

---

# Contents

---

<b>Preface</b>	<b>vii</b>
Acknowledgments	viii
<b>About the Developers</b>	<b>ix</b>
<b>Chapter 1</b>	
<b>Introduction</b>	<b>1</b>
Defining the High-Performance Mentor	1
How Was <i>High-Performance Mentoring</i> Developed?	5
What Materials and Methods Constitute the <i>High-Performance Mentoring</i> Program?	9
<b>Chapter 2</b>	
<b>Designing a <i>High-Performance Mentoring</i> Program</b>	<b>10</b>
Program Contexts: Formal and Informal	10
Expectations for Mentor Performance	10
Selection Process for Mentor Teachers	11
The Nature of Mentor Training	12
Matching of Mentors and Mentees	12
Compensation of Mentors	14
Assessment of Program Quality	14
Level of Administrative Support	15
<b>Chapter 3</b>	
<b>Planning a <i>High-Performance Mentoring</i> Workshop</b>	<b>17</b>
Selecting Workshop Facilitators	17
Identifying Workshop Participants	18
Selecting and Preparing the Workshop Site	19

<b>Chapter 4</b>		
<b>Facilitating a <i>High-Performance Mentoring</i> Workshop</b>		<b>22</b>
The Basic 3-Day Workshop		22
How to Use This Guide to Facilitate the Workshop		22
Alternative Ways of Using Workshop Modules		23
<b>Chapter 5</b>		
<b>Mentor Teachers as Teacher Leaders</b>		<b>24</b>
Lead Mentors: Roles and Responsibilities		24
<b>Chapter 6</b>		
<b>Facilitator's Guide to Workshop Modules</b>		<b>26</b>
<b>Part One:</b>	<b>Reflecting on Mentoring</b>	<b>27</b>
Module 1:	Mentoring: Reasons and Rewards	27
Module 2:	Exploring the Principles of Mentoring	34
Module 3:	Defining the High-Performance Mentor	41
Module 4:	The Challenges of Mentoring	54
<b>Part Two:</b>	<b>Knowing the Beginning Teacher</b>	<b>61</b>
Module 5:	Beginning Teachers: Four Perspectives	61
Module 6:	Common Problems of Beginning Teachers	71
Module 7:	Developmental Stages of Concern	79
Module 8:	Beginning Teachers: Theory to Practice	88
<b>Part Three:</b>	<b>Adapting Mentoring Practice</b>	<b>92</b>
Module 9:	Exploring Our Beliefs About Mentoring	92
Module 10:	Developmental Mentoring: An Introduction	101
Module 11:	Developmental Mentoring: A Case Study	107
Module 12:	Developmental Mentoring: Theory to Practice	114

<b>Part Four:</b>	<b>Being the Professional Helper</b>	<b>121</b>
Module 13:	Mentoring as a Helping Relationship	121
Module 14:	Types of Mentee Requests for Help	130
Module 15:	Helpful and Not-So-Helpful Responses	138
Module 16:	Helping Relationships: Theory to Practice	143
<b>Part Five:</b>	<b>Coaching for Classroom Success</b>	<b>150</b>
Module 17:	Mentoring: The Missing Analogue	150
Module 18:	Instructional Coaching: An Introduction	155
Module 19:	Preperformance Coaching	161
Module 20:	Observation Methods: An Introduction	168
Module 21:	Classroom Teaching Episode: Clinical Practice	173
Module 22:	Postperformance Coaching	182
Module 23:	Final Reflections	190
<b>Part Six:</b>	<b>Exploring the Role of School Administrators</b>	<b>194</b>
Module 24:	The Role of Administrators in Mentoring Programs	194
Module 25:	What to Do About Ellen?	198
<b>Resources</b>		<b>202</b>
<b>References</b>		<b>209</b>
<b>Suggested Readings</b>		<b>211</b>

---

# Preface

---

The mentoring of beginning teachers has become an increasingly common practice throughout the United States. Although this trend is an encouraging sign that educators and legislators alike recognize the importance of entry-year support as a significant bridge to professional practice, the quality of entry-year programs varies widely from state to state and from school district to school district. One of the key variables responsible for such differences is the caliber of training offered to or required of mentor teachers. *High-Performance Mentoring: A Multimedia Program for Training Mentor Teachers* was designed to help school districts deliver a comprehensive mentor teacher training program.

The *High-Performance Mentoring* workshop is based on six essential qualities of the high-performance mentor teacher. Each of the six qualities is further articulated in the form of five performance standards that describe how each respective quality manifests itself in the knowledge, skills, and values of a mentor teacher. In addition to providing the objectives for the workshop, these quality and performance standards can be used by mentors to stimulate reflection and self-assessment. Importantly, they can also serve as a valuable resource to lead mentors or school administrators desiring to more clearly articulate the expectations for mentor teacher performance.

Conceptually grounded mentor training, although a key ingredient of successful programs, is only one of several factors influencing program quality. Consequently, Chapter 2 of *High-Performance Mentoring* describes the key variables that distinguish between *formal* and *informal* programs. Among other topics, it includes detailed descriptions of alternate methods for selecting, matching, and supporting the work of mentor teachers, as well as methods for assessing the impact of mentor-based, entry-year programs.

Chapter 3 is dedicated to helping program leaders effectively plan a *High-Performance Mentoring* workshop. Specific topics include identifying prospective participants, selecting and developing workshop facilitators, and preparing the workshop site. Chapter 4 provides instructions on how to effectively facilitate the *High-Performance Mentoring* workshop or adapt the materials to meet local program needs. Although the first 23 instructional modules constitute a comprehensive 3-day workshop, they also can be used to offer six 3-hour workshops, each focused on a different dimension of high-performance mentoring.

A quality mentor-based, entry-year program, in addition to providing support for beginning teachers, can offer mentor teachers a significant pathway for their ongoing professional development. Chapter 5 discusses the role of lead mentors and the various leadership roles and responsibilities they can assume in a mentoring program.

Finally, Chapter 6 provides detailed instructional plans for each workshop module, including sample scripts for facilitators to use in delivering the program. Each module is supported by PowerPoint® slides and one or more video programs designed to support or reinforce the instructional objectives of the module. These electronic media, in conjunction with print materials from the *Participant's Notebook*, are designed to encourage participants to reflect on and discuss the various dimensions of high-performance mentoring.

## **Acknowledgments**

*High-Performance Mentoring: A Multimedia Program for Training Mentor Teachers* is the product of the work of many talented and dedicated people. Eric Johnson of Educational Video Publishing of Yellow Springs, Ohio, was responsible for the video production and editing of the video programs that support the workshop modules. Todd Matthews, graduate research assistant at the University of Dayton's School of Education, provided valued technical and editorial support in the preparation of the final manuscripts and the development of the CD-ROM.

We owe a special debt of gratitude to the many exemplary professionals who thoughtfully and enthusiastically shared their expertise by serving as videotape panelists. Rachel Dieringer, Mildred Albert, Maria Vermes, and Richard Ko represented beginning teachers and shared the challenges and rewards of the first year of teaching. Barb Roberts, Mike Pekarek, Frances Thomas, and Elizabeth Banks deserve thanks for representing the important perspectives of veteran high-performance mentor teachers. Mary Henderson, Norma Gaston, Barbara White, and Gary Anderson thoughtfully captured the views of school administrators.

Soammy González, Monica Fossas, Beverly Tillman, and Kristin Fantaci made significant contributions by modeling mentors and mentees in problem-solving conferences. And a special thank-you goes to first-year teacher Melissa Shearer for allowing us the privilege of filming a lesson with her seventh-grade science students. Thanks also to Kevin O'Brien, Melissa's mentor, for modeling the mentor's role as instructional coach.

Finally, we would like to express our special appreciation to the hundreds of mentor teachers who helped us field test the *High-Performance Mentoring* workshop.

James B. Rowley

## Introduction

Welcome to *High-Performance Mentoring: A Multimedia Program for Training Mentor Teachers*. This program was designed to support your efforts to deliver a quality mentor-based, entry-year program supported by comprehensive mentor training. Although the primary focus of any mentoring program is to support beginning teachers in the hopes of improving student learning, *High-Performance Mentoring* also recognizes mentoring as an important opportunity to enhance the professional development of mentor teachers as well.

The *High-Performance Mentoring* workshop was designed to provide schools with all the resources necessary to deliver a comprehensive professional development experience for prospective or practicing mentor teachers. All workshop modules employ multimedia to engage participants in an interactive professional development environment. The central goal of the program is to help mentor teachers reflect on and acquire the six essential qualities that define the high-performance mentor teacher (Rowley, 1999). These six qualities, introduced below, and their 30 related performance standards, are fully articulated in the High-Performance Mentoring Matrix (see Figure 1.1).

## **Defining the High-Performance Mentor**

### **□ *Quality 1: Commits to the Roles and Responsibilities of Mentoring***

The commitment of veteran teachers to the roles and responsibilities of mentoring is a critical factor in predicting the success of individual mentor-mentee relationships. High-performance mentors are highly committed and maintain that commitment even in situations where the beginning teacher does not reciprocate it. What is the source of such commitment? In most cases, it flows naturally from a genuine desire to help a beginning teacher find success and gratification in their new work. Frequently, it is articulated as a desire to pass on experience-based knowledge or as a way to honor the memory of someone who helped the mentor through his or her own first year.

High-performance mentors demonstrate their commitment by dedicating the scheduled and unscheduled time to support their mentee. They willingly participate in mentor training and regularly attend district meetings related to the mentoring program. They are reflective practitioners who engage in self-assessment of their own teaching and mentoring performances. They are trustworthy human beings committed to maintaining congruence in their mentoring words and actions. Finally, and perhaps most importantly, they persist in their efforts to support their mentees despite the obstacles and setbacks that can present themselves in any helping relationship.

### **□ *Quality 2: Accepts the Beginning Teacher as a Developing Person and Professional***

High-performance mentor teachers recognize that the foundation of the mentoring relationship is their nonjudgmental acceptance of the beginning teacher. This is an important attribute for obvious reasons, but it is particularly significant in school-based mentoring programs where beginning teachers are commonly assigned to mentors prior to having the opportunity to develop a personal relationship. The serendipity of such a system requires that mentor teachers be prepared to work with many types of beginning teachers who predictably display a wide range of personal and professional characteristics.

High-performance mentors endeavor to see the world from the mentee's point of view. When that is not possible through observation alone, they engage mentees in conversations aimed at evoking clearer understanding of thoughts and feelings.

In addition, they avoid the trap of assuming that beginning teachers begin the first year of teaching with highly developed skills. Instead, they are prepared to offer technical assistance without causing mentees to feel inadequate or poorly prepared. They demonstrate a willingness to think like a first-year teacher, which enables them to anticipate the needs of mentees that otherwise could be overlooked. Finally, through

mentor training they have acquired research-based and theoretical perspectives on beginning teachers that position them to recognize and effectively respond to a variety of problems and concerns.

□ ***Quality 3: Reflects on Interpersonal Communications and Decisions***

Communication is the singularly most powerful tool mentor teachers have at their disposal. High-performance mentors are aware of that power and use it thoughtfully in the best interest of their mentee's personal and professional development. They are reflective communicators who make thoughtful decisions about what, when, where, and how to send the messages they believe their mentees need to hear. At the same time, they are highly conscious of the need to be effective listeners who, in a variety of ways, let mentees know that they are present in the conversational moment and not distracted by personal issues and agendas. Through mentor training, they have developed new perspectives on effective communication in a helping relationship and are able to adjust their communication behaviors to meet the developmental needs of their mentees.

Finally, high-performance mentors are keenly aware that trust is foundational to their success. Consequently, they maintain the confidentiality of their relationships with beginning teachers.

□ ***Quality 4: Serves as an Instructional Coach***

In many mentoring programs there is no clear expectation that mentor teachers will provide *systematic instructional support* to beginning teachers. Instead, it is often assumed that the classroom performance of beginning teachers will improve as a result of simply being in a mentoring relationship and having occasional conversations with their mentors. Such conversations are typically prompted when a beginning teacher seeks advice or resources, or when the mentor recognizes signs of frustration and offers understanding or advice. Clearly, beginning teachers can and do make improvements in programs where support is delivered in this fashion. However, such an approach does not constitute systematic instructional support.

When asked if they ever observe their mentee's classroom performance, many mentors explain that they are not supported or encouraged to do so, or that is not their job to "evaluate the mentee."

In contrast, high-performance mentors understand the difference between observation and evaluation and recognize the role that observation can play in providing effective instructional support. High-performance mentors accept the role of being an instructional coach and dedicate themselves to employing effective coaching strategies. They value the power of shared experience as the stimulus to meaningful dialogue

about teaching and learning. Consequently, whenever possible, they promote opportunities to engage in team-planning and team-teaching activities with their mentees. Through mentor training, they have developed skill in the clinical cycle of supervision and are familiar with diverse methods of observing classrooms. Finally, they know and model effective instructional practices.

#### ❑ ***Quality 5: Models a Commitment to Personal and Professional Growth***

High-performance mentors are visible models of adult learners. They openly discuss their professional interests and pursuits with their mentees. They share their enthusiasm for developing new knowledge and skills and engage mentees in collegial conversations about teaching and learning. High-performance mentors pursue professional growth opportunities in an effort to enhance their classroom performance or their impact as mentor teachers. They inform their mentees of available professional growth opportunities and encourage them to participate. Finally, they openly acknowledge their personal and professional failures and misjudgments, thereby helping beginning teachers recognize that good teachers are fallible human beings who learn from their mistakes.

#### ❑ ***Quality 6: Communicates Hope and Optimism for the Future***

Encouragement and praise are sources of energy and inspiration to beginning teachers, who frequently have a strong need to be accepted as members of the school community and affirmed as competent peers. High-performance mentors are liberal with encouraging remarks and comfortable giving praise, especially when they can ground it in a specific experience or performance. They hold and communicate challenging but realistic expectations for their mentees. Importantly, they are also willing to disclose their own professional trials and triumphs as a way of acknowledging the complex and difficult nature of quality classroom teaching. Finally, high-performance mentors are proud of their chosen profession and dedicated to its continued advancement.

### ***How Was High-Performance Mentoring Developed?***

The *High-Performance Mentoring* workshop is based on a review of the literature regarding the design and delivery of effective mentor teacher training programs. In addition, it was specifically designed to help prospective or practicing mentors acquire the knowledge, skills, and values articulated in the High-Performance Mentoring Matrix. Based on in-depth interviews with veteran mentor teachers, beginning teachers, and school administrators, the matrix constitutes a framework for the professional practice of mentor teachers.

The development of the *High-Performance Mentoring* workshop modules was based on the following design parameters. The modules would:

- ❑ Be anchored to the High-Performance Mentoring Matrix
- ❑ Introduce participants to research-based and theoretical perspectives on the mentoring process and the lives of beginning teachers
- ❑ Engage workshop participants in reflection and dialogue on the six qualities and 30 performance standards of high-performance mentors
- ❑ Provide workshop participants, via video, exposure to the wisdom and practice of experienced mentor teachers
- ❑ Provide workshop participants, via video, insight into the lives of the first-year teacher as described by four beginning teachers

As a result, 23 workshop modules were developed and structured into a recommended 3-day training agenda (see Figure 1.2). In addition, two supplementary modules were developed to address the role of school administrators in mentoring programs. The instructional modules were then field tested in urban, suburban, and rural schools.

The *High-Performance Mentoring* workshop is divided into five parts, each of which addresses a specific dimension of mentoring that has been recommended for inclusion in a quality

## Suggested Workshop Agenda

### Day One

<i>Time</i>		<i>Module</i>	<i>Title</i>
8:00-8:30			Registration, Welcome, and Introductions
8:30-9:15	Part I	1	Mentoring: Reasons and Rewards
9:15-10:00		2	Exploring the Principles of Mentoring
10:00-10:15			BREAK
10:15-11:00		3	Defining the High-Performance Mentor
11:00-11:30		4	The Challenges of Mentoring
11:30-12:30			LUNCH
12:30-1:15	Part II	5	Beginning Teachers: Four Perspectives
1:15-2:00		6	Common Problems of Beginning Teachers
2:00-2:15			BREAK
2:15-2:45		7	Developmental Stages of Teacher Concern
2:45-3:30		8	Beginning Teachers: Theory to Practice

### Day Two

<i>Time</i>		<i>Module</i>	<i>Title</i>
8:15-8:30			Welcome Back, Reflections, and Questions
8:30-9:00	Part III	9	Exploring Our Beliefs About Mentoring
9:00-9:45		10	Developmental Mentoring: An Introduction
9:45-10:00			BREAK
10:00-10:45		11	Developmental Mentoring: A Case Study
10:45-11:30		12	Developmental Mentoring: Theory to Practice
11:30-12:30			LUNCH
12:30-1:15	Part IV	13	Mentoring as a Helping Relationship
1:15-2:00		14	Types of Mentee Requests for Help
2:00-2:15			BREAK
2:15-2:45		15	Helpful and Not-So-Helpful Responses
2:45-3:30		16	Helping Relationships: Theory to Practice

### Day Three

<i>Time</i>		<i>Module</i>	<i>Title</i>
8:15-8:30			Welcome Back, Reflections, and Questions
8:30-9:15	Part V	17	Mentoring: The Missing Analogue
9:15-9:45		18	Instructional Coaching: An Introduction
9:45-10:00			BREAK
10:00-10:45		19	Preperformance Coaching
10:45-11:30		20	Observation Methods: An Introduction
11:30-12:30			LUNCH
12:30-1:30		21	Classroom Teaching Episode: Clinical Practice
1:30-2:15		22	Postperformance Coaching
2:15-2:30			BREAK
2:30-3:00		23	Final Reflections and Debriefing
3:00-3:15			Closure and Evaluation

**Figure 1.2. Recommended 3-Day Training Agenda**

mentor teacher training program (Wolfe, 1992). Part VI contains the supplementary modules described above.

*Part I: Reflecting on Mentoring* is designed to provide mentors with structured opportunities to reflect on their personal conceptions of mentoring and contrast those beliefs with those of their colleagues. More specifically, Modules 1 through 4 introduce mentor teachers to the high-performance mentor quality of *high commitment to the roles and responsibilities of mentoring*. Videotaped interviews with four veteran mentor teachers are used to promote personal reflection and group dialogue on the challenges and rewards of mentoring. Specific attention is given to the principles of mentoring as identified by the Association of Teacher Educators' Commission on the Role and Preparation of Mentor Teachers (Bey & Holmes, 1992).

A second major goal of this part of the workshop is to provide mentors the opportunity to clearly understand their mentoring roles and responsibilities in the context of their school's or district's mentoring program.

*Part II: Knowing the Beginning Teacher* is based on the belief that mentor teachers can expand their capacity for *accepting the beginning teacher as a developing person and professional* if they possess greater knowledge and insight regarding the needs, problems, and concerns of beginning teachers.

Modules 5 through 8 introduce workshop participants to a four-dimensional, conceptual framework for analyzing the lives of first-year teachers. Module 5 presents life cycle theory (Krupp, 1982) and adult learning theory (Knowles, 1978) as two of the four theoretical perspectives. Via videotape, participants meet the four first-year teachers who will share their diverse entry-year experiences throughout this part of the workshop. Module 6 challenges participants to reflect on a third perspective on beginning teachers, the perceived-problems perspective (Veenman, 1984). Module 7 focuses on adult development stage theory by introducing the stages of teacher concern research (Fuller, 1969). After reflecting on the stages of teacher concern research, Module 8 engages participants in applying their newly acquired theoretical perspectives to a videotape of the four beginning teachers that they met in Module 5 discussing their first-year experience.

*Part III: Adapting Mentoring Practice* focuses on the need for mentor teachers to be *reflective interpersonal communicators and decision makers* who understand the importance of adapting their mentoring behaviors and communications to meet the developmental needs of their respective mentees. Modules 9 through 12 introduce the theory of developmental supervision as advanced by Glickman (1985). In Module 9, workshop participants take and self-score the Mentoring Beliefs Inventory adapted from Glickman's (1985) Supervisor's Beliefs Inventory. In Module 10, participants learn how to interpret their inventory scores and are introduced to the theory of developmental

mentoring. Modules 11 and 12 provide the opportunity to test new knowledge by analyzing a videotaped conference between a mentor and mentee and by engaging in role-plays based on vignettes of three developmentally different beginning teachers.

*Part IV: Being the Professional Helper* continues to focus on the role of the mentor as *reflective interpersonal communicator and decision maker* by exploring the nature of helping relationships. Module 13 engages participants in reflecting on the nature of helping relationships. Examination of quotes by Carl Rogers (1958) and Combs, Avila, & Purkey (1974) is used to set the stage for the following modules. Module 14 introduces a model developed by Gazda (Gazda, Asbury, Balzer, Childers, & Walters, 1991) designed to help mentors appropriately respond to mentees' requests for help. Module 15, also based on the writings of Gazda (Gazda et al., 1991), engages mentors in thinking about the various ways in which their mentoring efforts can be "helpful" and "not-so-helpful." Part IV concludes with Module 16, which allows participants to apply the new knowledge gained in the preceding modules to a videotaped conference between a mentor and mentee.

*Part V: Coaching for Classroom Success* provides workshop participants with an introduction to the role of mentor teacher as instructional coach. Module 17 engages workshop participants in reflecting on why instructional coaching is neglected in so many mentoring relationships. Module 18 introduces participants to a menu of instructional coaching strategies. Modules 19 through 22 are designed to provide the knowledge and skills necessary to support the process of clinical supervision. These modules provide participants the opportunity to apply their new skills and knowledge to a specific teaching case featuring a beginning science teacher

The workshop concludes with Module 23, which provides workshop participants the opportunity to hear some final thoughts from the beginning teachers they were introduced to earlier in the workshop.

*Part VI: Exploring the Role of School Administrators* includes two modules specifically designed to orient building-level administrators to their role in mentoring programs. Modules 24 and 25 can be used in a variety of ways. First, they can be employed in an ongoing mentor training program, especially when there is a need or desire to help mentors reflect on the issue of confidentiality in the mentoring process. They, of course, can also be employed as the focus of an orientation program for administrators interested in reflecting on their role in the mentoring process. Including mentor teachers in the dialogue can enrich this type of session.

Module 24 introduces the perspectives of four veteran administrators with diverse experiences in working with mentor teachers from central office and building-level administrative positions. Module 25 deals specifically with the crucial issue of mentor-

administrator communication, especially as it applies to programs where the confidentiality of the mentor-mentee relationship is highly valued.

## **What Materials and Methods Constitute the *High-Performance Mentoring Program*?**

The *High-Performance Mentoring* program is made up of four basic components. These include:

**The *Facilitator's Guide***, the document you have in hand, is designed to support workshop facilitators. Chapters 3 and 4 provide specific suggestions for planning and effectively delivering the *High-Performance Mentoring* workshop. Chapter 6 includes detailed descriptions of each of the 25 modules, including training objectives, materials needed, and recommended instructional strategies.

**The Four Videotapes** include 14 video programs designed to support and enhance the workshop modules. The programs are titled for easy identification and are arranged on each tape in the order they are needed in the training sequence.

**The CD-ROM** contains the PowerPoint® slides that support the workshop modules. PowerPoint® is a Microsoft™ presentation software program that is part of the Microsoft Office™ package. For your convenience, the CD-ROM contains copies of the PowerPoint® slides formatted for either Windows or Macintosh machines. To use the slides, you will need a computer capable of running Microsoft Office™.

If you or your school district do not have Microsoft Office™ or PowerPoint®, you may still utilize the slides by employing PowerPoint® *Viewer* which will allow you to effectively use the slides in your training presentations. The CD-ROM included in this program contains a complimentary copy of PowerPoint® *Viewer*.

**The *Participant's Notebook*** provides participants with copies of all PowerPoint® slides formatted to facilitate note taking or journal writing during the training. The *Participant's Notebook* also contains all handouts needed during the workshop. When you purchased this program you obtained the right to duplicate the *Participant's Notebook* for not-for-profit educational use.

If you prefer not to spend time and resources duplicating the *Participant's Notebook* for each of your workshops, bound copies identical to the one packaged with the program can be purchased at bulk discount rates from Corwin Press by calling 1-800-4-1-SCHOOL.