

Module 3: Defining the High-Performance Mentor

Time: 45 minutes

Materials Needed: 1. The Profiling the Good Mentor reflection guide
2. The High-Performance Mentoring Matrix

Media Needed: 1. Slides for Module 3
2. Volume I Videotape cued to Video Program 3: *Qualities of the Good Mentor*

Enrichment Material: 100 Things a Mentor Teacher Might Do in a Helping Relationship Model

Objectives: Participants will be able to

1. Describe at least six qualities that define the *High-Performance Mentor Teacher*
2. Compare personal conceptions of mentoring with the conceptions articulated on the High-Performance Mentoring Matrix
3. Appreciate the specific knowledge, skills, and values of high-performance mentors as described on the High-Performance Mentoring Matrix
4. Value the importance of commitment to the roles and responsibilities of mentoring a beginning teacher
5. Identify and discuss at least five factors that could cause a mentor or a beginning teacher to exhibit low commitment to a mentoring relationship

Training Sequence:

1. Facilitator introduces Module 3 and instructs participants to reflect on their personal conceptions of the good mentor by making entries on the Profiling the Good Mentor reflection guide.

2. Small groups report their qualities of the good mentor to the whole group, with each group reporting one quality at a time. The facilitator may want to record the nominated qualities on an overhead transparency or flip chart paper.
3. Participants view the video of veteran mentors discussing the qualities of the good mentor.
4. Facilitator instructs participants to turn to the High-Performance Mentoring Matrix (page 135 in the *Participant's Notebook*) and compare their nominated qualities with the ones articulated on the matrix.
5. Facilitator introduces commitment as being central to high-performance mentoring. Using slides, facilitator introduces two elements of commitment in a mentoring relationship: degree of commitment and comprehensiveness of influence.
6. Participants work in small groups to discuss factors that could cause a mentor teacher to exhibit low commitment in a mentoring relationship (whole-group processing of small-group discussion).
7. Participants work in small groups to discuss factors that could cause a beginning teacher to exhibit low commitment in a mentoring relationship (whole-group processing of small-group discussion).

Enrichment Activity:

Pages 18 – 20 in the *Participant's Notebook* contain a list of 100 Things a Mentor Teacher Might Do in a Helping Relationship Model. Here are two alternate ways you can use the list to encourage participants to reflect on the roles and responsibilities of mentoring.

Option A


Conclude the module by referring participants to the list. Inform them that the purpose of the list is not to serve as a checklist for mentor performance but rather as a provocateur to stimulate their reflections on mentoring. Invite participants to review the list at their convenience (during breaks or at lunch) and to discuss any issues it raises with their colleagues. Also invite them to bring such issues or questions to the attention of the whole group.

Option B

Instead of providing group time to reflect on the factors that can cause mentors and mentees to exhibit low commitment to a mentoring relationship, present the slides that list those factors without group discussion. Use the 10 minutes of saved time to invite participants to review and discuss in their small groups the 100 Things a Mentor Teacher Might Do. One effective approach for structuring this small-group time is to ask participants to circle five items from the list that they do not agree with or are unclear about. Conclude by facilitating a whole-group discussion of the circled items.

Module 3: Defining the High-Performance Mentor

Module 3



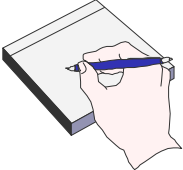
**Defining the High-
Performance Mentor**

In this module, we will focus on the qualities of the high-performance mentor. You will have the opportunity to reflect on your conception of the “good mentor” and compare that conception with those of your colleagues. In addition, you will be introduced to a framework designed to assist mentor teachers in the process of reflection and self-assessment.

Instructions

Reflect on your personal conceptions of the *high-performance mentor* by completing the Profiling the Good Mentor reflection guide on page 17 in your notebook.

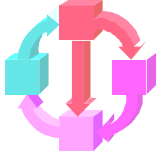
Time: 5 minutes



Instruct participants to follow the directions on the slide. Encourage them to record their personal thoughts prior to discussing the topic with their group.

Processing your . . .

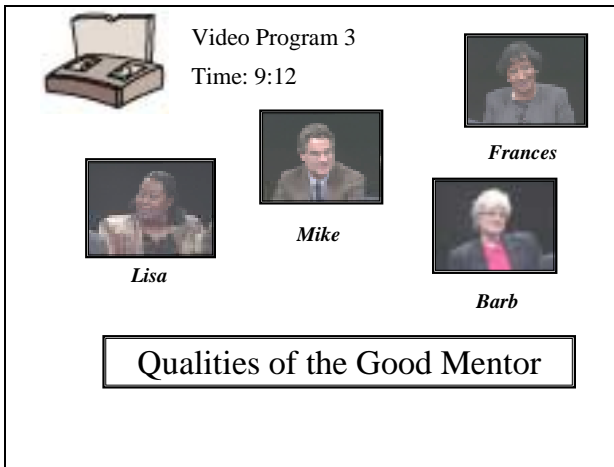
Reflections on the qualities of the good mentor



Facilitate a whole-group discussion based on the participants’ reflections on the qualities of the good mentor. Consider using a reporting process wherein each group, in turn, shares one suggested quality. Depending on the number of groups, you may facilitate three or more rounds of reporting out.

Module 3: Defining the High-Performance Mentor

Video Program 3
Time: 9:12



Lisa *Mike* *Frances* *Barb*

Qualities of the Good Mentor

Introduce the next video program as an opportunity for participants to begin to compare their thinking with the conception of *high-performance mentoring* that is the basis for this workshop.

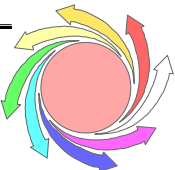
**Qualities of the
*High-Performance Mentor Teacher***

Commits to the Roles and Responsibilities of Mentoring	Serves as an Instructional Coach
Accepts the Beginning Teacher as a Developing Person and Professional	Models a Commitment to Personal and Professional Growth
Reflects on Interpersonal Communications and Decisions	Communicates Hope and Optimism for the Future

At the conclusion of the video, inform participants that the qualities of the good mentor that were discussed on the videotape are critical parts of a formal framework known as the High-Performance Mentoring Matrix. The matrix consists of six essential qualities and 30 related elements.

This slide is not in the *Participant's Notebook*. Refer participants to the matrix on page 135 of their notebooks.

Refer to page 135 in your notebook and find the High-Performance Mentoring Matrix. Take a few minutes to reflect on and discuss the performance standards identified under each of the six qualities.



Before giving participants a few minutes to review the matrix and discuss it in their groups, make clear that the purpose of the matrix is to promote reflection and self-assessment. It was *not* designed to serve as a checklist of specific mentoring behaviors or as a tool for the assessment of mentor teachers.

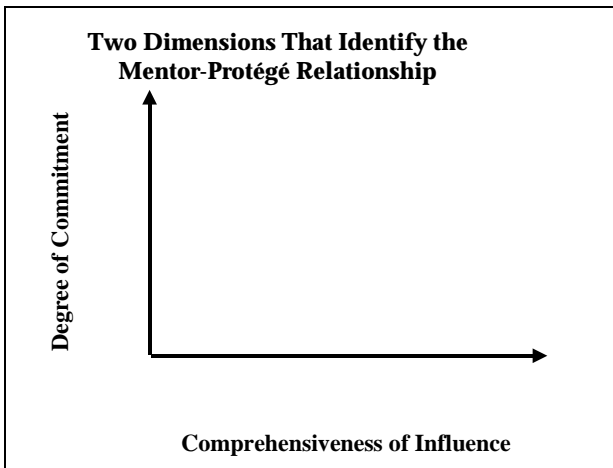
Note: The High-Performance Mentoring Matrix can be found on page 2 of this guide.

Module 3: Defining the High-Performance Mentor

As Clawson (1980) has pointed out, mentoring occurs in an interpersonal context that is based upon the degree of commitment and comprehensiveness of influence on the mentee.

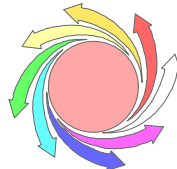
This slide is your transition to a discussion of the high performance mentoring quality of *commitment*.

The importance of commitment cannot be overstated. It is the foundation upon which the other essential mentoring qualities are built. It is critical to understand, however, that commitment is a two-way street. In other words, mentors need to also be aware of the commitment of their entry-year teacher to the mentoring relationship.



Clawson has suggested that there are two critical elements that can help define the quality of a mentoring relationship: *degree of commitment* and *comprehensiveness of influence*. By Clawson's definition, some "mentoring relationships" never achieve true mentor status because one or both parties do not fully commit to the relationship.

Working in your groups, take 5 minutes to list at least five factors that could cause a mentor teacher to exhibit low commitment to a mentoring relationship.

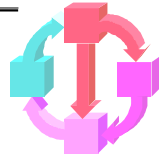


Before asking participants to complete this activity, you may want to point out that a mentoring relationship is a highly personal dynamic and can take any number of forms. Although some mentor relationships become lifelong friendships, others are professionally satisfying relationships that run their course over a 2- or 3-year period. In other cases, and for a variety of reasons—commitment among them — the mentoring relationship never develops.

Module 3: Defining the High-Performance Mentor

Processing your . . .

Thoughts on the various factors that could contribute to a mentor teacher's lack of commitment to a mentoring relationship



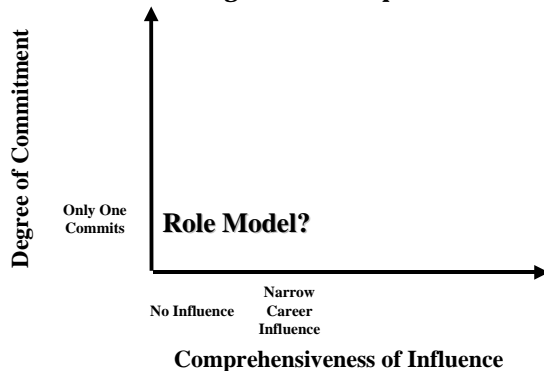
Facilitate the groups in the process of reporting out the various factors they identified that could contribute to low mentor commitment.

Factors Leading to Low Mentor Commitment

- ⇨ Lacks appreciation for the importance of the work
- ⇨ Unclear about a mentor's roles and responsibilities
- ⇨ Overextended in his or her professional or personal life
- ⇨ Unable to accept the mentee's beliefs or behaviors
- ⇨ Fears rejection by the mentee
- ⇨ Lack of appreciation for mentoring in the school culture
- ⇨ Judges the mentee to be highly competent
- ⇨ Low commitment from the mentee

This slide is not in the *Participant's Notebook*. Use it as a way of validating or stretching the participant's thinking about the critical quality of mentor commitment.

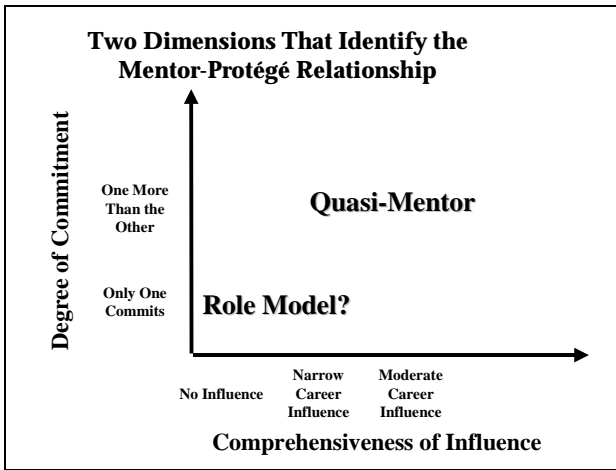
Two Dimensions That Identify the Mentor-Protégé Relationship



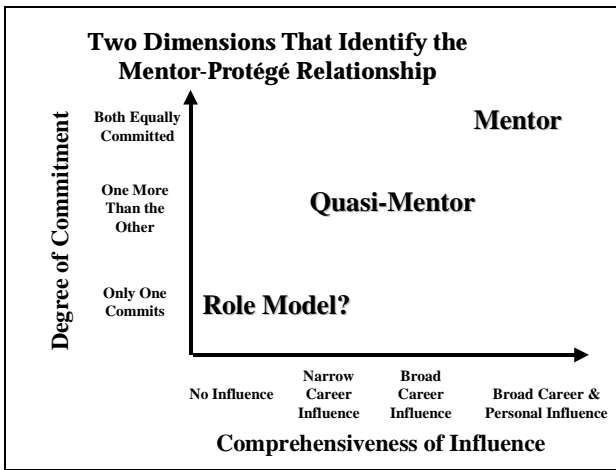
Use this slide to illustrate the results of low commitment. Note the question mark behind Role Model suggesting that such status is not guaranteed where there is a lack of commitment in a mentoring relationship.

Be sure to point out that the “one committed” party could be the mentor or the beginning teacher!

Module 3: Defining the High-Performance Mentor



As the model unfolds it depicts a stronger degree of commitment, resulting in a greater degree of influence.



This slide completes the model suggesting that true *mentors* make significant impacts. Ask participants to reflect on someone who made a positive difference in their life. They will likely realize that this relationship was characterized by mutual commitment.

What is unique about school-based mentoring is that, in most cases, mentors are assigned, not chosen, making commitment an even more critical factor.

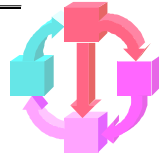
Working in your groups, take 5 minutes to list at least five factors that could cause a beginning teacher to exhibit low commitment to a mentoring relationship.

Understanding now that commitment is a two-way street, let us try to think of factors that could cause a beginning teacher to fail to commit to a mentoring relationship.

Module 3: Defining the High-Performance Mentor

Processing your . . .

Thoughts on the various factors that could contribute to a beginning teacher's lack of commitment to a mentoring relationship



Facilitate group reporting as you did with the low-commitment factors for mentors.

Factors Leading to Low Mentee Commitment

- ⇒ Strong desire to be an autonomous professional
 - ⇒ Fear of being judged inadequate
 - ⇒ Believes asking for help is a sign of incompetence
 - ⇒ Unable to accept the mentor's beliefs or behaviors
 - ⇒ Does not want to be a burden to another professional
 - ⇒ Lacks appreciation for the complexity of teaching
 - ⇒ Judges the mentor to be uncaring
 - ⇒ Low commitment from the mentor
-

This slide is not in the *Participant's Notebook*. Use it to reinforce or stretch the thinking of the group.

Profiling the Good Mentor

Instructions: Make at least two entries in each of the following boxes that reflect your thinking about the profile of the good mentor teacher.

Knowledge: What are the significant understandings?

Skills: What are the critical abilities?

Values: What fundamental beliefs are held and acted upon?

100 Things a Mentor Teacher Might Do in a Helping Relationship Model

1. Work with the mentee to analyze a lesson plan that did not work.
2. Remind the mentee of an important form that is due.
3. Introduce the mentee to other staff members.
4. Share an instructional resource with the mentee.
5. Go to lunch with the mentee to celebrate a teaching success.
6. Show the mentee how to access student records.
7. Help the mentee plan a strategy for solving a classroom management problem.
8. Avoid taking personal responsibility for the mentee's failures.
9. Observe the mentee's class to collect data on an instructional problem.
10. Listen to the mentee share a personal or professional frustration.
11. Demonstrate an instructional technique.
12. Collaborate with the mentee in planning/teaching a unit.
13. Make a video- or audiotape of the mentee for self-analysis.
14. Attend a workshop with the mentee.
15. Go to breakfast with the mentee once a week.
16. Encourage the mentee to reflect on a critical classroom event.
17. Advise the mentee on how to relate to another staff member.
18. Protect the mentee by maintaining confidentiality.
19. Alert the mentee to a behavior that you know may be self-defeating.
20. Confront and resolve an interpersonal conflict with the mentee.
21. Invite the mentee to a TGIF get-together.
22. Be self-disclosing with the mentee.
23. Assess the mentee's level of commitment and maturity.
24. Adapt supervisory practice to the mentee's developmental level.
25. Advise the mentee on the pitfalls of parent conferencing.
26. Take the mentee on a tour of the community or school district.
27. Counsel the mentee on a personal problem.
28. Refer the mentee to appropriate resource persons.
29. Encourage the mentee to participate in professional organizations.
30. Invite the mentee to systematically observe your teaching.
31. Hold and express high expectations for the mentee.
32. Be on the lookout for survival behaviors.
33. Give the mentee specific feedback.
34. Patiently answer the mentee's questions.
35. Laugh at oneself.
36. Model professionalism for the mentee.
37. Discuss a current educational issue with the mentee.
38. Help the mentee learn to write better test items.

100 Things a Mentor Teacher Might Do in a Helping Relationship Model (Continued)

39. Advise the mentee on how to better manage his or her time.
40. Share a personal success or failure.
41. Be congruent in mentoring beliefs and actions (walk the talk).
42. Remind the mentee of an important building or district policy.
43. Assist the mentee in keeping better student records.
44. Be positive.
45. Ask the mentee's opinion on a professional idea.
46. Brainstorm with the mentee a list of possible solutions to a problem.
47. Know the research on problems and concerns of mentees.
48. Share a professional article with the mentee.
49. Show the mentee how to fill out grade cards.
50. Model a disposition to inquiry.
51. Be open and honest with the mentee.
52. Encourage the mentee to try a new instructional strategy.
53. Hold a pre-observation conference with the mentee.
54. Help the mentee learn how to write better instructional objectives.
55. Advise the mentee of professional opportunities.
56. Display personal enthusiasm for teaching.
57. Positively reinforce a mentee's desirable behavior.
58. Check the mentee for understanding.
59. Use research findings as the focus of systematic observations.
60. Take a personal interest in the mentee's career development.
61. Don't take yourself too seriously.
62. Believe in the meaningfulness of your work.
63. Avoid sending mentees mixed messages.
64. Practice active listening.
65. Assist the mentee in reviewing instructional materials.
66. Provide the mentee with important information on a student.
67. Express the belief that all children can learn.
68. Know what it takes to build a trusting relationship.
69. Help the mentee understand issues on professional ethics.
70. Praise the mentee specifically.
71. Counsel another mentor on a mentoring issue or problem.
72. Encourage the mentee to attend a school athletic event or play.
73. Design and carry out an action research project with the mentee.
74. Help the mentee improve their classroom questioning technique.
75. Demonstrate for the mentee how to begin or close a lesson.

100 Things a Mentor Teacher Might Do in a Helping Relationship Model (Continued)

76. Appreciate the complexity of teaching.
77. Be sensitive to the mentee's nonverbal messages.
78. Share personal successes and failures.
79. Show the mentee how to more effectively use instructional technology.
80. Let the mentee know their problems and concerns are not unique.
81. Commend the mentee in front of a colleague.
82. Encourage the mentee to collect and analyze student feedback.
83. Model a positive disposition toward professional growth.
84. Express interest in the mentee's personal hobbies, travels, etc.
85. Advise the mentee on how to resolve an interpersonal conflict.
86. Arrange for the mentee to observe a colleague.
87. Protect the mentee from unjust criticism.
88. Practice patience.
89. Reflect on when it is time to speak and when it is time to listen.
90. Recognize that not all mentor-mentee relationships are made in heaven.
91. Help the mentee interpret the culture of the school.
92. Help the mentee understand the history of the district.
93. Script a lesson for the mentee.
94. Encourage the mentee to vary their instructional strategies.
95. Remind the mentee of the power of teacher expectations.
96. Value your own knowledge and experience.
97. Pursue excellence in your own classroom.
98. Accept change.
99. Accept the mentee.
100. BELIEVE THAT YOU CAN MAKE A DIFFERENCE!

Qualities of the High-Performance Mentor Teacher: Knowledge, Skills, and Values

<i>Commits to the Roles and Responsibilities of Mentoring</i>	<i>Accepts the Beginning Teacher as a Developing Person and Professional</i>	<i>Reflects on Interpersonal Communications and Decisions</i>
<input type="checkbox"/> Dedicates time to meet with the mentee	<input type="checkbox"/> Endeavors to see the world from the mentee's point of view	<input type="checkbox"/> Reflects on what, where, when, and how to communicate with the mentee
<input type="checkbox"/> Persists in efforts to assist the mentee despite obstacles or setbacks	<input type="checkbox"/> Anticipates the needs of the mentee by thinking like a beginning teacher	<input type="checkbox"/> Adjusts communication style to the developmental needs of the mentee
<input type="checkbox"/> Maintains congruence between mentoring words and actions	<input type="checkbox"/> Understands the common problems and concerns of beginning teachers	<input type="checkbox"/> Respects the confidentiality of the mentor-mentee relationship
<input type="checkbox"/> Attends meetings and professional development programs related to mentoring	<input type="checkbox"/> Applies theories of adult learning and development	<input type="checkbox"/> Self-discloses regarding one's own professional challenges
<input type="checkbox"/> Models self-reflection and self-assessment as hallmarks of professionalism	<input type="checkbox"/> Models acceptance of diversity in others	<input type="checkbox"/> Models effective helping relationship skills
<i>Serves as an Instructional Coach</i>	<i>Models a Commitment to Personal and Professional Growth</i>	<i>Communicates Hope and Optimism for the Future</i>
<input type="checkbox"/> Employs the clinical cycle of instructional support	<input type="checkbox"/> Lives the life of learner as well as teacher	<input type="checkbox"/> Encourages and praises the mentee
<input type="checkbox"/> Values the role of shared experience in the coaching process	<input type="checkbox"/> Engages the mentee as fellow student of teaching and learning	<input type="checkbox"/> Holds and communicates high expectations for the mentee
<input type="checkbox"/> Engages the mentee in team planning and team teaching whenever possible	<input type="checkbox"/> Pursues professional growth related to teaching and mentoring	<input type="checkbox"/> Projects a positive disposition toward the teaching profession
<input type="checkbox"/> Possesses knowledge of effective teaching practices	<input type="checkbox"/> Advises the mentee on professional growth opportunities	<input type="checkbox"/> Avoids criticism of students, parents, and colleagues
<input type="checkbox"/> Models openness to new ideas and instructional practices	<input type="checkbox"/> Models fallibility as a quality fundamental to personal and professional growth	<input type="checkbox"/> Models personal and professional self-efficacy

Developed by James B. Rowley, The University of Dayton, Dayton, Ohio

Figure 1.1. High-Performance Mentoring Matrix