



MENTORING

Beginning Teachers

PROGRAM HANDBOOK



The Alberta Teachers' Association

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The *Program Handbook: Mentoring Beginning Teachers* is intended to assist classroom teachers, school administrators, school districts and locals in the development and implementation of a mentoring program for beginning teachers. The mentoring of beginning teachers is a critical component of the induction of new teachers into the profession. It makes necessary connections between theory and practice, supports the professional and personal growth of beginning teachers and provides professional-development opportunities for the mentor teacher.

The Association's mentorship program grew out of a model project on mentoring (1996–98) in which the Association partnered with Red Deer City Local No 60 and Red Deer School District No 104. The model project has now grown to include most of the school districts and locals in the province. This handbook will serve to provide a practical resource for the establishment and implementation of a mentoring program for beginning teachers as well as a resource for sustaining the program.

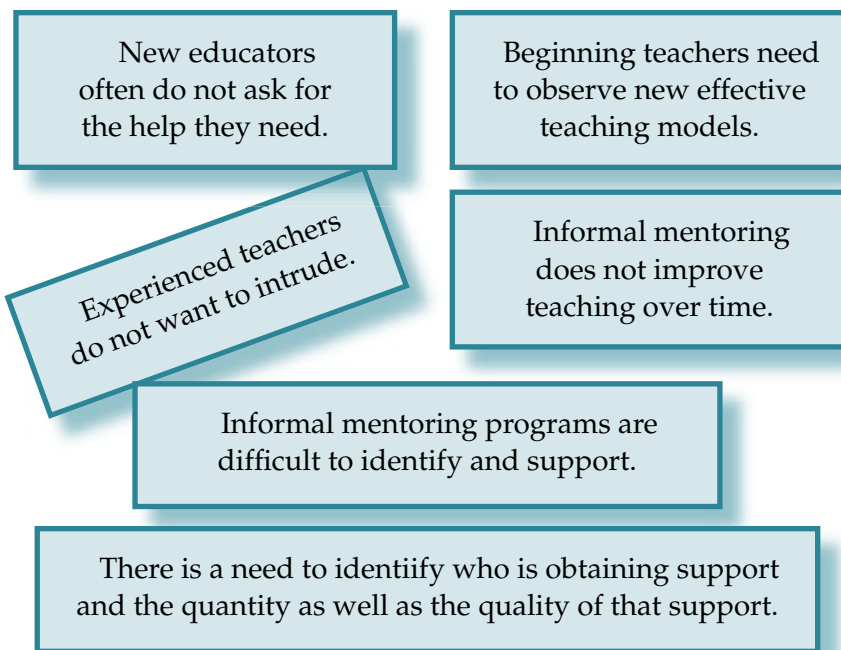
The handbook was developed by Dan J Garvey of the Alberta Teachers' Association, Professional Development program area. I hope that this publication will be useful to mentors, protégés and others who are involved in the mentoring program for beginning teachers.

Gordon Thomas
Executive Secretary

Introduction

Learning new curricula, dealing with classroom management and discipline, integrating students with special needs, using technology, individualizing student programs, coordinating extracurricular activities and being accountable to the various stakeholders of education are just a few of the jobs teachers do. Many of these duties are difficult for the most experienced professional, so one wonders how beginning teachers survive, since they are expected, on their very first day of employment, to do the job of a seasoned veteran. Many school districts, seeing a need to nurture the new generation of teachers, have put in place formal mentorship programs.

Informal mentoring (buddy system) is not enough.



Formal mentoring programs must replace informal mentoring programs.

Mentoring is a nurturing process, in which a more skilled person, serving as a role model, teaches, sponsors, encourages, counsels and befriends a less skilled or less experienced person for the purpose of promoting the latter's professional development. Mentoring functions are carried out within the context of an ongoing, caring relationship between the mentor and the protégé (Anderson 1988).

As described in the model of informal mentoring (Figure 1) the level of competence of the protégé usually reaches the level of the mentor. This is a result of not going farther than the initial orientation of the protégé. The mentor provides teaching materials, classroom teaching strategies, and unit and long-range plans for the benefit of the protégé. This could be referred to as an apprenticeship model. The competence level of the mentor does not increase under this model. No reflective practice is in place, and no action research is carried out by mentor or protégé. Little professional growth of the mentor takes place under this informal or buddy system.

Under a formal mentoring process (Figure 2) the protégé not only reaches the competency level of the mentor but grows beyond the established baseline along with the mentor. The mentor may share materials but also goes beyond the sharing and moves into the development of materials within a collaborative team. This requires reflective practice, collaborative planning and action research coupled with a joint action plan by the mentor and protégé. Through this process both mentor and protégé soar to new heights of professional growth and competence.

Figure 1

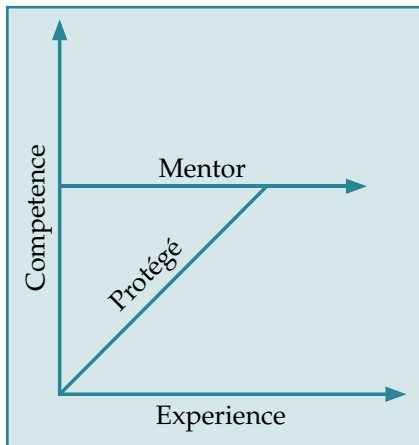
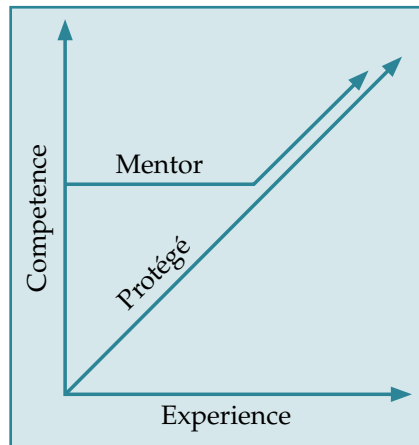


Figure 2



(Garvey 2000)

Purposes of a Mentoring Program

Overall purpose is to improve teaching and learning.

- **Initial Orientation to Many Challenges**
 - New work setting
 - New work culture of school community and organization
 - New curriculum and assessment process
 - Profession
- **Improvement of Professional Practices**
 - Effective teaching models, strategies
 - Leadership and management skills
- **Development of the School as a Learning Community**
 - Lifelong learning orientation
 - Moving beyond congenial to collegial

Relationship of Purposes of Mentorship and Stages of Beginning Teacher Development

Stages of Teacher Development

- Initial Orientation: Learning About the School
 - How do you learn to plan and teach?
 - How do you plan curriculum?
 - How do you manage student behaviour?
- Improved Professional Practice
 - How do you learn to improve teaching practice?
 - What do you do to make it work better?
 - How do you reflect
 - for teaching?
 - in teaching?
 - on teaching?
- Developing a Professional Learning Community
 - What needs to be done to develop a collaborative community of learners?

Beginning teachers need to be assisted to move from the Initial Orientation stage through the Improved Professional Practice stage to the Developing a Learning Community stage. This is the purpose and goal of mentoring.

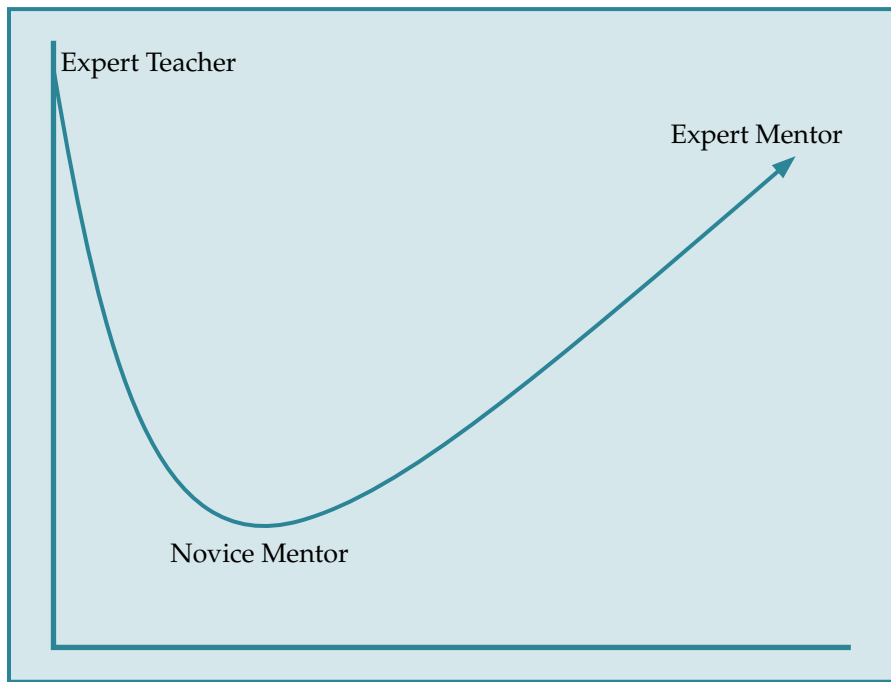
Figure 3



Basic Assumptions of a Successful Program

1. Mentoring is the central feature of a successful induction process.
2. Without mentoring, new staff focus on Orientation and take considerable time to move to the Professional Practice and Learning Community stages.
3. Both the mentor and the protégé gain from the mentoring experience.
4. Mentorship activities, structures and programs can vary widely, from mentor-protégé pairs to teams of mentors.
5. Good teachers do not necessarily make good mentors. A different set of skills is needed to work effectively with adult learners.
6. Mentors should be able to volunteer or to say, “No, not this year.”
7. Learning to be a good mentor takes time.
8. Mentors move from being expert teachers to novice mentors to expert mentors (Figure 4). Training for mentors is needed from one level to the next.

Figure 4



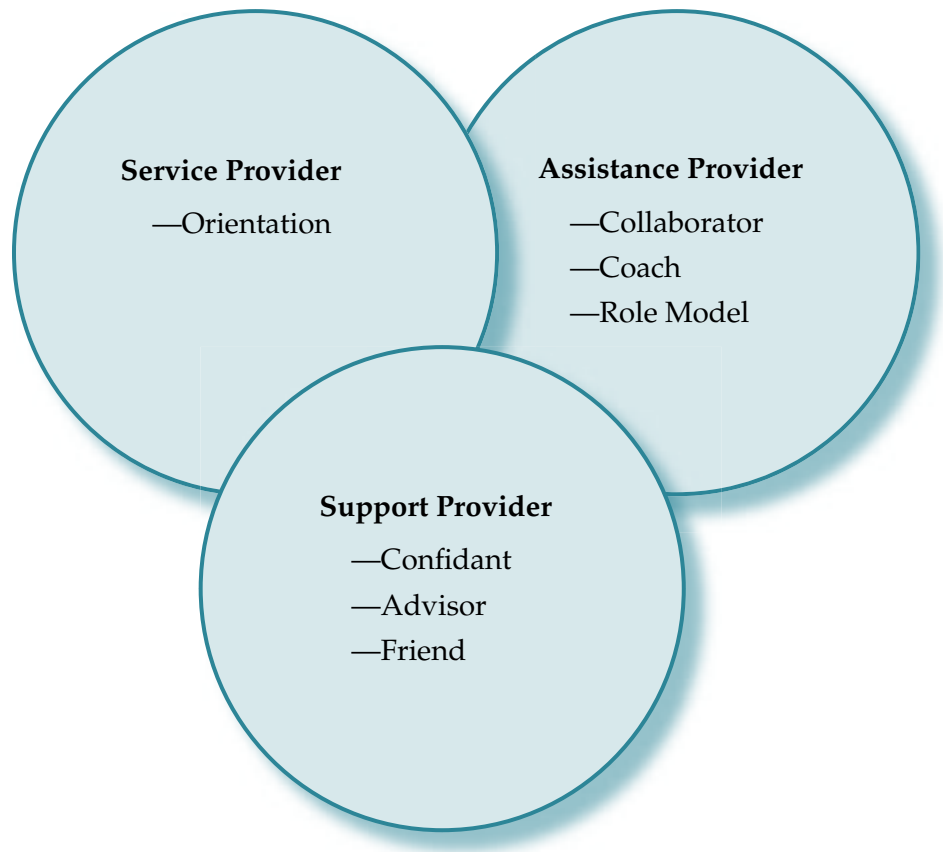
Teachers, although expert at pedagogy, find that they become novice mentors—they, too, move through a learning cycle in terms of the mentor process.

Mentors will need specific mentor skills development in order to facilitate the professional growth of the protégé.

Dimensions of the Mentor Role

Colleagues in Reflection

Figure 5

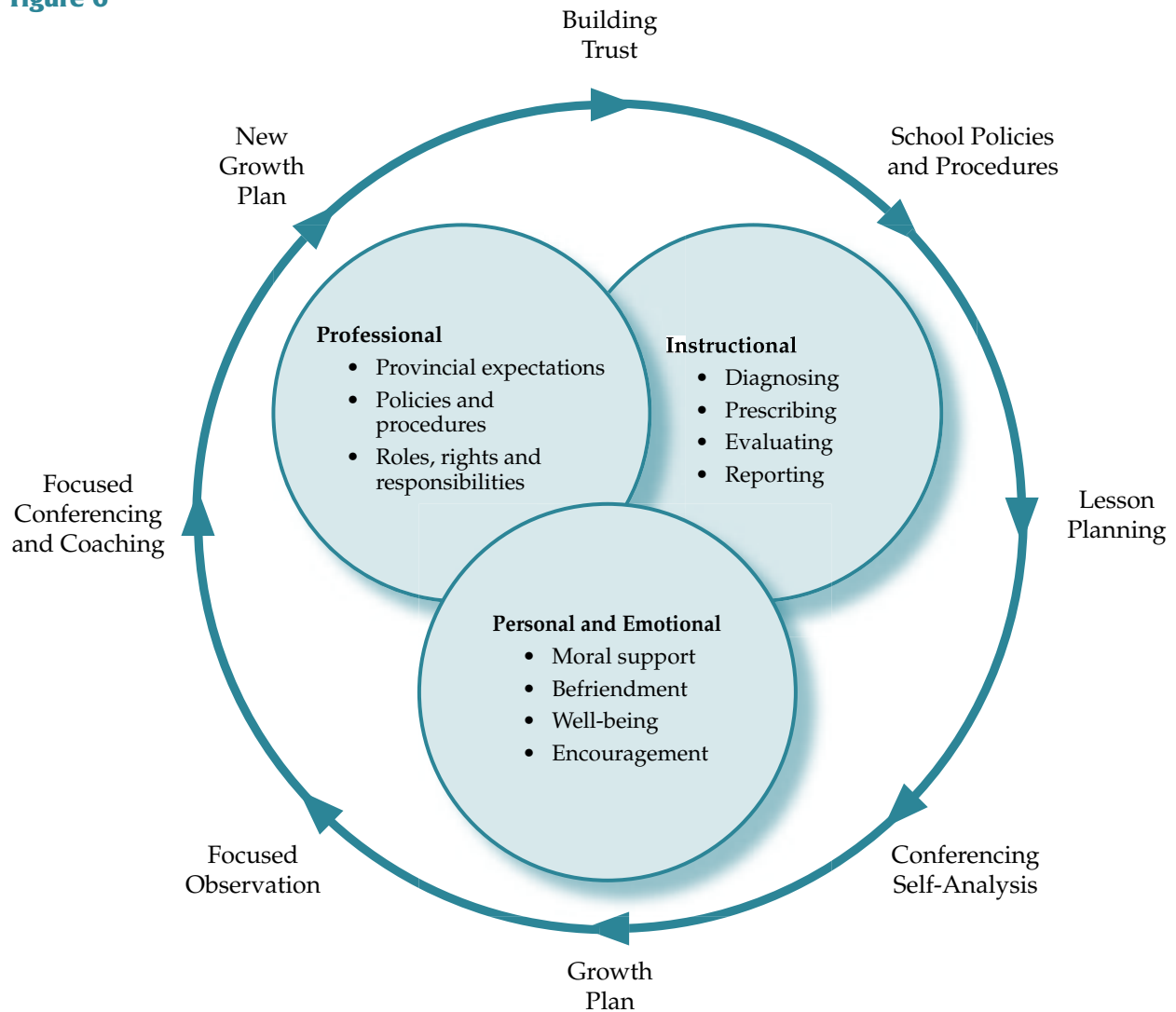


(Enz 1992, p 74, modified)

There are three areas of support for the beginning teacher. Mentors need to recognize the importance of also being support providers.

Mentoring Context

Figure 6



Based on Anderson 1998, p 41,
Enz 1992, p 74

Contained in the planning cycle are three areas in which beginning teachers need assistance: professional, instructional, and personal and emotional.

Roles and Responsibilities



Role of the Mentor

Mentor teachers are increasingly sought to provide more effective school-based support for beginning teachers.

Successful mentorship depends upon clarity of participant roles and responsibilities. Successful programs have shown that mentors should

- continue to teach while serving as mentors,
- understand the typical needs and challenges of the beginning teacher,
- develop and use a variety of strategies to assist the beginning teacher,
- prepare themselves for effective one-on-one consultation with individual teachers,
- initially focus their efforts in areas known to be difficult for novice teachers,
- make the accumulated wisdom of other experienced teachers accessible to beginning teachers and
- develop strategies for giving acceptance and support for the beginning teacher within the school context.

Responsibilities of the Mentor

The responsibilities of mentors, once matched, are to

- encourage and support the acculturation of the protégé into the district,
- prepare and implement a joint mentorship growth plan with the protégé,
- maintain a relationship with the protégé consistent with the Code of Professional Conduct,
- model and demonstrate effective teaching strategies,
- observe and provide feedback to the protégé,
- assist the protégé in identifying personal strengths and planning for further professional growth, and
- assist the protégé with curriculum and instructional planning.

Role of the Protégé



The role of the protégé is complex. As a beginning teacher, the protégé is a qualified professional as is the mentor. The difference lies in the repertoire of teaching and management strategies that the experienced, veteran teacher possesses.

Just as the role of the mentor is based on a number of understandings, the role of the protégé is based on some key principles. For the most part protégés

- still have much to learn about putting their knowledge to work;
- develop their own teaching styles over time;
- develop active listening and consultation skills;
- are committed to an ethos of collegial reflective practice;
- develop observation and analytic strategies to enhance their teaching effectiveness;
- provide guidance, support and assistance in analyzing teaching that enhances their own teaching effectiveness; and
- move through well-delineated stages of development from day-to-day survival to concerns about managing responsibilities to concerns about the impact of their teaching to raising questions about their profession.

Responsibilities of the Protégé

The responsibilities of the protégé, once matched with a mentor, are to

- prepare and implement a joint mentorship growth plan with the mentor and
- maintain a relationship with the mentor consistent with the Code of Professional Conduct.

Role of the School Administrator



The role of the school administrator is key in developing a mentorship program. The school principal is in a position to assign or approve mentor and protégé teams based on the strengths and needs of the school staff.

The role of the school administrator is to facilitate the process of mentorship within the school. Principals need to

- initiate mentorship programs based on the needs of the staff,
- inform potential mentors and protégés about the process and program,
- facilitate the use of time and resources for the mentorship program and
- assign/approve mentorship teams early in the school year or at the end of the current year for the following year.

Responsibilities of the School Administrator

Principals with staff involved in the program have a responsibility for

- facilitating joint growth planning for the protégé and mentor,
- providing for common release time for the protégé and mentor with either the instructional or the non-instructional requirements of the collective agreement on a regular and ongoing basis,
- recruiting mentors who meet the identified criteria established by the mentorship steering committee and
- arranging costs for release time for the mentor and protégé to participate in the program’s large group sessions.

Roles and Responsibilities of School Districts and Locals

The district and the local are responsible for

- establishing a steering committee;
- promoting the program in the district (information meeting for principals and interested experienced and beginning teachers);
- contributing financial resources to support the mentorship program;
- identifying criteria for selection of mentors;
- delivering the following common program of events that make up the inservice component of the program:
 - orientation meeting for all participants, including principals,
 - mini-conference(s) or workshops, and
 - evaluation and wind-up session for all participants;
- matching protégés and mentors if not done at the school level and
- evaluating the mentorship program.



The Profits of Mentoring

1. For the Beginning Teacher

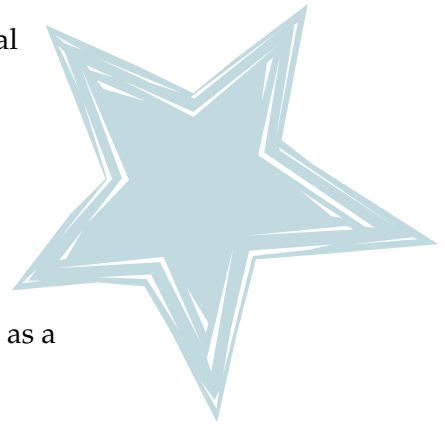
- Access to the knowledge, experience and support of a mentor teacher
- Enhanced personal and professional well-being because of reduced stress during the transition
- Increased job success, self-confidence and self-esteem
- Reduced trial-and-error learning and accelerated professional growth
- Support for successful induction into the teaching career

2. For the Mentor

- Increased learning, renewal and teaching performance
- Recognition as an excellent teacher conferred through status as a mentor
- Refocus on instructional practices and the development of reflective skills
- Opportunity to serve the profession
- Gratitude of the protégé

3. For the Administrator

- A helping hand from the mentor with beginning teacher orientation and support
- Better performance from both beginning and mentor teachers
- Reduced teacher attrition and time required for beginning teacher recruitment, development, supervision and problem solving



4. For Students

- Teachers who focus on student needs rather than their own survival
- Increased instructional continuity due to reduced annual teacher turnover
- Better teachers, who are less authoritarian and dominating and more reflective and disposed to continuous improvement
- Teachers whose self-confidence leads them to use a wider range of instructional strategies and activities

5. For the Profession

- Retention of the best, most creative teachers
- Retention of experienced teachers who find a new challenge and opportunity for growth by serving as mentors
- Increased continuity of traditions and positive cultural norms for behaviour
- Establishment of professional norms of openness to learning from others, new ideas and instructional practices, continual improvement, collaboration, collegiality and experimentation



Program Evaluation

The purpose of evaluation of the mentorship program is accountability. When time, money and human resources have been expended, it is advantageous to the program to know to what extent performance of beginning teachers has been enhanced, if the retention rate of teachers has improved and if mentor teachers have become more reflective and collaborative.

The evaluation of the mentorship program must be driven by the goals established by the steering committee directing the program. Evaluation should be limited to outcomes related to the specific goals.

Two aspects of evaluation must be considered: accountability and improvements to the program.

Accountability

- Teachers are more knowledgeable about student learning.
- Instructional strategies have increased and improved.
- Beginning teachers have moved from survival through Orientation to the Professional Practice level.
- Beginning teachers have a greater understanding of the profession.
- The retention rate of beginning teachers has increased.

Improvements to the Program

- The level of effectiveness of the support provided to the protégé has risen.
- The training provided is appropriate for mentor teachers.
- Knowledge and understanding of the mentorship process have increased.
- The program meets the needs of the beginning teacher.

The evaluation process should not focus on a one-time survey. Rather, it should consist of multiple sources of information, both anecdotal as well as evidence from surveys. Reflective teaching logs are a valuable data resource. It is important to evaluate the process (how can we do this better?) as well as the product.

The following are examples of surveys developed by Oak Creek-Franklin Joint School District Partners for Success Program, Oak Creek, Wisconsin, that can be used to provide evaluative feedback. The results may provide qualitative data on the effectiveness of the program and information useful in future planning. Quantitative data can be acquired through the district retention rate over time. Exit interviews of teachers leaving the school or system provide data for improving system and local programs.



Evaluation of the Mentorship Program—Mentors

Please respond to the following statements using a sliding scale of 1 to 4 with 1 being poor and 4 being very effective.

- | | | | | | |
|---|---|---|---|---|-----|
| 1. I felt well-prepared to be a mentor following the mentorship orientation. _____ | 1 | 2 | 3 | 4 | N/A |
| 2. A mentor training session helped prepare me to be a mentor. _____ | 1 | 2 | 3 | 4 | N/A |
| 3. I was able to provide guidance to my protégé in the area of | | | | | |
| – Curriculum _____ | 1 | 2 | 3 | 4 | N/A |
| – Student Assessment _____ | 1 | 2 | 3 | 4 | N/A |
| – Instructional Strategies _____ | 1 | 2 | 3 | 4 | N/A |
| – Classroom Management _____ | 1 | 2 | 3 | 4 | N/A |
| – School/District Expectations of Teachers _____ | 1 | 2 | 3 | 4 | N/A |
| – Budget _____ | 1 | 2 | 3 | 4 | N/A |
| – Legal Issues and Contractual Rights/Responsibilities _____ | 1 | 2 | 3 | 4 | N/A |
| – Finding or Developing Resources _____ | 1 | 2 | 3 | 4 | N/A |
| – Becoming Oriented to the School _____ | 1 | 2 | 3 | 4 | N/A |
| – Becoming Oriented to the District _____ | 1 | 2 | 3 | 4 | N/A |
| – Communicating with Parents _____ | 1 | 2 | 3 | 4 | N/A |
| – Assisting with Special Needs Students _____ | 1 | 2 | 3 | 4 | N/A |
| – Completing Forms, Paperwork, etc. _____ | 1 | 2 | 3 | 4 | N/A |
| 4. I provided helpful feedback during observations of my protégé. ____ | 1 | 2 | 3 | 4 | N/A |
| 5. I was able to learn things from this experience that enhanced my own teaching. _____ | 1 | 2 | 3 | 4 | N/A |
| 6. I experienced professional growth as a teacher by participating in this program. _____ | 1 | 2 | 3 | 4 | N/A |
| 7. Some of the topics or activities that were most helpful to me and/or my protégé include | | | | | |
| 8. Some of the topics or activities that were least helpful to me and/or my protégé include | | | | | |
| 9. Suggestions I have for improving the mentoring program include | | | | | |

Evaluation of the Mentorship Program—Protégés

Please respond to the following statements using a sliding scale of 1 to 4 with 1 being poor and 4 being very effective.

- | | | | | | |
|--|---|---|---|---|-----|
| 1. I felt my mentor was willing and able to be a mentor. _____ | 1 | 2 | 3 | 4 | N/A |
| 2. The orientation program helped me feel prepared to start the school year in the school district. _____ | 1 | 2 | 3 | 4 | N/A |
| 3. I received sufficient guidance from my mentor in the area of | | | | | |
| – Curriculum _____ | 1 | 2 | 3 | 4 | N/A |
| – Student Assessment _____ | 1 | 2 | 3 | 4 | N/A |
| – Instructional Strategies _____ | 1 | 2 | 3 | 4 | N/A |
| – Classroom Management _____ | 1 | 2 | 3 | 4 | N/A |
| – School/District Expectations of Teachers _____ | 1 | 2 | 3 | 4 | N/A |
| – Budget _____ | 1 | 2 | 3 | 4 | N/A |
| – Legal Issues and Contractual Rights/Responsibilities _____ | 1 | 2 | 3 | 4 | N/A |
| – Finding or Developing Resources _____ | 1 | 2 | 3 | 4 | N/A |
| – Becoming Oriented to the School _____ | 1 | 2 | 3 | 4 | N/A |
| – Becoming Oriented to the District _____ | 1 | 2 | 3 | 4 | N/A |
| – Communicating with Parents _____ | 1 | 2 | 3 | 4 | N/A |
| – Assisting with Special Needs Students _____ | 1 | 2 | 3 | 4 | N/A |
| – Completing Forms, Paperwork, etc. _____ | 1 | 2 | 3 | 4 | N/A |
| 4. I received helpful feedback during observations by my mentor. ____ | 1 | 2 | 3 | 4 | N/A |
| 5. I felt comfortable or able to seek help from the steering committee. _____ | 1 | 2 | 3 | 4 | N/A |
| 6. I was able to learn things from this experience that I could apply in my classroom and that helped improve my teaching. _____ | 1 | 2 | 3 | 4 | N/A |
| 7. I experienced professional growth as a teacher by participating in this program. _____ | 1 | 2 | 3 | 4 | N/A |
| 8. Some of the topics or activities that were most helpful to me include | | | | | |
| 9. Some of the topics or activities that were least helpful to me include | | | | | |
| 10. Suggestions I have for improving the mentorship program include | | | | | |



“Because teaching is a new experience every time you walk into a classroom, good teachers build a repertoire of strategies and tools that they can use when they need them. Good mentors share their tools with their protégés and help them build their own repertoire.”

—An elementary principal

Mentors

Mentors are to be congratulated for accepting the opportunity to mentor those entering the teaching profession and for contributing to the growth of the profession.

Functions of Mentoring

1. Teaching

Teaching the protégé the skills that skilled mentors (unconsciously or consciously) practise on a daily basis is difficult. Many experienced teachers teach instinctively, which makes it difficult for them to analyze their own teaching. In order to teach the protégé, the mentor must become a reflective practitioner.

2. Sponsoring

Sponsoring the protégé is another function of mentoring. The mentor must identify the strengths of the protégé and advise the protégé as to what activities would be most successful. Sponsoring then requires the mentor to support the protégé when he or she attempts the new practice.

3. Encouraging

Encouragement is a key mentor function. By helping protégés see the positive side of their teaching practice and building on those reflections, the mentor is supporting and encouraging the growth of the protégé.

4. Counselling

Counselling is the fourth function of mentoring. Protégés need sound advice regarding teaching practice, professional conduct and the culture of the school and community.

5. Befriending

The fifth function of mentoring is befriending—protégés need someone to whom they can speak freely.



Needs of Beginning Teachers

Beginning teachers can be overwhelmed by the initiation to teaching and require timely assistance. They need the following:

- **To receive just-in-time learning rather than just-in-case learning**
What do I need to learn, know and practise *now* rather than later?
What do I need to know about the first staff meeting, the first report cards and parent/student/teacher conferences?
- **To be given information and allowed to ask questions**
Beginning teachers often do not know what questions to ask and need to be directed to take appropriate actions.
- **To be accepted**
Beginning teachers often move into communities and schools in unfamiliar areas. These new teachers need to be welcomed and valued as contributing members of the school and the community.
- **To be valued**
Beginning teachers come to the profession with a wealth of new knowledge and skills and should be acknowledged and appreciated for the fresh outlook that they bring to the profession.
- **To be treated as colleagues**
Beginning teachers are active members of the profession and deserve to be treated as valued colleagues.
- **To be treated as professionals**
How can mentors assist new teachers to grow as professionals in a timely fashion?

Helping Beginning Teachers with Critical Tasks

Basic Issues

1. Classroom Management

- Arranging the classroom setting
- Bulletin boards
- Planning
- Teaching rules
- Policy/procedures (written/unwritten)
- Managing student work
- Establishing a positive classroom climate
- Supporting good student behaviour
- Conducting instruction and maintaining the momentum
- Getting off to a good start

2. Planning for Instruction

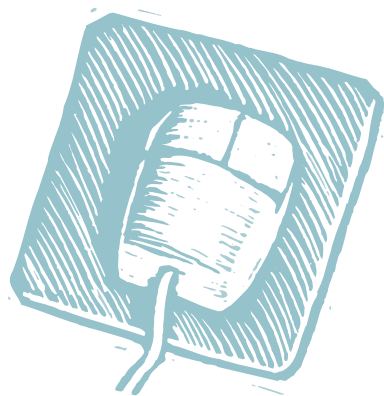
- Available resources
- Long-range, unit and daily plans
- Cumulative records
- Student data
- Grouping/whole groups
- Pacing
- Parental involvement
- Reporting to parents
- School and district policies
- Parent/teacher/student conferences

3. Teaching Content

- Curriculum guides
- Program of studies
- Expected learner outcomes
- Testing
- Diagnostic/formative/summative assessment
- Professional resources

4. Engaging and Motivating Students

- Centres
- Cooperative planning
- Project approaches
- Alternative delivery strategies
- Working with parents
- Cooperative learning
- Use of alternative facilities
 - Field trips
 - Labs
 - Library
 - Technology



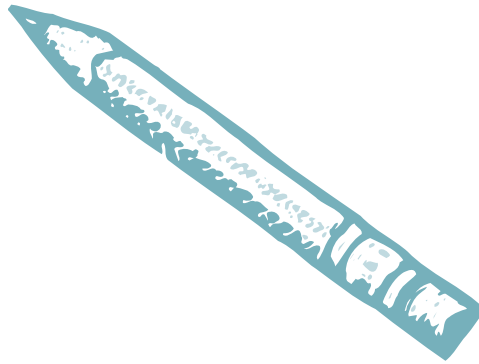
Mentoring vs Evaluating

Evaluating the protégé is not a function of mentoring.

Trust is essential in a mentor–protégé relationship. It is imperative that the mentor be viewed as a trusted colleague rather than an evaluator or judge.

- Mentoring is collegial; evaluating is hierarchical.
- Mentoring is ongoing; evaluating is defined by district and provincial policy.
- Mentoring encourages self-reliance and growth; evaluating judges individual teaching performance.
- Mentoring keeps data confidential; evaluating uses it to judge.
- Mentoring uses value judgments made by the mentor and protégé; in evaluation, value judgments are made by the supervisor.

The mentor–protégé relationship must exist within the framework of the Code of Professional Conduct of the Alberta Teachers' Association.



Needs Assessment for Mentors

Please choose the response that most closely indicates *your level of need for assistance* in the area described in each item.

Possible Responses

- A. *Little or no need* for assistance in this area
- B. *Some need* for assistance in this area
- C. *Moderate need* for assistance in this area
- D. *High need* for assistance in this area
- E. *Very high need* for assistance in this area

1. ____ Learning more about what is expected of me as a mentor
2. ____ Collecting classroom observation data
3. ____ Diagnosing needs of my protégé
4. ____ Developing interpersonal skills that support the mentoring process
5. ____ Assisting my protégé with classroom management
6. ____ Helping my protégé develop a variety of effective teaching strategies
7. ____ Using principles of adult learning to facilitate the professional growth of my protégé
8. ____ Socializing my protégé into the school culture
9. ____ Helping my protégé maintain student discipline
10. ____ Helping my protégé design a long-range plan for professional development
11. ____ Finding resources and materials for my protégé
12. ____ Providing emotional support for my protégé
13. ____ Co-teaching with my protégé
14. ____ Managing my time and work
15. ____ Developing problem-solving strategies
16. ____ Helping my protégé motivate students
17. ____ Helping my protégé assist students with special needs
18. ____ Helping my protégé diagnose student needs
19. ____ Helping my protégé plan for individual differences among students
20. ____ Helping my protégé evaluate student progress
21. ____ Engaging in expert coaching of my protégé

—Based on Gordon (1991), *How to Help Beginning Teachers Succeed*, ASCD.

Questions to Consider

What other needs do you have as a mentor that are not addressed by the needs assessment?

The mentorship program is intended not to supplant existing support programs for beginning teachers but to enhance system or school programs.

What types of support are available to beginning teachers at the school and system levels? for mentors?

What types of support not currently available should the school district provide?

How will the results of the needs assessment inform the joint planning of the mentor and protégé?

How will the plan inform the program for the training of mentors?

Communication and Support

The most common concern for new mentors is how to communicate support without being intrusive. At the same time, protégés are concerned about burdening the mentor with all their questions. A stalemate. Protégés need constant reassurance that mentors don't mind helping. Here are a few ideas to ease the tension:

- Compliment the protégé.
- Take a coffee break or lunch together.
- Spend an evening together.
- Share a ride to an event.
- Give information about ways to gain the support of key individuals.
- Give suggestions for acquiring scarce resources.
- Offer an invitation to a small get-together with other colleagues.



Mentor Communication Self-Assessment

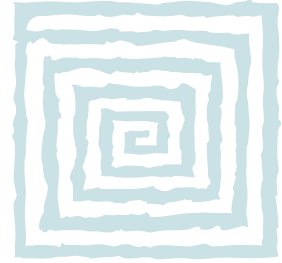
- _____ Do you do what you say you will do?
- _____ Do you treat in confidence anything of a personal or professional nature?
- _____ Do you respond to statements and questions?
- _____ Do you express your feelings and thoughts about a topic under discussion?
- _____ Do you respect the ideas and feelings of the protégé, even though you may not agree?
- _____ Do you check your assumptions through paraphrasing?
- _____ Do you encourage your protégé to probe for his or her own answers?
- _____ Do you use descriptive rather than evaluative or judgmental language?
- _____ Do you let your body language reinforce the intent of your words?
- _____ Do you provide opportunities for clarification?
- _____ Are you sensitive to mixed messages?
- _____ Do you probe for thoughts and feelings as well as facts when discussing professional issues?
- _____ Do you encourage the protégé to provide more details when he or she is offering important information?



The Mentor Traps

Mentors need to be aware of the following traps.

- *I can help.* Mentors are helpers; but sometimes the protégé needs to find his own way. Don't feel rejected when your assistance is declined or your advice is not taken. Experience is also a powerful teacher.
- *I know best.* Protégés are not here to stroke your ego; they are here to learn. Be honest with yourself. If you relish compliments from your protégé, you may be using them to fulfil your own needs. Be careful. This is a dangerous trap.
- *I can help you get ahead.* Mentors do open doors that help the protégé get ahead. However, this can lead to scorekeeping, which is unfair to the protégé.
- *You need me.* This lays the groundwork for a relationship built on dependency. The focus should be on improving the protégé's practice.
- *FYI you have an IEP meeting regarding your ADHD from the SASP.* Avoid jargon and explain it when others use it.
- *I showed you last week. Remember?* Avoid patronizing remarks. You may not have time between classes to accurately show your protégé how to run the VCR (you know, the one that was invented before she was born). Take time after school.
- *I'll tell the principal how well you are doing.* Careful! That is evaluation, and it gives the impression that you are reporting to the boss. Mentors are support providers not evaluators.
- *He did well because of me.* Another ego trap that pigeonholes the protégé. Let go and celebrate the success of your colleague.



—Kathleen A. Robertsson,
Across the Hall: A School Based Program, Fort McMurray

Phases of the Mentorship Relationship

The mentor–protégé relationship has four stages (Kram 1983):

1. Initiation—getting to know each other.
2. Cultivation—what things do mentors and protégés do together to promote and enhance teaching and learning?
3. Separation—how does the role of the mentor diminish and the role of the protégé increase?
4. Redefinition—how does the mentor–protégé relationship evolve to a peer coaching, critical friend relationship? Is this a valid progression?

Like good counsellors, mentors want to work themselves out of the job of mentoring. Mentors need to be aware of the phases of mentoring and strive to move to the redefinition of the mentor–protégé relationship.

*“I could not have made it without
my mentor.”*

—A beginning teacher



Protégé

The protégé in a well-managed mentorship program will move through defined stages of development, from survival to improved professional practice to developing a learning community.

However, sometimes there are unforeseen difficulties.

1. Difficult Work Assignments

- Outline your work assignments for the upcoming year.
- What are the most difficult ones?
- Plan around your most difficult assignment.

2. Unclear Expectations

- Staff work under formal and informal rules and expectations.
- What are some of the informal rules (non-written) that you have experienced?
- How did you find out about them?

3. Resources

- What resources do you need and where can you locate them?

4. Isolation

- Many teachers view seeking help as an admission of failure. Where can beginning teachers obtain assistance? Ask your mentor where you can find assistance.

5. Role Conflict

- The conflict between the roles of teacher and young adult often leads new teachers to feel that neither role is being given sufficient time and attention. How can teachers have enough time for a personal life? Plan your personal life rather than relegating it to something you do when you're not teaching.

6. Reality Shock

- The discrepancy between the beginning teacher's vision of teaching and the real world of teaching can cause serious disillusionment. Reality shock can make the previous five difficulties more severe by reducing a beginning teacher's ability to cope.
- Discuss the discrepancy with your mentor and peers to learn how to cope.

Starting Points

Use this list as a starting point with your mentor.

1. Do you have information regarding the policy and procedures for

- class lists
- field trips
- fire drills
- homework
- hospitality fund
- library resources for students and teachers
- opening day
- opening exercises
- paper and other supplies
- petty cash
- photocopies
- registration procedures
- schedules and timetables
- school arrival and dismissal times
- school assemblies
- school handbook
- school keys and security
- school rules
- staff meetings
- staff parking
- student evaluation
- student fees
- student supervision duties
- substitute teachers



2. You can assign bulletin board areas for displaying

- announcements
- different subjects
- bulletin board ideas created by students
- student work
- calendar and current events

3. You can prepare your classroom in these ways:

- Duplicate materials needed for the first few days.
- Have a receipt book ready if money is to be collected.
- Make a checklist for forms that need to be returned.
- Make signs for the room.
- Organize your daily plan book to include general and specific learner expectations.
- Plan a textbook-distribution record.
- Plan the first day in detail.
- Prepare an outline for the first week.
- Prepare the class list and post a copy.
- Prepare the classroom arrangements and seating plan.
- Put your name outside the classroom door with a class list.
- Set up learning centres.



4. Prepare your files by setting up folders for

- late and absent notes,
- parent correspondence,
- record keeping and examples of student work,
- staff bulletins and memos, and
- substitute teachers.

5. Get to know your students by doing the following:

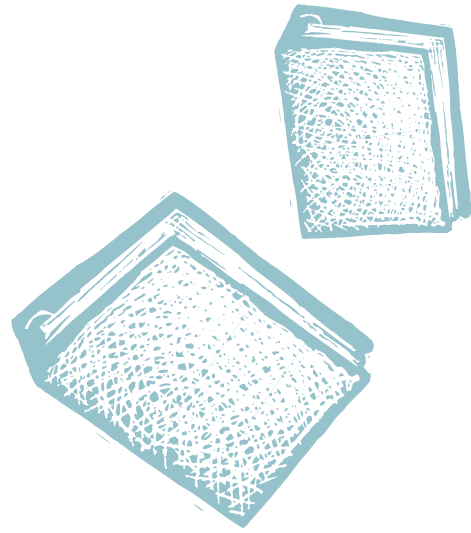
- Find out which students are receiving special help.
- Prepare an inventory to find out student interests.
- Prepare tentative groupings for instruction.
- Read the cumulative records for each student.
- Review your provision for individual differences.

6. Prepare a package to send home that includes

- a welcoming newsletter,
- forms required by the school and
- a supply list, costs and what the school provides.

7. Assemble the following items:

- Appropriate books for reading or reference use
- Attendance materials
- Classroom art supplies
- Supplementary teaching materials
- Textbooks and accompanying materials



8. Know your materials and how they support learner expectations by

- reviewing the program of studies and relevant curriculum guides and teacher manuals.

Documenting your growth as a professional requires some reflection on your successes and on areas that need work. Try to establish a file in which you can keep artifacts of your teaching. By using key questions you will be able to track your growth and transfer the things that work well to other lessons and situations.

—*Beginning Teachers' Handbook*,
Alberta Teachers' Association (2003)



Needs Assessment for Protégés

Please choose the response that most closely indicates your level of need for assistance in the area described.

Possible Responses

- A. *Little or no need* for assistance in this area
 - B. *Some need* for assistance in this area
 - C. *Moderate need* for assistance in this area
 - D. *High need* for assistance in this area
 - E. *Very high need* for assistance in this area
1. ____ Finding out what is expected of me as a teacher
 2. ____ Communicating with the principal
 3. ____ Communicating with other teachers
 4. ____ Communicating with parents
 5. ____ Organizing and managing my classroom
 6. ____ Maintaining student discipline
 7. ____ Obtaining instructional resources and materials
 8. ____ Planning for instruction
 9. ____ Managing my time and work
 10. ____ Diagnosing student needs
 11. ____ Evaluating student progress
 12. ____ Motivating students
 13. ____ Assisting students with special needs
 14. ____ Planning for individual differences among students
 15. ____ Understanding the curriculum
 16. ____ Completing administrative paperwork
 17. ____ Using a variety of teaching methods
 18. ____ Facilitating group discussions
 19. ____ Grouping for effective instruction
 20. ____ Administering tests
 21. ____ Understanding the school system's teacher evaluation process
 22. ____ Understanding my legal rights and responsibilities as a teacher
 23. ____ Dealing with stress
 24. ____ Dealing with contractual and ATA-related issues
 25. ____ Becoming aware of special services provided by the school district

—Podsen and Denmark (2000): *Coaching and Mentoring First-Year and Student Teachers*

Lesson Plan Reflection Sheet

For your professional portfolio

Name: _____

School: _____

Grade level: _____

Subject: _____

Date: _____

1. As I reflect on the lesson, what can I say about how students were productively engaged?

2. Were my instructional goals met? Did the students learn the learning outcomes of my lesson? What evidence is there that the goals and learning outcomes were met?

3. Did I change my goals or instructional plan as I taught the lesson? Why?

4. If I were to teach this lesson again to the same group of students, what would I change about the lesson? Why?

5. What did I learn about myself, my students and my teaching from this lesson?

6. What aspects of my teaching might I change as a result of this lesson?

—Adapted from ASCD, 1996



Reflection for Your Professional Portfolio

Take a moment to think about a successful lesson that you have recently taught or the last lesson you taught. Consider the following points and jot down your answers in the space below.

Explain why you chose the lesson.

Did you learn anything from the lesson?

How might you change an aspect of your teaching because of the lesson?

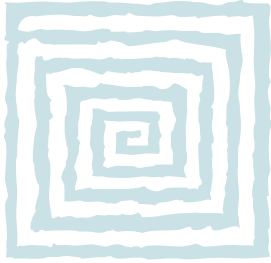
Explain how the lesson might reflect on your performance as a teacher.

—Adapted from ASCD, 1997

- Keep your focus on the future and on the excitement of lifelong learning. How does your teacher professional growth plan reflect your lifelong learning? How do your immediate goals relate to your long-term goals?

- Investigate new techniques and how you can best use them in your classroom. How can you use the Critical Friend concept to improve your teaching practice?

- How can you link your growth to the Teaching Quality Standard and descriptors of knowledge, skills and attributes related to interim certification?



The Protégé Traps

- *I don't need help.* Although you may feel that you can do it on your own, it may be a good idea to listen to experience.
- *I don't know anything.* There are a hundred details to teaching; university simply cannot prepare you for the multitude of mundane tasks, from money collection to inventory, that teachers do. You know lots; you are full of the best and newest ideas. Don't worry about asking for help.
- *I'm the only one having problems.* No way! All teachers experience roadblocks even if they don't show it. Ask experienced teachers about their first-year experience. You'll find that few had clear sailing.
- *They hate me; they really hate me.* Students are angry at their situation, not at you. They tend to lash out at the first authority figure they see, and often that is you. The smart ones can really get under your skin; they become extra nice to all the other teachers because they have you to pick on. It's not personal. It just feels that way.
- *I'll get organized this weekend.* Most of us have been fighting that battle for years, so don't be too hard on yourself. Set aside time for yourself. Book it in advance. Many teachers dedicate Sunday afternoon to getting ready for the week and try their best to relax the rest of the weekend.

—Kathleen Robertsson,
Across the Hall: A School Based Program, Fort McMurray

“Terrific program. Our teachers endorsed it wholeheartedly—especially the beginning teachers.”

—A school administrator



Responsibilities of Administrators

Principals with staff involved in the program are responsible for

- facilitating the joint mentorship plan for the protégé and mentor;
- providing for common release time for the protégé and mentor with either the instructional or non-instructional requirements of the collective agreement on a regular and ongoing basis. Meeting, planning and observation time can be maximized for mentors and protégé through administrative decisions that provide for
 - internal coverage,
 - common preparation time,
 - common supervision times,
 - banking of time and
 - meeting during PD conferences or PD days;
- recruiting mentors who meet the identified criteria and
- arranging costs for release time for the mentor and protégé to participate in the program’s group (call-back training) sessions as required.



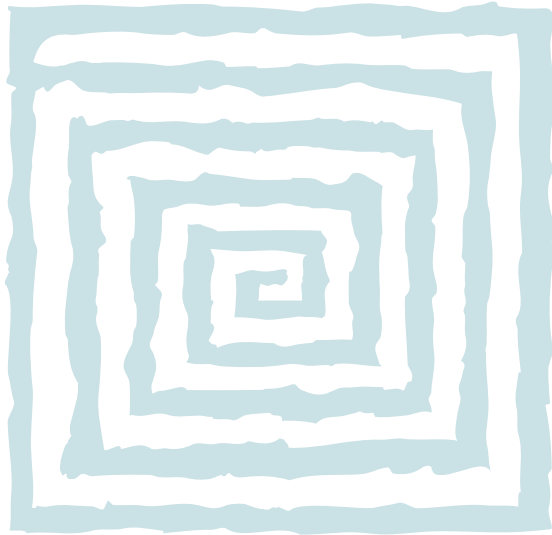
Developing a Mentor Pool

Prospective mentors should be invited to volunteer. They form a pool of interested professionals who are then each matched with a protégé by the administrator. The administrator recognizes that not all good teachers make good mentors. It is recommended that mentors be approved and assigned to protégés by the administrator based on a written school/system policy or administrative practice.

The Administrator Traps

- *My door is always open.* You are busy and new teachers feel intimidated, especially when there is a line waiting to see you; they could use another ear.
- *You can ask me anything.* New teachers often hide fears, sometimes not reporting serious student misbehaviour.
- *I'll check with the mentor before evaluation.* Even if the administrator is looking for positive comments from the mentor, word will get out that the new teacher is being talked about, and the new teacher may lose confidence in the mentor because of this.

—Kathleen Robertsson,
Across the Hall: A School Based Program, Fort McMurray





Further Suggestions for Mentors and Administrators

- Be sure the mentor and beginning teacher are familiar with programs.
- Give the beginning teacher a class schedule, work environment, extracurricular load and other working conditions that will allow a novice a reasonable chance of success.
- Let the new teacher know what is expected of him or her. Be specific.
- Hold the principal's first observation and conference early in the year.
- When possible, match a beginning teacher with a mentor who has a similar teaching style.
- Provide improvement ideas. Praise beginning teachers who are doing well.
- Give specific suggestions for new teachers with problems rather than stating generalities like "poor discipline."
- Hold principal observations and conferences throughout the year.
- Establish a plan for regular meetings. This will ensure continuity, consistency and greater security for the beginning teacher.

—Kathleen Robertsson,
Across the Hall: A School Based Program, Fort McMurray

Developing a Mentor–Protégé Plan

A number of factors inform the joint mentorship plan. The mentor–protégé plan should be based on four major areas.

1. District evaluation criteria and the Teaching Quality Standard descriptors for interim certification

Beginning teachers must be aware of the school district’s teacher evaluation policy as it affects teachers within their first year. Teachers also need to be aware of the descriptors for the Teaching Quality Standard Interim Certificate. Both the policy and the descriptors will act as a quasi needs assessment in indicating the instructional areas in which the beginning teacher needs to work. It is helpful to know what the criteria for evaluation are before evaluation takes place.

2. Needs assessments for protégés and mentors

The program workbook *Needs Assessment* gives mentors and beginning teachers an understanding of their learning needs. The needs assessment also provides relevant information to the steering committee. The steering committee is able to collate the information, which informs the planning for mentor and protégé training at the local and district levels.

3. Overarching major issues

There are issues in education that require constant attention and continued planning throughout the entire school year. These issues can consist of, but are not restricted to,

- managing the classroom,
- assessing and evaluating student progress,
- motivating students,
- planning for the diverse needs of students,
- communicating with parents,
- obtaining and using resources effectively,
- planning and organizing instruction,
- acquiring information about the school and district, and
- knowing one’s responsibilities as a member of the profession.

Joint planning by the mentor and protégé should continually refer to these major instructional and professional issues so that the plan can be adjusted and growth measured.

4. School and district yearly milestones

In each school and district, milestones occur throughout the school year. These milestones are scheduled as either school, district or community events and affect planning by school staff. Examples of milestones are

- the first staff meeting,
- meeting the teacher,
- report cards,
- parent/teacher/student conferences,
- Christmas activities,
- end of semester,
- exam schedule,
- end of year and
- promotion meetings.

Beginning teachers should plan around “just-in-time learning” rather than “just-in-case learning.” As these milestones occur, mentors and protégés should focus on what information and actions are needed with respect to

- policy,
- expectations,
- roles,
- forms,
- protocol and
- schedules.

Keeping in mind the four major areas of the joint mentor–protégé plan delineated above will help all parties concerned to devise a plan flexible enough to deal with unexpected events and structured enough to provide growth indicators.

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Action Plan

Goal

Strategies	Who	When	Resource	Evaluation

Appendix A—Mentor–Protégé Activities

Below is a list of activities that the protégé and mentor may choose to engage in:

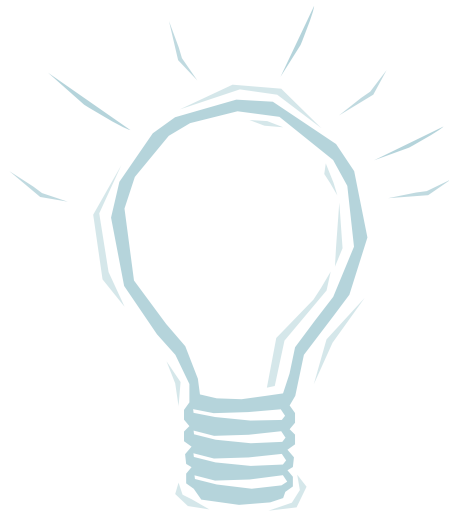
- Discuss a lesson over dinner
- Keep a list of problems, questions and ideas that worked
- Review the unit plan/time schedule to check to see if on track
- Observe mentor’s class for specific skill or strategy
- Observe protégé’s class for specific skill or strategy
- Have lunch together
- Professional talk in non-professional environment
- Professional talk in informal environment
- After-school coaching sessions
- Continue daily contact
- Share a common IPGP
- Resource sharing
- Readers/writers workshop—individual novel studies; writing stories on theme
- Discuss problems, concerns and successes over coffee
- Work together on new curriculum
- Attend inservice together
- Establish regular meeting time to catch up
- Lunch or dinner once per month—honoraria rather than release time
- Meet with another mentor–protégé team to share ideas
- Jointly create a list of priorities and time lines



- Ask each other, “What do you need? How’s it going?”
- Act on plans and time lines
- Collaborate on teaching, curricular areas and large-group instruction
- Provide for venting sessions off-campus
- Develop strategies for good or bad days—unpacking experiences
- Clarify expectations of relationship
- Keep reflective journal—what worked; student gains; concerns; feelings
- Discuss nitty-gritty details of daily life
- Arrange school-level meetings of all mentors and protégés
- Have a Friday-afternoon beverage together
- Share class activities
- Participate jointly in PD activities
- Celebrate teaching successes and learning—share student work
- Say, “I understand”
- Team teach
- Give partner a prep when needed
- Share philosophy of teaching/learning
- Share new ideas with the mentor
- Share joy, pain and a glass of wine
- Confirm understanding of school activities
- Discuss report card marks—evaluation strategies
- Implement a morning ritual
- Develop a comfort zone
- Provide honest feedback along with a plan for change
- Use central office and LRC for materials support
- Explore school library and equipment together
- Plan parent–teacher conferences

- Share professional reading
- Meet at various local establishments to discuss week's events
- Try to anticipate upcoming activities—explain to alleviate anxiety
- Share classroom newsletters
- Plan units together
- Advise on uncertain, grey areas of school policy
- Micro-grade lessons
- Discuss first formal reporting period
- Brainstorm areas for PD
- Show new teachers around the facility
- Videotape lessons
- Plan common themes
- Get information on assessment alternatives—ways of recording, report cards, calculating

—Generated by teachers of Red Deer Public Schools,
Model Project on Mentorship, 1997



Appendix B—Websites

The following websites provide additional information on non-traditional methods of professional development.

1. International Electronic Journal for Leadership in Learning

www.acs.ucalgary.ca/~iejll/volume3.html#

An online journal that contains many articles pertaining to professional development and other topics of interest to educators in Alberta.

2. Mentoring

www.gse.uci.edu/MentorTeacher/Contents.html

This site out of the University of California, Irvine, contains a well-organized, comprehensive overview of mentoring.

3. Center for the Study of Online Community

www.sscnet.ucls.edu/soc/csoc

This site focuses on how computers and networks alter people's capacity to form groups, organizations and institutions, and how those social formations are able to serve the collective interests of their members.

4. Pathways to School Improvement

www.ncrel.org/sdrs/

There are many interesting articles and links here to topics such as leadership, change and professional development.

5. Learning Styles

www3.extension.umn.edu/people/fhoefer/coursdev/lernstyl.htm

A large collection of links to other sites and articles, all dealing with learning styles.

6. Assessment and Evaluation

www.scruznet.com/~meggers/atie/assess.html

Good links to information on teacher portfolios and electronic portfolios.

7. Teacher Portfolios - A resource collection

<http://red-lake.lakeheadu.ca/~lsidor/>

Assembled by an elementary school teacher, this site is an excellent resource for information on professional portfolios.

8. Action Research International

www.scu.edu.au/schools/sawd/ari/ari-home.html

An online journal of action research.

9. Canadian Education on the Web

www.oise.utoronto.ca/~mpress/eduweb.html

An incredible list of resources for Canadian educators, including links to distance-education information and online journals.

—Retrieved from the WWW, June 1999
Developed by Joni Turville



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Appendix D—Sample Mentorship Program

The sample mentorship program includes definitions, a program rationale, intended outcomes, and roles and responsibilities of participants. It also describes procedures for implementing a mentorship program. The mentorship program enhances but does not replace other strategies for providing support, acculturation and professional-growth opportunities for beginning teachers, such as the ATA Beginning Teachers' Conference, inservice provided through the ATA or individual strategies used by principals to assist beginning teachers.

Definitions

For the purposes of this proposal, the following definitions will apply:

Mentor

– one who fosters growth in professional practice and nurtures the maturation and acculturation of a younger or newer member of the profession; an experienced or trusted advisor.

Protégé

– one who is mentored by another; a person of whom another is protector or patron.

Rationale for a Mentorship Program

- Supports a district's priority of ensuring high-quality teaching, improved student achievement and staff well-being.
- Provides a unique opportunity for experienced teachers to impart some of their knowledge, experience and wisdom to beginning teachers.
- Recognizes teachers as a valued district resource.
- Extends the range of new teacher initiatives available in districts.
- Creates a positive impact on attraction and retention of high-quality teaching staff.
- Facilitates shared responsibility for career-long professional growth and development through collaboration of ATA locals, school districts, regional professional development consortia and Alberta universities.



Goals

- To enhance the ability of beginning teachers to develop and demonstrate the Alberta Education Teaching Quality Standard
- To enhance teaching practice and student learning
- To provide experienced teachers with opportunities for professional growth and leadership
- To extend opportunities for collegial sharing and reflective practice
- To promote the professional and personal well-being of beginning teachers
- To accelerate the transmission of school and district culture

Overview of the Mentorship Program

The proposed program will provide mentors and protégés with opportunities for professional growth and development through collegial support, reflective practice and collaborative learning. Participants will define roles and describe goals and activities in a joint mentorship program plan. The planning will focus on issues and identified needs including classroom management, instructional planning, school-based decision making, growth plans, curricular issues, individual student needs, student assessment and working with parents.

Roles and Responsibilities

Successful implementation of the program requires commitment and support of jurisdiction players at all levels.

The district and the local are responsible for

- promoting the program in the district (information meeting for principals and interested, experienced and beginning teachers);
- contributing financial resources to support the mentorship program;
- identifying criteria for selection of mentors;
- delivering the common program of events that makes up the inservice component of the program, including
 - orientation meeting for all participants, including principals,
 - mini-conference(s),
 - evaluation and wind-up session for all participants,

- matching protégés and mentors, and
- evaluating the mentorship program.

Responsibilities of Principals

Principals continue to have responsibility for reviewing or approving individual professional growth plans for all staff and for evaluating teachers.

Principals with staff involved in the program have a responsibility for

- facilitating professional growth planning for the protégé and mentor,
- providing common release time for the protégé and mentor within either the instructional or the non-instructional requirements of the collective agreement on a regular and ongoing basis,
- recruiting mentors who meet the identified criteria and
- arranging costs for release time for the mentor and protégé to participate in the program's large-group sessions.

Responsibilities of Mentors

Mentors, once matched, are responsible for

- encouraging and supporting the acculturation of the protégé into the district,
- preparing and implementing a joint mentorship program plan with the protégé,
- maintaining a relationship with the protégé consistent with the Code of Professional Conduct,
- demonstrating effective teaching strategies,
- observing and providing feedback to the protégé,
- assisting the protégé in identifying personal strengths and planning for further professional growth and
- assisting the protégé with curriculum and instructional planning.

Responsibilities of Protégés

Protégés, once matched, are responsible for

- preparing and implementing a joint mentorship program plan with the mentor and
- maintaining a relationship with the mentor consistent with the Code of Professional Conduct.

In addition to these basic elements of the program, additional skill training in mentoring is available through inservice. The possibility of university credit can also be explored. The regional professional development consortia could be asked to facilitate portions of the program.

Recruitment, Selection and Matching Process

Each interested mentor will require nomination by the principal. Mentors should

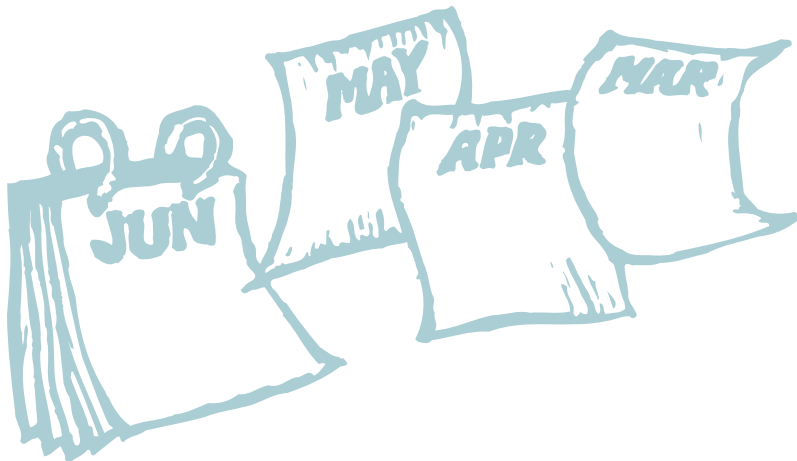
- hold a continuing contract with the district and have a permanent teaching certificate,
- demonstrate commitment to professional growth,
- show evidence of successful teaching experience within the district and
- have the desire and willingness to participate in training and in professional-development activities with a protégé.

Timeline

It is important to provide as much advance planning as possible. The steering committee should meet sometime in the final two months of the school year to plan the program for implementation in September.

Following is a timeline for key activities:

- April–May — ATA training of key contacts
- May–June — Jurisdiction steering committee meets
- June — Notice to or meeting with principals
- September — Identification of mentors and protégés
- October — Training program for mentors and protégés
- December and March — Call-back sessions
- Ongoing — Steering committee meets on an as-needed basis



Appendix E—Mentorship Frame of Reference

_____ Local No _____

1. Name

The name of this committee shall be the Mentorship Steering Committee of the teachers of _____ Division and _____ Local No _____ of the ATA.

2. Objectives

The Mentorship Steering Committee shall assume general responsibility for mentorship/protégé activities undertaken in the jurisdiction. (These activities will be undertaken in accordance with policies of the provincial association (attached) and the _____ Local No _____, ATA constitution.)

3. Program Goals

1. To support development of the knowledge, skills and attributes needed by beginning/less experienced teachers to be successful in their teaching positions.
2. To transmit the culture of the school, school system and teaching profession to beginning/less experienced teachers.
3. To provide an opportunity for beginning/less experienced teachers to analyze and reflect on their teaching with coaching from experienced teachers.
4. To initiate and build a foundation with beginning/less experienced teachers for the continued study of teaching.
5. To promote the personal and professional well-being of teachers of _____ Regional Division.
6. To develop the knowledge and skills of effective mentoring for participating teacher-mentors.
7. To improve teaching performance of participating beginning/less experienced and experienced teachers or administrators.

4. Membership and Responsibilities

- 4.1 The Mentorship Steering Committee shall consist of the following voting members:
- a. 3 teacher representatives
(1 from each of: elementary, secondary, K-12)
 - b. 1 representative from central office
 - c. 1 representative from administrators
 - d. 1 ATA local executive representative
 - e. 1 trustee
 - f. 1 ATA local PD committee member
- 4.2 The members of the Mentorship Steering Committee are expected to:
- a. promote and organize the Mentorship Program
 - b. disseminate information about the mentorship/protégé activities to all stakeholders
 - c. recruit and match mentors and protégés
 - d. hold an orientation meeting for mentors and protégés
 - e. attend all meetings of the Mentorship Steering Committee
 - f. elect annually from its members the following officers: a chair and a secretary
(These positions are called “the officers” of the committee.)
 - g. set an annual budget and ensure that procedures for distribution of funds are followed
 - h. establish guidelines and procedures for disbursement of funds
 - i. plan and attend call-back meetings
 - j. review policies, documents, and the frame of reference on a regular basis
 - k. evaluate the program by seeking feedback from all stakeholders
 - l. work cooperatively with the committees of

_____ Local

5. Officers

- 5.1 The officers of the Mentorship Steering Committee shall consist of a chair* and a secretary, to be elected from and by members of the committee.
- 5.2 The officers of the Mentorship Steering Committee are expected to:
- a. Chair
 - Prepare and circulate an agenda for each meeting.
 - Chair Mentorship Steering Committee meetings.
 - Represent the Mentorship Steering Committee in its relationship with the general membership.
 - Provide leadership on planning, implementation and evaluation of the Mentorship Program.
 - Attend local council meetings as required by the local constitution.
 - b. Secretary
 - Keep accurate business records of all Mentorship meetings.
 - Perform such other internal communications functions as may be assigned from time to time.
- *selection of the chair subject to provisions within the local constitution

6. Term of Office

All ATA committee members are deemed to be elected (as per local constitution).

Board, central office, and administration representatives are appointed on a yearly basis.

7. Committees

The Mentorship Steering Committee shall establish subcommittees from time to time as required.

8. Emergency Replacements

Vacancies in any office or subcommittee shall be filled at the next properly called meeting of the Mentorship Steering Committee.

9. Meetings of the Mentorship Committee

- 9.1 The Mentorship Steering Committee shall meet a minimum of four times annually.
 - a. Subcommittees shall meet as necessary
- 9.2 Notice of Intent to hold a meeting shall be given to members as soon as possible.
- 9.3 It is the duty of each member of the Mentorship Steering Committee to attend meetings for the purposes of reporting and communicating.

10. Quorum

One-half the committee members shall constitute a quorum.

11. Rules of Procedure

The proceedings of all meetings shall be regulated by the official rules of procedure as published in the ATA Members' Handbook.

12. Finances

- 12.1 The Mentorship Program will be funded annually by the local and the board.
- 12.2 The Mentorship Steering Committee shall prepare and submit an annual budget to the local and the board.
- 12.3 Expenses will be paid according to guidelines developed by the Mentorship Steering Committee and approved by local council.

13. Amendments to Terms of Reference

Amendments to this frame of reference shall be made in accordance with the following procedure:

- 13.1 Notice of motion of intent to amend shall be given at a preceding Mentorship Steering Committee meeting.
- 13.2 Except where time is of the essence, the written text of proposed amendments shall be made available to the members prior to the meeting.
- 13.3 Amendments shall be approved by a two-thirds vote of the Mentorship Steering Committee members.
- 13.4 Amendments shall be approved by a majority of the teachers of the local council at a properly called meeting.

Expense Guidelines

Mentor/Protégé

1. Funding will be provided for first and second year pairings.
2. Mileage to initial and call-back meetings will be paid as per local council rates.
3. Reimbursement for mentor and protégé costs shall be:
 - 3.1 substitute costs to a maximum of 1.5 days or
 - 3.2 other expenses equal to the cost in 3.1 above, including:
 - 3.2.1 mileage
 - 3.2.2 meals
 - 3.2.3 conference expenses not covered by other sources
 - 3.2.4 professional literature

Mentorship Steering Committee

1. Funding will be provided for the costs of committee meetings, including:
 - 1.1 mileage for committee members, not including board and central office
 - 1.2 meals
 - 1.3 speaker expenses
 - 1.4 gifts and gratuities
 - 1.5 office expenses
 - 1.6 miscellaneous expenses approved by the steering committee

How the ATA Can Help

- Provision of Research Monograph No 39 *Mentorship Program: A Model Project* and associated literature
- Assistance in the planning and organization of a mentorship program for beginning teachers
- Provision of information and training sessions for mentors, protégés and school administrators
- Provision of professional-development activities for mentors and protégés
- Consultation services for key local and district contacts
- Continued support beyond the initial year of the program

For more detailed information contact:

**Professional Development
Alberta Teachers' Association
1-800-232-7208 (toll free)**

