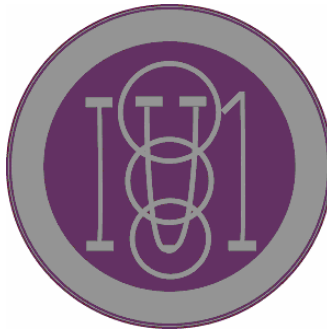


IU 1 MENTORING HANDBOOK

IU 1 MENTORING HANDBOOK



August 2008

Intermediate Unit 1 does not discriminate on the basis of race, color, national origin, sex, disability, age, religion, ancestry or any other legally protected classification in its educational programs, activities or employment practices.

Revised August 7, 2007



INTERMEDIATE UNIT 1 MISSION

Intermediate Unit 1 is a public educational service agency dedicated to providing quality leadership and services to the schools and communities of Fayette, Greene, and Washington Counties to assure their success as they prepare all learners to meet the challenges of an information society.



The Art of Mentoring and Intermediate Unit 1 Perspective

Dr. Lawrence O'Shea: Executive Director

Mentoring requires a commitment from both the mentor and the mentee. Listening and questioning are essential components to effective mentoring. Intermediate Unit 1 administration considers mentoring a vital part of the induction process.

Candace Dunn: Director Special Education

Mentoring provides a support system to new teachers during their first three years to accelerate success and effectiveness and to develop solid collegial relationships. The ultimate goals of the mentoring program are to increase teacher retention and, simultaneously, raise student achievement.

IU 1 MENTORING HANDBOOK

Dr. Jarol G. DeVoge: Director Instructional Support Services IU 1

Mentoring is a critical component in the induction process. Although a specific mentor may be assigned, all Intermediate Unit 1 staff have a mentoring relationship with new staff.

Sue Conrady: Director Non Public, Adult, and ESL Education IU 1

Mentoring relationships with new staff often occur within a job category, but informal mentoring occurs as the inductee interacts with and observes other educators.

Dennis Krivacek: President Intermediate Unit 1 Education Association

The fundamental task of a teacher's position is self improvement for the benefit of the student. Serving as a mentor provides an invaluable opportunity for educators dedicated to this premise. Nurturing our new peers by passing along knowledge gained through years of experience, ultimately benefits not only that person, but the profession, the district and most importantly the students.

As a mentor, you are not an evaluator but an encourager as well as a coach whose job is to provide guidance in helping the novice teacher grow as an educator.

TABLE OF CONTENTS

I.	Table of Contents	
II.	Good Beginnings	Page 1
III.	Roles	Pages 2 – 4
IV.	Characteristics	Pages 5 – 6
V.	Tips for Mentors	Page 7
VI.	Off to a Good Start	Pages 8 – 9
VII.	A Survival Checklist	Page 10
VIII.	Act 48 Information	Page 11
IX.	Ten Commandments for Mentors	Page 12

THE IMPORTANCE OF GOOD BEGINNINGS

“It is the supreme art of the mentor to awaken joy in creative expression and knowledge.” –Albert Einstein

Try to remember what you felt like when you got your first professional position. There was probably a rush of excitement and anticipation –“Now I am going to be able to do what I’ve learned about in classes and practiced.” Your enthusiasm may have been tempered somewhat when you got to your building and were thrust into the realities of the world of education.

Novice teachers are expected to perform almost all of the same tasks as veteran teachers and must “hit the ground running.” For some, while overwhelming, this is challenging and motivating. For other, however, it is overly stressful and frustrating.

There is a growing body of research and professional activity in the area of induction. Research and best practice are showing that mentoring is critical to welcoming new teachers to the profession.

A positive mentoring relationship combined with a strong induction program will help novice teachers negotiate the challenges and successes after their first years.

“Training is one of the best ways to send a message to your teachers that you value them and want them to succeed and stay. Much worse than training people and losing them is not training and keeping them!” (Wong, 1998).

MENTOR ROLES AND RESPONSIBILITIES

Mentor Roles

There are ten different roles a mentor can assume. Which role a mentor assumes depends on the needs of the mentee. On any given day, the mentor may perform one of the roles or all of the roles. Over time, and with experience, mentors can learn to assume different roles more easily. Each of the ten roles is described below.

Teacher: As a teacher, a mentor needs to teach the mentee the skills and knowledge required to perform his/her position successfully. This role requires the mentor to outline the “nuts and bolts” of the position and to share experiences as a seasoned professional. It is important that the mentor also share the wisdom of past mistakes. A mentee cannot only learn from past errors, but also must realize that no one is perfect.

Guide: As a guide, the mentor helps navigate through the inner workings of the organization and deciphers the “unwritten office rules” for the mentee. This information is usually the “kernels of knowledge” that one only acquires over a period of time. The inner workings of the organization are simply the “behind the scenes” dynamic, or office politics that are not always apparent, but are crucial to know. The “unwritten rules” include the special procedures an office follows, the guidelines that are not always documented, and policies under consideration. It is also important for the mentor to explain who does what, the critical responsibilities each one performs, and the office personalities involved.

Counselor: The role of counselor requires the mentor to establish a lasting and open relationship. In order to create a trusting relationship, the mentor needs to stress confidentiality and show respect for the mentee. A mentor can promote confidentiality by not disclosing personal information that the mentee shares. The mentor should always show respect by listening carefully and attentively to the mentee and by not interrupting the mentee while she/he speaks.

The counselor role also encourages the mentee to develop problem-solving skills. A mentee must be able to think through the problems rather than always depending on the mentor to provide the solution. The mentor can develop the problem-solving skills of a

inductee by advising the inductee to first attempt to solve the problem before seeking assistance.

Motivator: As a motivator, a mentor may at times need to generate motivation with the mentee. Motivation is an inner drive that compels a person to succeed. It's not often that mentees are not motivated. In general, mentees are enthusiastic about their job. After all, mentees tend to be characterized as highly motivated individuals with a thirst for success.

Mentors usually perform the role of motivator only when there is a need to motivate a mentee to complete a difficult assignment, or to pursue an ambitious goal. Through encouragement, support and incentives, mentors can motivate the mentees to succeed.

Sponsor: A sponsor creates opportunities for the mentee—opportunities that may not otherwise be made available. These opportunities can relate directly to the job or indirectly to the mentee's overall professional development. The goal of the mentor is to provide as much exposure for the mentee as possible, with a minimum of risk. Opportunities should challenge and instruct without slicing away the mentee's self-esteem. A mentee should not be set up for failure. New opportunities can increase the visibility of the mentee, but mentors must be careful in selecting these opportunities.

Coach: Coaching is a complex and extensive process and is not always an easy skill to perform. Specially, coaching involves feedback. A mentor needs to give different kinds of feedback as the situation demands: positive feedback to reinforce behavior and constructive feedback to change behavior. Both types of feedback are critical to the professional growth of the mentee. When giving constructive feedback, the mentor should be descriptive about the behavior and not use labels, such as "immature" or "unprofessional." The mentor should neither exaggerate, nor be judgmental and should phrase the issue as a statement not a question.

Advisor: This role requires the mentor to help the mentee develop professional interests and set realistic career goals. As the old saying goes, "If you don't know where you are going, you don't know how to get there." This saying holds true for a mentee's professional development. The mentor needs to think about where the mentee wants to go professionally and help set career goals. Career goals should be specific, time-framed, results-oriented, relevant, reachable and flexible to accommodate the changing dynamics of the organization.

Role Model: As a role model, the mentor is a living example of the values, ethics and professional practices of the organization. Most mentees, in time, imitate their mentors. As the proverb states, “Imitation is the sincerest form of flattery.” Teaching by example may be a mentor’s most effective developmental tool. The mentee will learn as she/he observes how the mentor handles situations or interacts with others. The mentor needs to be careful how she/he comes across to the mentee. The mentor needs to strive for high standards of professionalism, solid work ethics and a positive attitude.

Referral Agent: As a referral agent, the mentor works with the mentee to develop an action plan that outlines what knowledge, skills and abilities are needed to reach career goals. Once the action plan is in place, the mentor can then use the action plan to support and guide the mentee toward the achievement of career goals.

Door Opener: The role of door opener is to open up doors of opportunity. This role primarily involves helping the mentee establish a network of contacts within the organization as well as outside the agency. The mentee needs an opportunity to interact with others to spur professional development. As a door opener, the mentor can introduce the mentee to the mentor’s contacts to help build the mentee’s network structure. The mentor also opens doors of information for the mentee by directing her/him to resources that may be helpful.

MENTOR CHARACTERISTICS

A successful mentor is characterized as:

Professional: A mentor takes pride in IU 1 and relishes the everyday challenges that typically arise. A mentor understands the mission, vision and values of the organization and supports the organization's initiatives. A mentor should be well versed in IU 1 policies and in the procedures of IU 1 and the educational setting(s) in which she/he works.

Supportive: A mentor supports the needs and aspirations of the mentee. This supportive attitude is critical to the successful development of the mentee. A mentor must encourage the mentee to accept challenges and overcome difficulties.

Patient: A mentor is patient and willing to spend time performing mentoring responsibilities. A mentor allows adequate time to interact with the mentee. Time requirements are defined by both the mentor and the mentee.

Respected: A mentor is someone who has earned the respect of peers within the organization, the community and her or his profession.

People Oriented: A mentor is one who is genuinely interested in people and has a desire to help other. A successful mentor is one who has "good people skills," who knows how to effectively communicate and actively listen. A mentor must also be able to resolve conflict and give appropriate feedback.

A Good Motivator: A mentor inspires the mentee. A mentor needs to be able to motivate a mentee through encouraging feedback and challenging work assignments (where applicable).

An Effective Teacher: A mentor should thoroughly understand the skills required of the mentee's position (or desired position) and be able to effectively teach these skills to the mentee. A mentor must not only teach the "skills of the trade," but also manage the learning of the mentee. This means the mentor must actively try to recognize and use teaching opportunities.

Secure in Position: A mentor must be confident in her/his career so that pride for the mentee's accomplishments can be genuinely expressed. A mentor should appreciate a mentee's strength and abilities.

An Achiever: A mentor is a professional achiever, who sets lofty career goals, continually evaluates these goals, and strives to reach them. A successful mentor typically takes on more responsibilities than are required, volunteers for extra activities, and is a life long learner. A mentor attempts to inspire a mentee with this same drive for achievement. This "attempt at achievement" is the flint that sparks a mentee's desire for career success.

Knowledgeable: A mentor can give the mentee the right amount of exposure within the agency. One way to give exposure is to secure challenging projects for the mentee. Another way is to talk with others about the mentee's accomplishments. A mentor knows physical locations, staff and programs within IU 1 and can provide meaningful experiences for the mentee.

Accepting: A mentor appreciates diversity and shows regard for another's well being.

TIPS FOR MENTORS:

1. Take the first step to make the mentoring connection. Take the initiative to invite your mentee to meet or discuss topics.
2. Be clear about your own needs and limits (i.e., time constraints, preferred method of communication, and best times of the day to be reached).
3. Respect your mentee's time as much as your own.
4. Ask if you can give feedback, instead of assuming the mentee is ready and willing to hear it. Feedback, both positive and negative, is critical to helping others.
5. Know your own limitations. No one can possibly fulfill all expectations and know everything. Knowing key references, people and operations helps you to show your mentee how she/he can get more information or navigate a situation. A good mentor teaches the mentee "how to fish." A mentor does not fish for them.
6. Encourage your inductee to move toward her/his own goals, not your goals.
7. Recognize and appreciate your mentee when she/he has provided help to you or has taken steps toward goals you had discussed.
8. Invite discussion about differences with your mentee. Recognize and work through conflicts with care and respect. Ask for a neutral party to assist if necessary.
9. Maintain a professional role in the mentoring connection. Model professional behavior
10. Respect the confidentiality of your mentee. Your mentee will probably share many personal ideas and feelings because of your established trust. Breaking this trust can be very damaging to your mentee and to your working relationship.
11. Make only positive or neutral comments about your mentee to others.
12. Continually evaluate how well you are meeting the goals and purpose of the mentor relationship.
13. Keep the door open for your mentee to return in the future.

OFF TO A GOOD START FOR TEACHERS

To help the new teacher to get off to a good start, review and discuss the following pre-planning list with your mentee.

Instructional Planning

- ❖ Align curriculum with Pennsylvania academic standards/anchors
- ❖ Review curriculum guides and teacher's edition of textbooks
- ❖ Identify the major areas to teach for the first six or nine weeks
- ❖ Develop a timeline of topics and skills for the time frames

Policies and Procedures

- ❖ Review school district policies for students (school goals, discipline procedures, emergency procedures, dress code, etc.)
- ❖ Review district policies for faculty (conduct code, crisis plan, etc.)

Classroom Organization/Management

- ❖ Physical layout of the room (seating arrangement, seating charts, bulletin boards, positioning of desk, small group areas, etc.)
- ❖ Daily routines and procedures (entering room, grade books, attendance, excuses, lunch money)
- ❖ Managing student behavior (rules, consequences, setting reasonable expectations)

Instructional Preparation

- ❖ Assess lesson plans (motivating, teacher directed, clear)
- ❖ Plan in advance for activities, projects, groups and learning centers
- ❖ Develop substitute lesson plans and notebooks

Managing Individual Differences

- ❖ Identify student needs and interests as a class and as individuals
- ❖ Assess and evaluate by observations, daily grades and varying types of assessments
- ❖ Talk to the regular education teacher and/or the guidance counselor regarding students
- ❖ Formulate a homework policy that considers the amount and frequency of work, weight and impact on grades and coordinate with other team member or departments

Home-School Communication

- ❖ Develop a descriptive style when communicating with students, parents and peers (not judgmental)
- ❖ Develop ways to get students' work home

Program Specific Regulations

- ❖ Review federal and state regulations regarding special education
- ❖ Provide samples of special education documents (mentor)
- ❖ Review special education procedural manual
- ❖ Assist with utilization of special education management software

IU 1 Induction

A Survival Checklist for Classroom Management

Use this self-assessment checklist to help the new teacher to prepare for the upcoming school year. Revisit the checklist together several times during the year to monitor classroom management skills.

Rules and Procedure

- Clearly stated, posted and limited to three to five rules
- Encouraged student input
- Reviewed rules daily and checks for understanding
- Informed parents of classroom rules

Prevention/Proactive Techniques

- Initiated personal contact with the students and/or parents
- Consistent and fair with classroom procedures
- Praised students for both academic and classroom behavior performance
- Used effective consequences at appropriate times
- Treated children with respect
- Prevented discipline problems from occurring by using proximity, the “look”, praise for on-task behaviors, and other cues
- Planned and taught lessons that were motivating, successful and readjusted as needed

Correction Techniques

- Followed through in correcting off-task behaviors
- Notified parents/administration of potential problems
- Conference with students regarding behaviors and consequences

EDUCATION SPECIALIST II, HOME SCHOOL VISITOR CERTIFICATION

IU 1 Act 48/Instructional II Questions and Answers

1. **How long is the Act 48 window?** Five Years.
2. **How many credits/hours must you get?** 180 hours or 6 credits or any combination of courses and credits. The Act 48 system will convert credits to hours.
3. **When does your Act 48 window begin and end?** It begins the month that your certificate was issued and ends five years from that date.
4. **How long do professionals have to covert their Instructional I to Instructional II?** Six working years. 45 days in a permanent sub position will count as ½ year. Ninety days in a permanent sub position will count as 1 year. Your Instructional II clock stops when you are not working.
5. **What counts for Instructional II credit?** Intermediate Unit credits and credits from four year degree granting colleges or universities. Community college credits do NOT count for Instructional II. Community college credits do count for Act 48.
6. **What is the relationship between Act 48 hours and Instructional II courses?** The credits taken for Instructional II are converted to hours for Act 48. They count for both Act 48 and Instructional II.
7. **Who needs to complete PDE 427 to apply for Instructional II?** All professionals who had certificates issued September 1, 2006 or later. This form must be completed by the principal or supervisor at the end of the third year of teaching. It is the evaluation component and must be forwarded to PDE with the Instructional II application.
8. **What is needed to apply for an Instructional II?** Three years of teaching in PA with a satisfactory rating at least the last rating period, participation in an approved induction program and 24 credits. A sealed transcript must document any university and college credits. The IU credit letters come with a seal on the letter. The application 338G is on the PDE website. There is a fee to file the application. Please see number 7 for information about when the PDE 427 form is required.
9. **What is the IU1 website?** www.iu1.k12.pa.us
10. **What is the PDE website?** www.pde.state.pa.us
11. **Who/How should I contact the IU if I need to cancel a session?** Keith Golebie, golebiek@iu1.k12.pa.us or 724-938-3241 x250.
12. **How do I register for IU 1 activities:** www.solutionwhere.com/iu1



TEN COMMANDMENTS FOR MENTORS



❖ *Thou shalt not play God.*



❖ *Thou shalt not play mommy or daddy.*



❖ *Thou shalt remember that thou art a companion and not a bolt of lightning.*



❖ *Thou shalt know that body language tells the truth.*



❖ *Active listening is holy time and thou shalt be non-judgmental in your listening.*



❖ *Thou shalt not do for someone what they can do for themselves.*



❖ *Thou shalt not lose heart because of repeated disappointments.*



❖ *Thou shalt be aware that some people move in straight lines, others in fuzzy curves. Everyone is different. Thy inductee is not thy clone.*



❖ *Thou shalt know thou can move mountains one stone at a time.*



❖ *Thou shalt not desire thy neighbor's success, other fields only seem greener.*

GOLDEN RULE:

*"Never try to teach a pig to sing;
it hurts your ears and annoys the pig."*