop when teachers walk out the school door.
- Let the beginning teacher see you, the mentor, reading professional journals and books, sharing ideas and information with colleagues, and participating in professional associations.

# DEALING WITH CONFLICT

(Much of this information is adapted from content provided by Jane Wolff, FACS Content Expert)

## What if you and your protégé have difficulty in your relationship?

Conflict is generally related to misunderstood communication. In dealing with conflict, think about how you are communicating with your protégé and how your protégé is communicating with you.

Conflict Resolution involves: anger management, active listening, empathy, self-discipline, an understanding of the consequences, non-violent expression of your feelings, non-violent behavior, problem solving, and an appreciation of other's beliefs.

Roadblocks to Communication involve the following types of communication:

- Directing, commanding
- Warning, threatening, persuading with guilt
- Moralizing, preaching, proselytizing
- Advising, providing answers or solutions
- Ridiculing, disapproving, name-calling
- Judging, criticizing, disagreeing
- Diagnosing, psychoanalyzing, reading “meaning” into a situation/words
- Cross-examining, prying, interrogating

Seven guides for better listening are:

1. Spend more time listening (close your mouth)
  2. Find interest in the other person
  3. Stay out of the way
  4. Listen to what people say “between the lines”
  5. Make notes
  6. Assume a listening body posture
  7. Be aware of personal “filters” or biases (i.e. going easier on the cheerleader or football player)
- In order to more actively listen and thus avoid conflict, try the following:
- Think carefully about your initial response
  - Listen for sense data--the underlying feeling your protégé is expressing
  - Recognize and accept feelings
  - Feed the feelings back--interpret what was heard
  - Trust--express trust that the other person can do something about the situation

Assertive communication will help you focus on the problem and not on the personality:

1. Constructive Assertiveness
  - Communicate concerns clearly
  - Insist behavior be corrected
  - Resist being manipulated
2. Empathetic Responding
  - Listen for protégé's perspective
  - React in ways that encourage further discussion
3. Problem Solving
  - Identify the problem
  - Identify and select solution
  - Obtain commitment

Once you have obtained a commitment, hold each other to that commitment. Most likely you will see the conflict begin to disappear and the relationship to grow. If this is not the case, please contact your Content Expert for assistance. It is his/her role to mediate the relationship and if necessary sever the pairing.

**HANDLING CONCERNS BEYOND THE CONTENT AREA:** Some issues may surface for the protégés that stem from their school or district. The protégés 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 also may be dealing with vague expectations from an administrator, policy questions, lack of useful feedback at their building, and in-service that does not appear to meet their needs. Such issues are more related to the home district. The mentors can show support by encouraging the protégés 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 content mentor is to support the work and encourage professional growth in the content area. There will be local needs that a local mentor may better address.

# CLASSROOM MANAGEMENT

Although you are most likely an excellent classroom manager or you would not be a mentor, it is often difficult to translate what you do into practical suggestions for the new teacher. Over and over we see this is often the most difficult aspect of teaching for new instructors. Feel free to assist your protégé with ideas from your classroom; but if you encounter things you have no suggestions for or need additional ideas, this section may be able to help you. **Remember**, encouraging the protégé to be self-reflective is the desired way to help him/her develop methods to handle all problems including classroom management. If problems continue to occur, contact your Content Expert for his/her input.

## SOME GENERAL TIPS ON CLASSROOM CONTROL

(Adapted from content provided by Jon Ulmer, Ag Ed Content Expert)

Teachers should create the greatest possible learning situation for Jack and Jill and maintain proper classroom control to make it possible. Try these techniques. Revise as needed:

- Be in the room ahead of time and start the class promptly.
- Utilize the tendencies of students to behave well in a new environment.
- Set standards and limits the first day. Let the students help. Put the standards in writing.
- Learn and use students' names as soon as possible. Pronounce them correctly.
- Be PREPARED! Teacher preparation is critical.
- Be CONSISTENT! Never discipline one time and ignore the next. Never nod to a "pet" with a special privilege.
- Make assignments appropriate for students. Recognize individual differences and vary the kind and amount of assignment to keep everyone working to his/her capacity.
- At the end of a week or two, review the classroom standards.
- Maintain a reserve. Never expose your whole hand. Do not paint yourself into a verbal corner with too many threats or promises. Learn from the example of the solid, unexposed portion of the iceberg.
- Use surprise – an interesting video, an outside speaker, a change in classroom routine. Students like variety that leads to pleasant experiences.
- Make your classroom a place where students practice the kind of behavior that leads to greatest learning. It need not be a mausoleum nor an Armageddon.
- Know what you should do next. Show students that you are "organized."
- When challenged by a student, do not take it personally. Consult your classroom and building standards and follow them impartially.
- Speak with a low, well-modulated voice. Pause and wait if necessary for attention and quiet. Do not try to shout over the noise – it will get worse.
- Ask a misbehaving student a direct question. Look him/her straight in the eye. Follow with another question if necessary.
- Be your strictest at the beginning of the term. You can always loosen up, but tightening up is not so easy.

- Praise students before the class. Reprimand in private if you must.
- If the whole class gets fidgety and squirmy, change the teaching procedure. Keep a healthful, comfortable room environment.
- Confer often with parents, keep them as partners. You'll need their help with classroom problems.
- See that each student experiences success.

## **PROBLEM TYPES AND PROBLEM SITUATIONS**

If only discipline problems were all the same and had pat answers! But they are not, and they do not. A few problem types follow, along with suggestions for handling. Each type will need some adapting by the problem-ridden teacher.

**Students who refuse to do schoolwork.** Students who refuse to do schoolwork are most frustrating and annoying to teachers. Unless the problem is resolved, it will mushroom and have a negative effect on the progress of other students and their attitude about schoolwork. Try these techniques:

1. Students should not be allowed to refuse to do assignments. Obviously, there is a reason for this type of behavior. Speak with the student in private to find out why he/she will not do his/her assignments. Check the student's file. Confer with counselor, principal, or parent.
2. Be sure that the assignments are reasonable and that the student can do the work. Settle for nothing less than honest student performance.
3. Allow the student an opportunity to complete the unfinished assignments within a reasonable time period, but be sure there are consequences.

**Students who do school work dishonestly.** A student who does his/her schoolwork dishonestly has not only developed a poor habit, but misses learning opportunities. If the student gets away with cheating, others may try the same thing. Try these techniques:

1. Look for signs of cheating. When a student is caught, indicate that you will not accept schoolwork accomplished by cheating.
2. Remove as many temptations as possible for cheating in your classroom.
3. If a student cheats because he/she feels they cannot do work well by doing it honestly, help them realize that they are cheating themselves and that you will only accept work which is done honestly. If the student denies cheating, try to show evidence of your observations of the cheating.
4. If the cheating persists, contact the student's parents for a conference. Include the student in the conference. Share your observations and evidence of cheating. Check for excessive home pressure or unrealistic expectations.
5. Make classroom rewards higher for honest work than for "cribbed" papers.

**Students who are restless and fidgety.** Fidgety behavior in the classroom interferes with a student's school work as well as annoys others. Most often this restlessness is due to students being nervous, tired, or not having enough schoolwork to do in the classroom. Try these techniques:

1. Review the student's "permanent record" for tips on why he/she behaves this way. A conference with the parents might shed some light.
2. If you find the cause, remove or relieve it by suggesting to parents the cause, or refer the student to the school nurse or counselor. There may be some physical disability affecting the behavior.
3. This is a good place to be flexible. Recognize that some students are physically incapable of sitting still and need opportunities to move about. Plan built-in changes of pace.

**Students who are hostile.** Most classrooms have at least one student who has a short temper or who expresses hostility. The student most often blames others for the way he/she feels. Try these techniques:

1. Seat the student near those with whom he/she gets along and as far away from "enemies" as possible.
2. Give the student a chance to "cool off" before trying to find out causes for fights or arguments. A softer, calmer student will be much more receptive to reason. Do not argue with the student.
3. Speak with the student in private. Explain that it is human for people to be angry, but it is unacceptable to exhibit anger in public. If the student blames others, try to reason with him/her.
4. Consult with parents. Indicate your observations of anger and fighting and the consequences it is having on his/her personality, schoolwork, and the attitudes of others toward him/her.
5. Notify the principal. Follow his/her suggestions. If necessary, schedule a student-teacher principal-parent conference.

**Students who are "noisy".** This discipline problem is one of the most frequent causes of poor classroom control. Try these techniques:

1. Make certain an adequate amount of work is assigned to students. Extra work which is of interest to students should be made available for those who complete assignments early.
2. Stop unwanted noise as soon as it starts. Students will not get quiet on their own.
3. Separate the most talkative.
4. Avoid speaking in a loud voice. Students tend to be "loud" if you are. Speak in moderate or low voice and expect students to do the same.

# THE MISSOURI DIVISION OF CAREER EDUCATION MENTORING PROGRAM

## MENTORING PROGRAM COMPONENTS

The Career Education Mentoring Program provides support and guidance for new teachers by encouraging activities the protégé wants to accomplish with assistance from the mentor. At the fall introductory meeting, you and your protégé will complete the Decision Points Checklist and Individual Mentoring Plan and review the Focal Point Checklist to help guide your team's mentoring experiences throughout the year.

**So what do I, the mentor, need to do?** Below is a listing of the expectations of first-year mentors:

1. When asked to be a mentor, you will receive a contract. This contract must be returned to MCCE by September 30<sup>th</sup>.
  - a. Attend the Fall Kick-off Meeting and meet your protégé; during the meeting you will have the opportunity to:
  - b. Begin initial communication with your protégé
  - c. Complete the Decision Points Checklist
  - d. Discuss the Focal Point Checklist as a means to focus on protégé's concerns
  - e. Begin or complete the Individual Mentoring Plan (IMP) with your protege for year one
2. Review timelines for submission of required forms to MCCE and Content Expert(s).
3. Complete a Mentor Comment Form for your protégé for each completed experience. Protégés are expected to complete two experiences per semester for each of four semesters. You will review them and offer suggestions, as well as positive feedback. This comment form is sent to both the protégé and the Content Expert(s). The form (as are all forms) is available electronically at [mcce.org](http://mcce.org)
4. During the first year only a visit between the protégé and mentor is required. This visit can take place at either person's school depending on the needs of the protégé. Reimbursement guidelines and the Mentor/Protégé Visit Report form are available online at [mcce.org](http://mcce.org)
5. Attend any other meetings required by your section (usually no more than one a year and often a piece of an already planned meeting). Often MoACTE is used for the end of year one and the beginning of year two.
6. Communicate regularly with your protégé during the two-year commitment.
7. Complete the evaluation at the end of each year.

When you have completed the above responsibilities, you will receive your mentoring stipend before June 30 each year.

Below are more complete details about the forms you and your protégé will be using and the activities the two of you will participate in during your mentoring relationship. These forms are included with these materials (pp.29-34) and also are found online at [mcce.org](http://mcce.org)

**FOCAL POINTS CHECKLIST:** This checklist is a research-based list of areas of concern indicated by new teachers. Review this list with your protégé to determine the issues that concern your protégé the most; these concerns may offer some suggestions of activities to be included in your protégé's Individual Mentoring Plan (IMP).

**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 identify reporting and record keeping practices.

**THE INDIVIDUAL MENTORING PLAN (IMP):** Completing the IMP will identify goals and experiences that support work the protégé needs to accomplish during the teaching year. The completed Focal Points Checklist, the Decision Points Checklist, the listing of suggested experiences, and the Tips on Clarifying the Mentoring Experience will help you guide your protégé as he/she decides on the appropriate activities to pursue. Also, together you and your protégé will decide on the strategies needed to accomplish these activities and the target dates for each. This plan can be revised at any time during the year; however, any revision of the Plan should be relayed immediately to your content expert(s).

**SELF –ASSESSMENT RUBRIC:** 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 Content Expert(s) for suggestions.

**MENTORING EXPERIENCES FOR EACH SEMESTER:** Your protégé will work on two mentoring experiences each semester, which are planned around the content area program standards. A listing is provided in the Teacher Mentoring Notebook, but the protégé and mentor may propose other experiences pertinent to the protégé's teaching responsibilities. If the protégé and mentor select an experience not included on the suggested list, a written description of the experience must be submitted to, and approved by, the appropriate content expert. The Content Expert(s) and DESE staff will be available to help teams design the IMP.

As the work is in progress, you can work with the protégé to complete the experiences. The protégé then sends the completed experiences to you, the mentor, for review. Following your review of each, you complete a Mentor Comment Form and forward it to your Content Expert(s). This form indicates you and your protégé have been working together and your protégé has completed the work for that specific experience from the Individual Mentoring Plan. The team is allowed flexibility in selecting the appropriate experiences and adjusting the timelines.

**ON-SITE VISIT:** This visit is required, and guidelines for scheduling and planning for this visit are found on page 12 of this training manual.

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



## **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 subject area
- Share tips on working with other teachers
- Brainstorm ideas for helping develop lesson plans
- Provide sample lesson plans, if appropriate
- Share classroom management techniques
- Visit about career and technical student organizations (CTSO)
- Examine student work together via email, fax, or mail
- Share reports completed in state reporting
- Demonstrate record keeping
- Visit another teacher's classroom in the district, and discuss the observation afterward
- Ask questions to help prioritize issues and concerns
- Develop an action plan for professional growth
- Share resources, materials for a curriculum unit, professional readings, etc.
- Attend a workshop together
- Role model all aspects of professionalism
- Encourage reflection

# 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 classroom instruction 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.

As you complete this training, please reflect on your experiences as a teacher and think back to your first day in the classroom! You will truly make a difference in a new teacher's life. Thank you for participating in this program.

Please complete, sign, and date the Completion of Mentor Training Form on the following page and mail it to:

Mentoring Program  
MCCE  
TR Gaines 302  
University of Central Missouri  
Warrensburg, MO 64093

Or go to [www.mcce.org](http://www.mcce.org) and complete the mentor training form there and send it electronically.

# COMPLETION OF MENTOR TRAINING FORM

Name\_\_\_\_\_

Teaching Content Area\_\_\_\_\_

DESE Section (Circle One): HS T&I FACS AG BUS MKTG TECH ED

School\_\_\_\_\_

School phone number\_\_\_\_\_

Home phone number \_\_\_\_\_

Email Address\_\_\_\_\_

I have read the mentor training materials, understand my responsibilities as a mentor, and agree to serve as a mentor as needed over the next five years. I understand I will be contacted regarding my availability during any specific year, and my serving as a mentor during any year is contingent on my administration's approval.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Mail Completed Mentor Training Form to:

ATTN: Lacey Fischer  
Mentoring Program  
MCCE  
TR Gaines 302  
University of Central Missouri  
Warrensburg, MO 64093

## REFERENCES & RESOURCES

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## FOCAL POINTS CHECKLIST

Challenges	Concerned	Confident
<b><i>Classroom Management</i></b>		
Cannot anticipate many behavioral events that occur in the classroom		
Often feel unprepared and out of control when disruptions occur		
Feel incompetent due to not knowing how to handle classroom problems		
Exhibit anxiety when they cannot control distractions		
<b><i>Time Management</i></b>		
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		
<b><i>An Overwhelming Workload</i></b>		
Can include assignments within and outside of the teaching 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		
<b><i>Classroom Instruction</i></b>		
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		
<b><i>Technology in the Classroom</i></b>		
Continual change in technology and knowing how to use it		
Limited number of and less than desirable equipment		
<b><i>High-Stakes Accountability</i></b>		
Wrestle with matching classroom learning objectives to assessments with standards and benchmarks		
Feel anxiety over being accountable for student performance		
<b><i>Socio-cultural Awareness of Sensitivity</i></b>		
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		
<b><i>Student Motivation</i></b>		
Concern students will not be receptive to instruction and refuse to learn		
Unsure how to deal in a mainstreamed classroom of special needs students		
<b><i>Solitary Work Environment</i></b>		
Feeling of loneliness and isolation		
Feel alone with students all day and void of adult interaction		
<b><i>Relationships with Parents and Colleagues</i></b>		
Worries about parent conferences and conflicts		
Confrontations with colleagues		
Fear of not "fitting in"		

## DECISION POINTS CHECKLIST

This checklist is designed to assist in exchanging information and generating ideas in planning the mentoring year. Check the yes column if it was discussed and make notes regarding interest and/or expected action.

DECISION POINTS	YES	NOTES/ACTIONS
<b>Communication Plans</b>		
Preferred type: phone, email, fax, other		
Best time to be reached		
Frequency of communication		
Visit is planned, when & where		
Reflection practices planned		
<b>Possible Areas of Collaboration</b>		
Classroom management		
Time management		
Managing work load		
Classroom instruction/learning activities		
Technology		
Accountability		
Socio-cultural awareness		
Student motivation		
Handling solitary work environment		
Working with parents and colleagues		
Program area resources		
<b>Additional Areas</b>		
State reporting		
Certification requirements		
Student organization		
Record keeping		
Professional organizations		
Cooperative strategies, if relevant		

Mentoring Partner contact information:

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Content Expert(s) contact information assigned to our team:

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DESE Staff and contact information:

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# Missouri Division of Career Education

## INDIVIDUAL MENTORING PLAN

### Year One

School Year \_\_\_\_\_

Program Area \_\_\_\_\_

Mentor \_\_\_\_\_

Protégé \_\_\_\_\_

Mentor's School \_\_\_\_\_

Protégé's School \_\_\_\_\_

Mentor's Email \_\_\_\_\_

Protégé's Email \_\_\_\_\_

Mentor's Phone \_\_\_\_\_

Protégé's Phone \_\_\_\_\_

<b>Mentoring Goals/Activities</b>	<b>Strategies</b>	<b>Target Date</b>	<b>Date Achieved</b>	<b>Comments</b>
(insert activity description here)	(insert strategies for completing activity here)			
(insert activity description here)	(insert strategies for completing activity here)			
(insert activity description here)	(insert strategies for completing activity here)			
(insert activity description here)	(insert strategies for completing activity here)			
(insert activity description here)	(insert strategies for completing activity here)			
(insert activity description here)	(insert strategies for completing activity here)			

# Structured Experience Mentor Comment Form Year One

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

Submit one copy to your assigned content expert  
Send one copy to the protégé.  
Retain one copy for mentor files.

---

Mentor's Signature



# MEASURING THE MENTORING COMMITMENT

## Self-Assessment Rubric

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

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

# Mentor/Protégé Visit Report

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

**PROGRAM AREA:**

**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.

Related expense reimbursement form must be completed, signed, and mailed to: **Mentoring Program, MCCE – CMSU, Warrensburg, MO 64093**

\_\_\_\_\_  
**Visiting Partner Signature**

\_\_\_\_\_  
**Administrator Signature**

Submit one copy to your assigned content expert  
Send one copy to the protégé  
Retain one copy for mentor files.