

# Praise for *Mentoring in Action: Guiding, Sharing, and Reflecting With Novice Teachers*

*“This is a terrific resource for mentors and coaches at all levels. It strategically helps mentors reflect on what novice teachers might be thinking and needing, and what they as mentors could be doing to support them. Step by step, Radford guides us through the year. The book is chock full of ideas and questions to use with novice teachers. It’s a really useful tool to have on hand.”*

—Jennifer Abrams, Author of *Hard Conversations Unpacked* and *The Multigenerational Workplace*

*“In a profession that loses 50% of its entering teachers by Year Five, Carol Radford’s *Mentoring in Action* is a beautiful, wise, month-by-month guide to powerful, mindful mentoring of the novice instructor. Filled with decades of her own teaching, research and mentoring wisdom, Radford offers a move-by-move guide to building the mentoring relationship, examples of mentoring in action, and instructions and modeling of purposeful mentoring conversations. This book is a must-buy for any teacher leader, instructional coach, curriculum director . . . or even the brand-new teacher. We are lucky to have *Mentoring in Action* back fully revised and more complete than ever, to access Carol Radford’s wisdom and guidance.”*

—Dr. Kirsten Olson, Author of *Wounded By School* and *The Mindful School Leader*

*“The 2nd edition of *Mentoring in Action: Guiding, Sharing, and Reflecting with Novice Teachers* by Carol Pelletier Radford offers a very well-organized and practical roadmap that includes reflections, activities, tips, and forms to support mentors who work with beginning teachers. In addition, the companion website for this book offers extensive resources for mentors including many videos. This book offers support for those who lead by mentoring others whether they are new to mentoring or want to increase their knowledge and skill as a mentor. The best mentorship programs include support for the mentors, not just for new teachers. This book provides a roadmap for that support, whether it is followed by individual teacher-mentors or by those in charge of mentoring programs. In fact, everyone in a position of leadership should read and use the contents of this book.”*

—Barbara Levin, Professor and Author of *Every Teacher a Leader*  
University of North Carolina at Greensboro

*“Carol Radford is the consummate professional educator. From the outset of my association with her, she has been a conscientious and dedicated administrator, a mentor, and a generous and supportive colleague. Readily able to foster constructive connections between course material and her own exemplary classroom experience, she has consistently provided innovative direction and support to classroom teachers by way of the books she has authored. Generations of educators have and will continue to use them.*

*Dr. Radford’s commitment to teaching in urban populations has distinguished her contribution to the education profession. I continue to be impressed by her command of relevant research and effective instructional techniques. Her skill is facilitating communication. She effectively addresses the interface between practice and education with the primary objective of identifying the relevant issues in support of human well-being. Dr. Radford is truly a reflective practitioner, and I always appreciate opportunities to learn from her as she continues to clarify the relevant issues in educational practice by way of her latest publications.”*

—Cameron Marzelli, Adjunct Faculty, Graduate School of Arts and Social Sciences  
Lesley University

*“What amazes me about the *Mentoring in Action* and *The First Years Matter* books is that every aspect of the teaching field is addressed.”*

—Kerri Schoonover, History Teacher  
Atlantis Charter High School

*“I love the idea of having mentors and mentees work alongside each other with *Mentoring in Action* and *The First Years Matter*, sharing their thoughts about challenges and successes each month and opening up a reflective dialogue.”*

—Karen Mayotte, Grade 2 Classroom Teacher / Co-coordinator Mentor Program  
Nashoba Regional School District

*“The two texts, Mentoring in Action and The First Years Matter, are companion texts that give both participants a guide for discussions, suggestions for activities, and a place to track reflections. They also allow for targeted differentiation.”*

—Maureen Perkins, Reading Specialist  
William A. Berkowitz School

*“Integrating teacher evaluation standards fits naturally into the reflection prompts and activities in The First Years Matter and Mentoring in Action texts.”*

—Caitlin Corrieri, Mentor Coordinator  
Belmont Public Schools

*“I will most definitely use the Mentoring in Action text paired with The First Years Matter text as a month-by-month curriculum to focus mentoring conversations.”*

—Kristen Daly, Grade 1 Teacher  
Kenneth Coombs School

*“With the Mentoring in Action and The First Years Matter books, training of mentors is consistent and comprehensive. The First Years Matter is structured enough to provide a clear path toward helping a new hire to achieve independence.”*

—John Radosta, Mentoring Coordinator  
Milton High School

*“Mentoring in Action and The First Years Matter are so important to guide discussions between mentor and mentee and are also helpful when differentiating for a new teacher’s needs.”*

—Elyse Hager, Kindergarten Teacher  
Nathaniel Morton Elementary School

*“Our district will use the Mentoring in Action and The First Years Matter texts to directly align with teacher evaluation standards and create a common language among our mentors and novice teachers.”*

—Bethany Botelho, Mentor Teacher Facilitator  
Old Colony Regional HS

*“This year we were trained to use the Mentoring in Action book. This has provided a common language and framework for mentors, which has been most helpful to maintain a consistent program.”*

—Marguerite Rancourt, Lead Mentor  
Greenfield Public Schools

*“The Mentoring in Action and The First Years Matter books are critical resources that each mentor will need to provide support for becoming a qualified mentor.”*

—Angela Downing, Grade 1 Teacher  
Franklin Elementary School

*“The Mentoring in Action curriculum will guide mentors as they work with their mentees, providing some commonality while at the same time allowing for differentiation.”*

—Joyce English, Grade 1 Teacher  
Winthrop Public Schools

*“The Mentoring in Action and The First Years Matter books have given me so much knowledge and understanding of the mentoring process that I feel more than confident in my ability to direct a mentoring program.”*

—Adam Crawford Crombie, Co-Director of Mentoring  
Winthrop Middle School

# Mentoring in Action: Guiding, Sharing, and Reflecting With Novice Teachers

## A Month-by-Month Curriculum for Teacher Effectiveness

**Second Edition**

**Carol Pelletier Radford**

**Foreword by Ellen Moir**



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Note from the Publisher: The author has provided video and web content throughout the book which is available to you through QR Codes. To read a QR Code, you must have a smartphone or tablet with a camera. We recommend that you download a QR Code reader app that is made specifically for your phone or tablet brand.

# FOREWORD

Mentoring isn't just about teaching—really, it's all about learning. To go from being a great teacher of kids to a great teacher of other teachers doesn't happen overnight. The learning curve for new mentors is steep. It's critical for mentors to have intentional, guided curriculum that helps them grow from novices to excellent mentors. What makes mentoring such a thrilling part of a teacher's career ladder or lattice is precisely that challenge of a new learning curve, the new, broader opportunity for impact, and the opportunity for mentors, through the process of mentoring their new teachers, to strengthen their own teaching practice even more. I've made my life's work about developing amazing mentors who can, in turn, move teachers from novice to good to excellent. While there are countless lessons that my colleagues and I have learned about how to do so woven throughout this book, three stand out to me: (1) the right pacing can maximize learning, (2) this is active work, and (3) learning in communities is more powerful than learning alone.

One thing we know from research on adult learning is the importance of pacing to allow for just-in-time, ongoing learning, practice, and reflection. At New Teacher Center (NTC), this kind of time and pacing are embedded in all levels of our work. The structure of this book as a yearlong “calendar” for mentors supports mentors' ongoing learning and practice. It builds their habits of mind as practitioners for perseverance, reflection, and continuous improvement. A key role of the mentor is to help new teachers become more patient with themselves—to forgive themselves for not being experts on day one and to focus on their own development in two to three areas at a time. A spaced-out, year-long curriculum like Carol Pelletier Radford's in this book does something similar for new mentors: it gives them the time to slow down, focus, and engage in deeper learning. On a higher level, it sets the expectation that being a mentor comes with its own, multi-year learning curve. Just like being a great teacher—and even being a great student—it's about learning to learn for years to come.

My colleagues and I have also learned that this work is active, not passive. It's intentional, thoughtful, and requires practice (along with assessment and reflection) in order to grow. The kind of just-in-time learning that is embedded in our work at NTC, and the kind embedded in this book, works because it's built around action—actively implementing a practice, actively reflecting on it, and actively, continuously improving. Just like students learn through doing, and just like teachers improve through practice, mentors ultimately grow by taking action.

Perhaps the most powerful lesson from our work at NTC is the importance of learning with peers. It's so important that we build communities of practice into our work with all of our partner districts and, each year, host multiple national gatherings and network to deepen our learning with one another. *Mentoring in Action* points to the power of a group learning setting for new teachers. It's no different with mentors. While the curriculum, opportunities for practice and reflection, and framework presented in this book can be powerful for a mentor navigating his or her new role on their own, this book also provides an excellent foundation for a mentor community of practice. Whether in person, virtual, or even asynchronous, the structure of *Mentoring in Action's* curriculum lends itself perfectly to the kind of inquiry, observation, and feedback that a community of practice can provide. In turn, those exact same practices and habits of mind—inquiry, reflection, and feedback—are what we want mentors to model for and develop in their new teachers (and they in their students!).

Just like teachers, great mentors are developed, not born. It's critical for mentors to engage in intentional, guided professional learning to put them on their own paths to excellence as teacher leaders. *Mentoring in Action* provides an important foundation for any mentor or community of mentors to launch, grow, or deepen their own practice. We are all doing such important work together, and I'm thrilled to continue driving with Dr. Radford and all of you to ensure that every new teacher gets differentiated, just-in-time support from a mentor so that, ultimately, every child in America is taught by an excellent teacher.

—Ellen Moir  
Founder and CEO, New Teacher Center





# PREFACE

This 2nd edition of *Mentoring in Action* is evidence of my evolving journey to support mentors and their novice teachers. I experienced teaching my first mentor course when I was a classroom teacher, and I have never stopped teaching mentors. Mentors shared with me that they found many of their novice teachers unprepared for the challenges of the classroom. To support the mentors, I wrote a companion book for the novice teacher. *The First Years Matter* aligns with the *Mentoring in Action* book and offers you both a common language for your mentoring conversations. By having their own book, novice teachers share that they feel empowered to bring their own questions to mentoring meetings.

The 2nd edition of *Mentoring in Action* introduces new tools and topics to expand your strategies for mentoring. The new cover image of the tree branches growing and stretching illustrates your role of guiding, sharing, and reflecting with your novice teacher. The book is refreshed and updated to provide you with a variety of activities and information to support you. A Mindful Mentoring Affirmation on every month's chapter title page will place an emphasis on mindfulness and intentional mentoring. The companion website, at <https://resources.corwin.com/mentoringinaction> with digital copies of selected forms, informative videos to support your mentoring skills, additional resources, and a Mentor Planning Guide and Journal, are provided to support you. This edition also encourages you to align your mentoring conversations with your own state or district teacher evaluation standards. Listening to students is integrated throughout this book to emphasize the importance of their voices in the development of an effective teacher. I hope you will find these new features useful and inspiring.

2nd edition features include the following:

- Twelve month curriculum with the addition of July for reflecting and planning
- Part I of the book includes an overview of ideas for sustainable mentoring and teacher leadership
- Part I also introduces group mentoring and updated roles for mentors
- Chapter overviews include updated InTASC standards and video introductions
- PLAN pages now include strategies for observing your novice teacher each month
- Revised CONNECT pages include Hot Topics, Student Voices, and Additional Resources
- ACT pages are revised with key questions, and a First ACT page is aligned to evaluation standards
- The REFLECT section includes new Mindful Mentoring Dilemmas
- A Mentor Planning Guide and Journal is provided to record thoughts and ideas throughout the year
- SET GOALS pages include a focus on social and emotional development of the novice
- A QR Code within book chapters is included to access videos on mobile devices
- The companion website includes the videos and digital forms indicated in the chapters. The companion website can be found at <http://resources.corwin.com/mentoringinaction>.

I hope you find this 2nd edition useful and inspiring as you mentor in action!



# ACKNOWLEDGMENTS

Writing the second edition of *Mentoring in Action: Guiding, Sharing, and Reflecting With Novice Teachers* has been a labor of love. It reminds me of all that is possible as we work together to support the next generation of teachers.

It is also an opportunity for me to share my gratitude to all who made this possible.

Thank you to my *Mentoring in Action* team: Adam Pelletier, Alice Carey, Donna McDonald, Janet Arndt, Joanne Mendes, Joanne Koch, Kathi Rogers, Karen Gannon, Karen DeRusha, and Shonna Ryan. Each one of you has made a valuable contribution to sustaining the *Mentoring in Action* vision and sharing it with others.

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Thank you, Corwin. A more professional publishing experience does not exist. Thanks to Gail for your design sense and to Veronica for your attention to detail and your patience. This book is so much better because of you and your team. Ariel, you have been an amazing partner on this journey. Thank you for your sincere collaboration, your editorial skills, and your true commitment to this book.



# ABOUT THE AUTHOR



**Carol Pelletier Radford** is an education consultant recently transitioning from the position of Project SUCCESS Program Director, a Massachusetts statewide hybrid mentor “train the trainer” leadership program. She received her EdD from Harvard University where she focused her studies on teacher leadership, preparing cooperating teachers, and professional development. She has served in higher education for 20 years working as an administrator, a licensing officer, and alternative certification program director.

In more than 20 years as a public school teacher, she has received numerous teacher leadership awards, among them the prestigious Christa McAuliffe Fellowship sponsored by the U.S. Department of Education.

She is the author of *Mentoring in Action: Guiding, Sharing, and Reflecting With Novice Teachers*; *The First Years Matter: Becoming an Effective Teacher*; *Strategies for Successful Student Teaching 3rd edition*; *The First Year Matters: Being Mentored in Action*; *Mentoring in Action: A Month-By-Month Curriculum*; *Touch the Future TEACH!*; and *Techniques and Strategies for Coaching Student Teachers 2nd edition*.

Carol is actively engaged in using video to teach and communicate with mentors and novice teachers. Her online graduate courses include *Becoming a Qualified Mentor*, *Maintaining Your Balance—Novice Teacher Development After Year 1*, and *Mindful Leadership in Action—Supporting Principals to Lead Induction Programs*. She is a passionate advocate for teacher leadership and the inclusion of student voices in classroom practice. Her current focus is integrating mindfulness practices into her courses and presentations. You can find her resources and books on [MentoringinAction.com](http://MentoringinAction.com).

*This book is dedicated to my mother and first mentor.*

*Marian V. Marra*

# INTRODUCTION

## WELCOME TO MENTORING IN ACTION!

If you are reading this, you are preparing to mentor a novice teacher. Let me begin by saying, “Thank you.”

You have made a commitment to support a beginner in the journey to become an effective teacher. This role takes time away from your own classroom and your personal life. I know your dedication to be a mentor is a choice you made after careful thought.

Your willingness to help others learn the art and craft of teaching demonstrates your choice to serve.

service 'sɜrvəs/ *noun* 1. the action of helping or doing work for someone. “Millions are involved in voluntary service” *synonyms*: favor, kindness, good turn, helping hand.

By being of service to others, you influence a cycle of support for novice teachers. You create a system where everyone is helping everyone else. Your participation as a mentor in your school acknowledges your heart is open to help others. It also demonstrates the hope and love you have for the teaching profession. You become a role model for your novice teacher as well as all teachers in your school who see you stepping up to share and help another teacher. A mentor is a leader who becomes an important part of a “ripple effect.”

Lao Tzu says it this way . . .

*Do you want to be a positive influence in the world?*

*First get your own life in order.*

*Ground yourself in the single principle so your behavior is wholesome and effective.*

*If you do that you will earn respect and be a powerful influence.*

*Remember that your influence begins with you and ripples outward.*

*So be sure your influence is both potent and wholesome.*

*How do I know this works? All growth spreads outward from a fertile and potent nucleus.*

*You are a nucleus.*

Excerpt from “The Ripple Effect,” *The Tao of Leadership* by John Heider

To me, to “get your own life in order” means that you need to learn *how* to mentor. Dedicate yourself to being the best mentor you can be. Take your role seriously and recognize the

important influence and role model you are for the teachers you are serving. Take courses related to mentor skills, attend workshops on mentoring, and register for conferences where mentors share ideas. This will ensure that your influence is wholesome and positive for teachers and the education profession.

This generation of novice teachers brings vitality, idealism, and some excellent social networking skills with them. Your role is to empower these novices to share, integrate into the school community, and emerge as leaders who will take your place in the future. We all agree that systematically supporting novice teachers into the profession works. Research has been done to prove it, and common sense tells us that mentoring is the right thing to do. We all have our own stories of “being mentored” that first year. The “sink or swim” method of mentoring doesn’t provide any support to novice teachers. So what is the problem? Why aren’t we systematically supporting our novices?

As I meet mentors from all over the United States, I have discovered that many districts are facing similar issues. No funds for the training of mentors, no ongoing support for mentors who have been prepared, and some districts don’t have funding for one-on-one mentoring. If mentors are available, they are often volunteers and more time is spent “matching” the mentor and mentee than actually engaging in discussions about teaching and learning. Sometimes after mentors are assigned, they don’t know what they should do or talk about with a novice each week. These challenges of funding, training, and support influence the quality of the mentoring program and may be impacting the retention rate for novice teachers.

## **This Book Is a Practical Resource for Mentors**

We want to retain the teachers we are bringing into the profession. To do that, mentors need to focus on what is important to keep them teaching! Some teachers enter through traditional pathways in teacher preparation programs and others by alternative fast track routes. Mentors may have to differentiate their mentoring based on the needs of the novice teachers with whom they will be working. This guide will help a mentor review topics for novice teachers who come well prepared by colleges of education. It will also provide content for other teachers who have entered teaching through alternative routes who need more in-depth mentoring.

This book serves as a curriculum guide for you while you are “in the act of” mentoring. If all the mentors in your district used this curriculum, there would be a common language you could refer to together. Formalizing the mentoring program and what mentors are doing demonstrates the value of mentoring. It says mentoring is important, and we will provide resources and support to our mentors!

I have a passion for this work. I have been a teacher and a teacher educator for more than 40 years. During my visits to schools, my talks with mentors led me to create this 2nd edition. My intention is to offer you an updated resource that supports you in being a powerful influence on a novice teacher.

Use the practical ideas to inspire you as you share your wisdom. Use the positive energy and vitality from your mentee to sustain you and remind you of the joys of teaching. Remember, you are mentoring the next generation of teachers into this noble profession.

*Sincerely,  
Carol Pelletier Radford EdD  
MentoringinAction.com*





## PART I

# INDUCTING A NOVICE TEACHER INTO THE TEACHING PROFESSION



### Induction Programs Must Prepare and Support Mentors

The intent of a teacher induction program is to provide systematic support for beginning teachers. Because researchers and policy makers still lack a clear definition of what “teacher induction” consists of, the programs that are offered are often inconsistent. What some schools call induction may include an orientation to the district and an informal mentor, while other districts have formally trained mentors who receive a stipend. Most states mandate some kind of induction for teachers, but because the process varies, mentor training is not always a required component of the process.

Ellen Moir, CEO and Founder of the New Teacher Center, is a passionate advocate for the implementation of quality induction programs and well-trained mentors. In her public appearances, she consistently states that mentor training is critical to the role of supporting novice teachers. Being an effective classroom teacher does not transfer to being a qualified mentor. Mentors need to be reflective practitioners, know how to facilitate adult learning, as well as observe and provide feedback. Foundational courses and ongoing professional development are required to prepare and support mentors. I have attended many New Teacher Center

Symposiums, and their work inspired me to write *Mentoring in Action* and the *First Years Matter*, and I offer them to you as a resource.

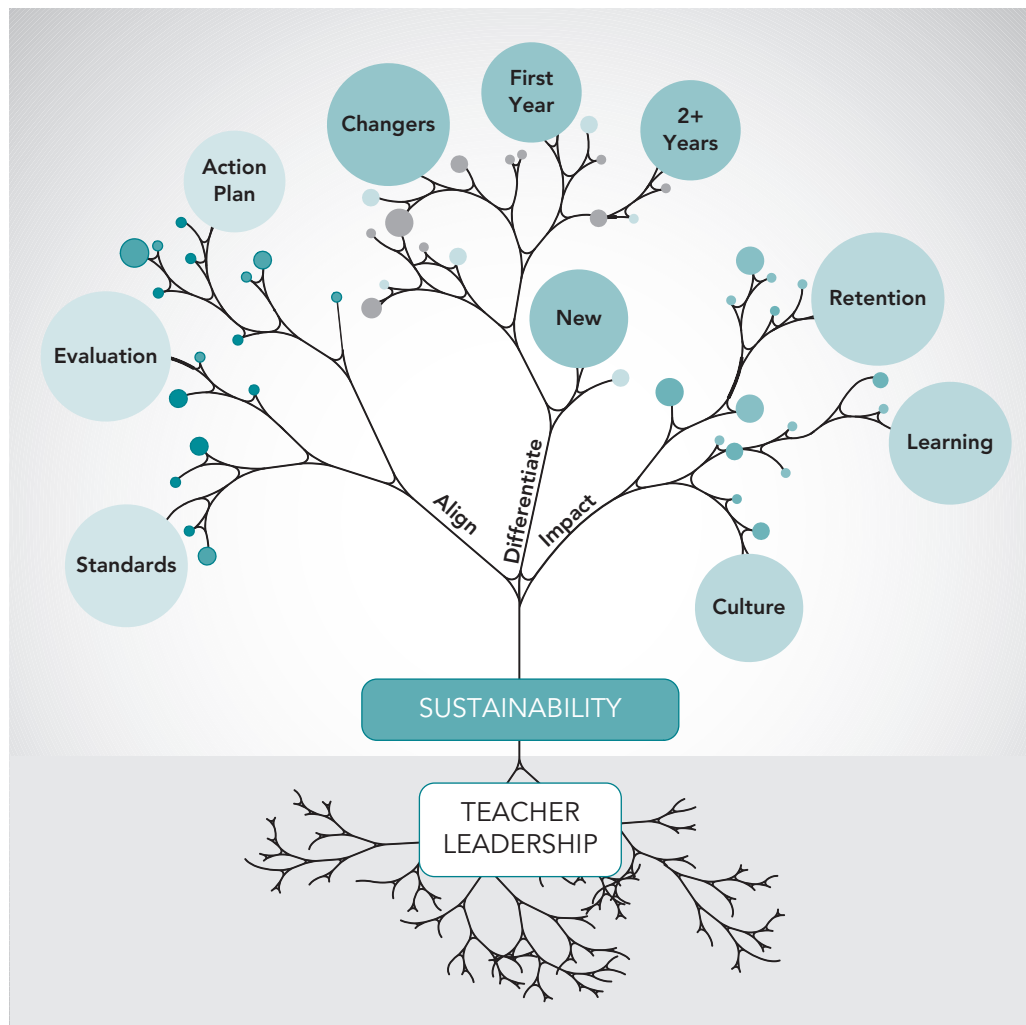
Successful induction programs have a vision with a plan that supports the development of the mentor who is guiding the novice teacher. Click on the Sample District Induction Program Plans link on the companion website (<https://resources.corwin.com/mentoringinaction>) to compare your district's induction program plan to the samples online. These sample plans use the *Mentoring in Action* and *First Years Matter* curriculum to provide their mentors and novice teachers with a guide that assists them in their day-to-day conversations. Review the PDF titled *Interactive District Action Plan* on the companion website to learn how to write a plan for induction and mentoring or enhance your existing plan. Review the "Prepare" step in the sample plans to see specific components of a mentor preparation program.



## Mentors Are Teacher Leaders

Your leadership is demonstrated by your commitment to publicly support another teacher entering the teaching profession. As you review Figure 1, notice that teacher leadership is the foundation of a mentoring program. The roots of the tree sustain the growth of the program and illustrate the important role of mentors. You are a teacher leader in your role as a mentor.

**Figure 1** Mentoring Program Sustainability Tree



Your actions and words are powerful influences on other mentors and novice teachers in your school and the district. Your leadership is demonstrated in a variety of ways as you facilitate the growth of another teacher and reflect on your own skills as a practicing teacher. How far will you ripple the effect of your positive support and leadership?

Leadership begins in the classroom. An effective teacher leads her students to be engaged and motivated learners. How will you model effective teaching for your novice teacher? By demonstrating your teaching strategies, sharing your philosophy of teaching, and providing support, you influence the novice teacher's beliefs and skills. Your actions with your students model classroom teacher leadership.

Your leadership emerges as you share ideas beyond your classroom. Do you share with other teachers and mentors in your school? By sharing freely with other teachers, you model generosity and a willingness to support the success of a school team. Novice teachers who observe their mentor as someone who shares with others will be more likely to share with others. Lead mentors can support the development of their mentor colleagues and provide support using the *Mentoring in Action* curriculum in monthly mentor support meetings.

You can help your novice teacher become a leader too. Encouraging novice teachers to lead their own sharing best practices groups is one way you can support emerging leadership. Video 1.1 on the companion website titled *Sharing Best Practices: Novice Teachers as Leaders* will provide you with an example of how these group mentoring meetings can be organized.

## Sustainable Mentoring

All the mentors working together with a district action plan can create a powerful influence on the induction of novice teachers and their integration into your school and this profession. As a teacher leader, you not only model leadership as mentioned in the previous section, you implement the components of a sustainable program. The three branches of Figure 1 illustrate topics that are important to sustain any mentoring program. Review these ideas and see how they can be integrated into your current mentoring and induction program.

### Align Mentoring to Standards

The first branch of the sustainability tree is to align mentoring to standards, teacher evaluation, and the district action plan if you have one. The state standards for curriculum and instruction are important regulations that need to be included in mentoring conversations. The Interstate New Teacher Assessment and Support Consortium (InTASC) has published Model Core Teaching Standards to ensure that beginning teachers integrate knowledge into student learning. Refer to Figure 2 to review these 10 standards. Each chapter will review the standards that relate to the topic featured that month. If you are not guided by InTASC standards in your school, find out which state standards you should be using.

Novice teachers will be assessed through observation by their principal or department chair. The school evaluation rubric needs to be reviewed so your novice understands how she will be assessed. This is a high-stakes observation because it may influence the decision to rehire this teacher. Some novice teachers have shared with me, "I don't have time for mentoring because I have to focus on my teacher evaluation!" Mentoring for successful performance on the teacher evaluation is an important motivation for a novice to meet with you regularly. Integrating the evaluation standards and indicators into mentoring conversations will demonstrate the importance of successful performance on evaluation. See Figure 3 for a sample of how you can align this book to your state evaluation standards.

The author has provided video and web content throughout the book which is available to you through QR Codes. To read a QR Code, you must have a smartphone or tablet with a camera. We recommend that you download a QR Code reader app that is made specifically for your phone or tablet brand.

#### VIDEO 1.1



Sharing Best Practices: Novice Teachers as Leaders

**Figure 2 InTASC Model Core Teaching Standards**

Standard	Description
1	<b>Learner Development</b> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2	<b>Learning Differences</b> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3	<b>Learning Environments</b> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
4	<b>Content Knowledge</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to ensure mastery of the content.
5	<b>Application of Content</b> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6	<b>Assessment</b> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7	<b>Planning for Instruction</b> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8	<b>Instructional Strategies</b> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9	<b>Professional Learning and Ethical Practice</b> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10	<b>Leadership and Collaboration</b> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Developed by CCSSO's Interstate Teacher Assessment and Support Consortium (InTASC) April 2011

## Figure 3 Evaluation Alignment Tool

**Directions:** Each state or district has criteria for teacher evaluation. Align this book with your district evaluation process by comparing your evaluation criteria with the ACTs listed each month.

**Step 1.** Find the rubric or district evaluation criteria headings that will be used to assess your novice teacher in your school. For example: Here are four standards used in one state that are used in district teacher evaluations.

1. Curriculum Planning and Assessment—This standard includes indicators such as subject matter knowledge; standards-based lessons and units; using a variety of assessments, modifications and adjustments to lessons as needed; analysis and conclusions; as well as sharing assessment results with parents and students.
2. Teaching All Students—This standard includes student engagement, quality of effort and work, diverse needs of students being met, collaborative and safe learning environment, respect for differences, as well as clear, high expectations for all students.
3. Family and Community Engagement—This standard includes a process for communicating with families, as well as culturally proficient communication options for parents and guardians.
4. Professional Culture—This standard includes reflective practice, professional learning and growth, professional collaboration with colleagues, and reliability and responsibility as a teacher.

As you read the indicators, you get a sense of what that standard means. As you read the ACTs in the Table of Contents, you can actually match each ACT topic to a standard.

**Step 2:** Select a color for each standard your district uses. In this sample, we use four colors, one for each standard. Pink for Curriculum, blue for Teaching all Students, green for Family and Community Engagement, and yellow for Professional Culture. You need to be familiar with the indicators listed under each standard. For example, “reflection” is listed under Professional Culture in this state so anything with “reflection” would be color-coded yellow. These colors are often included as a package for highlighters. You can also use colored dots to place on the pages instead of the highlighter.

**Step 3:** Review the topics listed for each chapter and scan the ACTs for each month to make a decision about which standard relates most closely to this topic. Highlight the ACT on the page in the book so you can see which standard it relates to when you are having a mentoring conversation. A sample using these four standards, titled *Aligning Standards to Mentoring in Action*, is available on the companion website. This will give you an idea of how easy this is to do! It proves to be a very important alignment for the novice teacher!

Aligning the mentor program goals with your own district induction plan will ensure there is a common language in the district so mentors are not inventing their own curriculum with each novice teacher. If you don't have a district or school plan, refer to the Sample District Induction Program Plans link on the companion website (<https://resources.corwin.com/mentoringinaction>) for examples.





## Differentiate Mentoring to Meet Novice Teachers' Needs

Career changers, new to district hires, and first time in the classroom teachers will have different needs. Many induction and mentoring programs provide a one-size-fits-all model to their novice teachers. As a mentor, you need to know when to modify your mentoring conversation to meet the needs of your mentee. Novice teachers usually know what is stressing them out and how you can help. By being proactive and offering a variety of topics, you will be able to offer more meaningful support. This book encourages you to select the ACTs that will be most helpful to you and your mentee(s). If your district plan includes mentoring beyond year 1, you can revisit the ACT pages each year and acknowledge the continued growth over time. If the novices are using the *First Years Matter* book, they can refer to their notes, date the pages, and see how much they have learned in their beginning years of teaching.

## Measure the Impact of Induction

The third branch of the tree highlights three areas that illustrate the possible impact of mentoring. School culture can be impacted when a community of learners is created that shares and supports one another. This culture of respect extends to students and families as well as sharing ideas with our colleagues. How you model your interaction with students, families, and community leaders makes an impression on your mentee. The success of a school culture is measured in the retention rate of the novice teachers. How many novice teachers stay at your school? If teachers are choosing not to come back the next year or are leaving before the end of the school year, there is a problem. Ultimately, the greatest impact of mentoring is that the students in these novice teachers' classrooms are successful. You, in your role as a mentor, are a powerful influence on the novice teacher's ability to navigate school culture, the decision your mentee may make to stay teaching at your school, and the increased success of student learning in your novice teacher's classroom.

## What Is Mentoring in Action?

This guide is titled *Mentoring in Action* because as a mentor you will be “in action” when you are doing this work. You most likely will be teaching full time or on a reduced teaching load if you have the resources in your district to do that. The mentoring you are doing can be done with one novice teacher who is engaged in her first year of teaching, or it can also be used with small groups of novice teachers in years 1 or in 2+ years of teaching. Mentoring does not have to stop after the first year. In fact, successful programs continue their mentoring support beyond year 1!

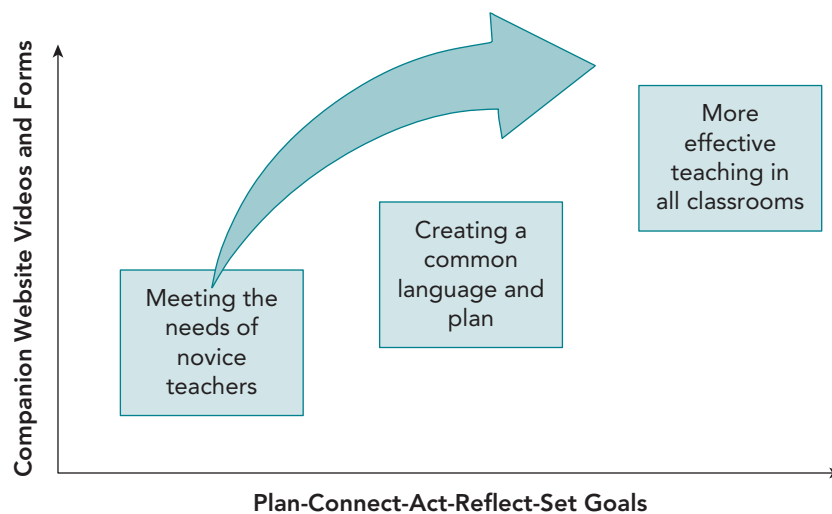
This book provides you with resources such as videos, agendas for meetings, and teaching skills organized by topics. It is a road map for planning your mentoring conversations as well as reflecting on your mentoring skills. *Mentoring in Action* means meeting the needs of the novice teachers and creating a common language among mentors and novices so you can communicate clearly, and the ultimate goal is more effective teaching in all classrooms. Novice teachers who are mentored are more competent and confident. Mentors who have used *Mentoring in Action* say they are also better teachers because they had to focus on their own teaching skills before they could model for their mentee. Video 1.2 on the companion website titled *Mentoring in Action Testimonials* provides you with specific ways mentors have used this resource to meet their needs.

To get to know this book quickly, skim the table of contents to find the topics that stand out for you as being the most useful right now. Tag key pages, align the book to your district standards, and make it a hands-on resource to guide you as you begin the mentoring experience. As shown in Figure 4, the goal is to create a common language with these resources so together you can help students succeed in the classroom.

### VIDEO 1.2



**Figure 4** Mentoring in Action



The *First Years Matter* is a companion book for the novice teacher. The book includes the Part II month-by-month topics you have in this book so he can read and reflect before meeting with you. Novice teachers have shared that having their own book is empowering because it provides them with a common language. They like to read ahead and also look back on topics that you have discussed with them. If you encourage your novice teacher to write in the book and maintain it like a journal, the notes will be useful to document conversations and reflection. This could even be used as evidence for teacher evaluation. To learn more about how novice teachers have used this book, watch Video 1.3, *The First Year Matters: Being Mentored in Action* on the companion website, or scan the QR code on a mobile device.

**VIDEO 1.3**



The First Year  
Matters: Being  
Mentored in Action

## Principles for Effective Mentoring

Most of what I have learned about mentoring relates to five guiding principles. These principles shown in Figure 5 still seem to capture all the big ideas that mentors have shared with me, but there is a new context for this work that I would like to introduce. The context for mentoring that will enhance each of these principles is mindfulness. Being intentional and purposeful with each principle will enhance your mentoring experiences and focus you on what matters most at that given moment in time. Slowing down and paying attention will minimize your rational mind's urgency to do it all and to do it all at once.

So many teachers and mentors are stressed out because everyone is trying to multitask. Mindfulness doesn't mean you and your mentee won't get stressed! You will! Mindfulness is learning how to manage stress.

Approach each of these principles from a mindfulness attitude as opposed to a "list" of things you need to accomplish. Being mindful means being conscious and aware of what you are doing and saying. You are focusing on the present moment without judgment. As a mentor, your ability to make your conversation with your mentee the most important thing that is happening will model the value of your relationship. Mindfulness takes practice. The Mindful Mentoring Affirmations at the beginning of each monthly chapter will remind you to be mindful. Remember why you chose to be a teacher? Integrate more of that feeling and bring your positive memories into these guiding principles.

**Figure 5 Principles for Effective Mentoring**

Principles	Principles in Action
<b>Acknowledging Who You Are and What You Bring to the Mentoring Experience</b>	Who you are as a person, a teacher, and a colleague impacts the ways in which you mentor. Have your experiences of mentoring been positive? What do you do well? How will you filter your judgments and opinions so your mentee can make his own decisions?
<b>Building a Relationship With Your Mentee</b>	Building a relationship requires trust. Confidentiality is required in all conversations and observations. The Relationship Profile in Figure 7 provides you with a tool for comparing and sharing your experiences and perspectives. Your goal is to assist your mentee in uncovering her own strengths and teaching styles. In the process, you will also learn a lot about yourself.
<b>Creating Opportunities for Mentoring Conversations</b>	Mentoring does not mean the mentor does all the talking. The key is to balance your talking and your listening so the novice teacher has an entry point into the conversation. How will you ensure your mentee has time to talk? Video Collection 1.6, <i>Mentoring Conversations</i> , is available on the companion website. Sample templates are in Appendices.
<b>Participating in Ongoing Reflection</b>	Planning meetings, thinking about what should be discussed, asking questions, and documenting the novice teacher's progress are all forms of reflection. Reflection is not an optional activity. With reflection comes competence and confidence.
<b>Maintaining a Professional Community of Learners</b>	As a mentor, you can collaborate with other mentors to share ideas. Using group mentoring, you can also bring your novices together so they can collaborate. Your professional community also includes professional organizations, the Teachers' Union, and other education groups. Bring your mentee along to these professional meetings. Create your own community!

## Qualities and Skills of Effective Mentors

If your district has developed a written job description that includes your roles and responsibilities for mentoring, review it now and make sure you clearly understand your role. If you don't have a job description, write one and share your ideas with the person who assigned you to a mentee. This will ensure everyone is on the same page. Consider integrating the ideas in this book into your roles and responsibilities.

Mentoring is complex, and if it is your first time supporting a mentee, the task can be daunting. If you have mentored before, you may be aware of paradigm shift that relates to mentoring. Review the Changes in Approaches to Mentoring table to compare how mentoring is evolving. Mentees who can engage and have their own *First Years Matter* book are participating in mentoring rather than just attending mentoring meetings. These novice teachers will be more willing to accept leadership roles in schools and feel more confident in sharing because you are giving them information up front.

The Changes in Approaches to Mentoring shown in Figure 6 coincides with some of the changes in education that embrace collaboration, reflection, and inquiry. Empowering your mentee to be



**Figure 6** Changes in Approaches to Mentoring

	Used to . . .	Now . . .
<b>Mentoring Programs</b>	Be informal	Are required by most states and districts
<b>Mentor</b>	Tell novice what to do	Supports novice teacher growth
<b>Novice Teacher</b>	Respond to mentor direction	Participates as a reflective practitioner
<b>Meetings and Mentoring Conversations</b>	Be scheduled during school days	Use technology
<b>Purpose of Mentoring</b>	Be to orient the novice teacher to school	Is to help the novice learn to be an effective teacher

more actively engaged in the mentoring process means you have to be more of a facilitator and less directive. By inviting your mentee to ask questions, you shift to that role easily. This book supports a reflective approach to mentoring and offers you forms and topics to share with the mentee prior to any mentoring conversation. Everyone is so busy, and it is difficult to meet in person all the time. How will you shift your mentoring paradigm to include technology so you can stay connected to your mentee?

There are three ways to think about your roles and responsibilities. The first is to review the qualities and skills of effective mentors who have come before you. How you embrace these qualities will influence your approach to mentoring. A second role you may consider is how to use group mentoring to facilitate the sharing of successful teaching practices and solve common classroom problems. Building communities of mentors and novice teachers is a way to enhance your one-on-one mentoring role. A third role to consider is supporting the social and emotional well-being of your mentee and other novice teachers in your school. Teaching is stressful, and the life of a novice can include many social and emotional issues. Getting married, having children, moving, having aging parents, and other life issues may influence the novice teacher's time and ability to handle classroom challenges. As you review these three roles and responsibilities, assess your skill set and the qualities you bring to mentoring. What do you already bring? What will you add?

**What Are the Qualities of Effective Mentors?** We have all experienced or observed effective mentors. Remember those people who listened to us and guided us to be our best selves. Who were your mentors? What qualities or skills did they exhibit? Review the list in the *Qualities of Effective Mentors* to see if you recognize any. These 10 qualities have been mentioned by novice teachers and mentors as important. This is by no means all-inclusive, and you may add your own qualities to the list.

1. *An Effective Mentor Is a Competent Teacher.* A mentor needs to be proficient in all teaching practices as evaluated by the district. This means you are comfortable demonstrating and discussing effective teaching practices. This includes the district teacher evaluation standards, state curriculum frameworks, and the national InTASC principles in this book. All mentors may not be assigned to a novice in the same content area. It is okay to be a mentor of "teaching practices" because good teaching

is what is important in the classroom. However, content is crucial, and if your content areas don't match, you need to have someone in the school or district respond to the novice's content questions.

2. *An Effective Mentor Is Prepared to Be a Mentor.* A mentor needs to know basic mentoring strategies and have a plan to support a novice teacher in a proactive, positive, and systematic way throughout the school year. This book is a training guide for mentors who have not been formally trained and also a tool for mentors who have been trained and are looking for a practical day-to-day resource. *Mentoring in Action* allows you to learn as you mentor, applying the ideas as you learn them. It doesn't exclude taking mentoring courses, reading books, or attending formal trainings in your district. It is designed to enhance those experiences.
3. *An Effective Mentor Shares the Joys of Teaching.* Novice teachers embrace mentors who are passionate about teaching because it helps them to stay positive through the many challenges of the first year. A mentor who loves his content and daily interactions with students models a powerful image of teaching. Don't be afraid to share how much you love to teach and what gives you the most joy. Adding a sense of humor doesn't hurt either!
4. *An Effective Mentor Integrates Student Perspectives Into Mentoring Conversations.* In this age of standardized tests, outcomes, and value-added teaching, novice teachers need to know that relationships with students matter most. Students have so many learning needs, and when the novice just focuses on the tests without getting to know the students, teaching often fails. A PDF titled *An Interactive Guide to Using Student Perspectives* is available on the companion website. This resource includes sample student surveys, a protocol for the mentor, and videos of mentoring conversations that illustrate how to talk about student survey data with a novice teacher.
5. *An Effective Mentor Is a Good Listener.* How many times have you done three things at the same time? Correcting papers, while walking around the room, and giving a student "the look" to stop talking? Sometimes multitasking works. To be an effective listener, however, you need to pay attention, make eye contact, and be fully present. Don't answer your phone when you are in a scheduled meeting. Instead of don't text and drive, your motto is don't text when listening! Refer to Figure 8 to see how you rate as a listener.
6. *An Effective Mentor Provides Nonjudgmental Feedback.* Novice teachers want mentors who will help them improve. They need specific feedback with evidence that shows them where their strengths are and how they can engage their students. Mentor observations and postconferences also serve this purpose. In each chapter, you will be reminded about how you will provide feedback to your mentee. If you don't feel confident in observation and feedback strategies, watch two videos available on the companion website titled *Observation and Feedback Tools Parts 1 and 2* (Videos 1.7 and 1.8; see page 20) to hear an experienced observer share his ideas.
7. *An Effective Mentor Schedules Regular Meetings With the Mentee.* Novice teachers want to meet consistently and on a schedule so they can benefit from mentoring conversations. As noted in Figure 6, *Changes in Approaches to Mentoring*, meetings don't have to be in person all of the time. You can use e-mail, phone, and Skype to stay connected. Use the PLAN calendar in the book or the digital copy on the companion website to schedule your meetings or online dialogues.

8. *An Effective Mentor Brings a Positive Disposition to the Relationship.* Novice teachers want to collaborate with mentors who bring hope and optimism to their mentoring. We know there are challenges, but sharing complaints about school problems and administrators can be confusing to a novice. Mindful Mentoring Affirmations are reminders of the importance of a caring and supportive disposition for a mentor.
9. *An Effective Mentor Is a Confidential Colleague.* Even though you are helping a novice be successful on the teacher evaluation, you are not an evaluator. Your role as a confidential colleague ensures you maintain a trusting relationship. Novice teachers need to know the mentor will not repeat what is said or seen. Trust is key to mentoring. Clarify your role with district evaluators so there is no misunderstanding.
10. *An Effective Mentor Is Committed to Mentoring!* When you sign on as a mentor, it means you will accept the novice teacher wherever she is in her development. Making a commitment to serve and help another teacher improve is a serious commitment. The *Mentoring in Action* book is offered to you as a resource as you complete this commitment for an entire school year.

**Facilitating Novice Teacher Groups.** A second role you should consider learning is how to facilitate a small group of novice teachers. Sharing ideas and solving common teaching problems is more effective in a small group. Consider bringing other mentors together with their novice teachers. Novice teachers in their first year like to be connected to other novice teachers, even when they are not at their grade level or in their content area, they enjoy talking about their common needs. They can relate to each other, socialize a bit, and share survival stories. Keeping novice teachers isolated with separate mentors may not be in their best interest, nor is it effective in integrating them into the school culture.

Mentors can lead these groups and use topics from this book to guide a purposeful discussion. The Group Mentoring Agenda in Figure 9 is one way to organize these meetings. If you are mentoring beginning teachers in their 2+ years of teaching, you may consider co-leading the meetings and letting a novice facilitate. You may even consider letting the novices in their 2+ years meet on their own to share best practices. The mentor doesn't always have to be there at every meeting. A PDF titled *Group Mentoring Interactive Guide* is available on the companion website. This resource shares three videos and examples of agendas for two types of groups.

**Supporting the Social and Emotional Well-Being of Novice Teachers.** A third role and responsibility that will emerge in your relationship with your mentee is how you will provide emotional support. Because teaching is emotionally draining at times and because we are all humans with lives outside of school, novices may bring other issues to you. Certainly you will have feelings for this novice and you may feel compelled to provide advice and share your own personal stories. You certainly want to be empathetic and provide some support, but your role is not psychologist or parent, and your advice on personal issues may not be appropriate. This might be the time to watch Video 1.4, *Managing Your Stress to Promote Well-Being* and Video 1.5, *Managing Your Stress: Take a Break* available on the companion website. You may consider watching these videos together and having a mentoring conversation about this topic.

The Board of Mentors process can also assist you in encouraging your mentee to reflect on who can help her with social and emotional issues. Your role is to connect the novice to others who can help. Use the Board of Mentors process in Figure 10 to guide your conversation. A digital version is available on the companion website.

#### VIDEO 1.4



Managing Your  
Stress to Promote  
Well-Being

#### VIDEO 1.5



Managing Your  
Stress: Take a Break

## Figure 7 The Relationship Profile: A Process for the Mentor and Novice Teacher

**Directions:** Use this template as a guide to learn about each other. Feel free to add your own columns to the table. What would you like to know about each other? If you are mentoring more than one teacher, complete a form for each person. A digital copy of this form is on the companion website.

Topics	Philosophy of Teaching	Career Stage and Age	Teaching and Learning Styles	Personality and Life Goals
Questions	<i>Why did we choose teaching?</i>	<i>How do our ages and teaching experience compare?</i>	<i>How would we describe our teaching styles? How do we learn?</i>	<i>How do we interact with others?</i>
Novice Teacher				
Mentor				
Similarities and Differences— What Shows Up?				
Acknowledging diverse perspectives and respecting these differences publicly promotes a trusting relationship. This is one way to build a relationship with the novice teachers. Confidentiality is critical to trust.				

## Figure 8 Are You Listening?

**Directions:** Ask yourself, “Am I really listening, or am I thinking about what I want to say next?” Mentors need to be active listeners who don’t judge, preach, or lecture to mentees. These statements reflect some barriers to actively listening. Read each statement and rate yourself.

What do you do?	Always Sometimes Never!
Do you assume what the speaker is going to say before she finishes her statement?	
Do you finish other people’s sentences?	
Are you easily distracted (by phone, e-mail, someone walking by) when in a conversation?	
Do you argue or try to strongly persuade someone to do it your way?	
Would you say you like to control the conversation?	
Do you encourage people to ask questions?	
Do you ask people questions?	
Do you multitask in meetings?	
Do you put your phone on silent when you are in a meeting?	
Are you writing your shopping list in your head (or for real on paper) while listening?	

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## Figure 9 The Group Mentoring Agenda

**Directions:** As a mentor you may be working with more than one novice teacher in your school or district. Watch the video, *Group Mentoring: Problems to Possibilities*, available on the companion website to see a mentor leading a group of novice teachers in a discussion about classroom management.

Tips for a successful group mentoring session! Find a comfortable space and put a sign on the door that says "Group Mentoring Meeting in session; do not disturb!" Invite the novices to bring snacks and drinks to share. Host the first meeting in your classroom to model how a meeting should be organized. Rotate meetings to other teachers' classrooms each month. Include a show and tell as part of the agenda in the host teacher's classroom, so he can show off parts of his room. Ask the novices to bring their *The First Years Matter* books to the meeting. Some novice teachers like to meet before school and call the meeting the breakfast club, or after school for coffee.

### Sample Agenda—30 Minutes

**Welcome and introductions:** Host teacher shares her classroom then invites others to share something that is going well in their classrooms. Review *The First Years Matter* book and see if they have any questions from the PLAN section that need to be addressed this month.

**Take some time to be quiet:** Select a prompt from the REFLECT page this month and ask everyone to write a response. Report out the responses and discuss the issues that came up.

**Share a problem with the group:** Ask everyone to share a challenge they are facing in their classroom that is based on a topic you are focusing on.

**Select one problem:** As the mentor, you will facilitate and lead the group to discuss ONE of the problems that the group would like to talk about. Each person in the group will have an opportunity to share some "possible ideas" that could help this teacher. The teacher does not talk. She just listens and takes notes.

**Wrap up the discussion:** When the time limit for discussion is over (10–15 minutes), the teacher who had the issue may speak and thank the group for the ideas and share what her next steps will be.

**Closing and acknowledgment:** Recognize the development of each teacher in the group and focus on what they are doing well. Remind them to complete REFLECT and SET GOALS pages in their books. End the meeting on time.



**Figure 10** Board of Mentors Process

**Directions:** Use this tool to support your novice teacher in discovering who is in her support system. You are only one person, and you cannot meet all the social and emotional needs of your mentee. If you are using *The First Years Matter* book with your novice, have her bring it to a meeting so she can write in her book. A digital version of this form is available on the companion website.

Invite your mentee to print her name in one of the chairs at the table. Discuss how she is her own leader and that she guides her practice by reflecting. There is a line near every chair and the line is the “role” this mentor plays on the Board of Mentors. For example, the mentee’s line would say “reflective practitioner.” Your name will be in one of the chairs, and on the line it will say “district mentor.” Through conversation, help the mentee find other people in her life who support her in different ways.

These mentors help the novice in life. For example, if she is moving to a new apartment, her best friend might be her mentor. We all have mentors who help us with finances, social networking, spiritual support, and educational decisions. Your role in this process is to help her acknowledge that she does have other people to help her. Consider doing the Board of Mentors for yourself and sharing your support system with her so she understands we all need support from time to time.

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## Purposeful Mentoring Conversations

If you have already been a mentor, you may have noticed that most of mentoring is talking with your novice teacher. Many mentors have asked me, “What are we supposed to talk about?” This book can be used as conversation starters with your mentee. If your mentee is using the *First Years Matter* book, he can read the chapters ahead of time and come prepared to a mentoring meeting to discuss a topic that is of particular interest to him. The ACTs in each chapter provide you with many options for conversations. Use the book as a resource from which you can pick and choose the topics and pages that would be the meaningful conversations based on your mentee’s needs. The questions in the PLAN section of each chapter also offer you options for conversations based on a question the novice brings to you.

Purposeful mentoring conversations are those that are planned and that forward teaching skills and strategies for the classroom. By reflecting on what is important and what the next step is for a novice, you can provide focus and a road map of sorts to minimize the overwhelming details of day-to-day teaching. To lead these kinds of conversations, you need tools and structure.

**Templates to Promote Mindful Mentoring.** Being mindful means that you are attentive to the needs of your mentee and aware of how you can be supportive. By paying attention and focusing on the present moment without judgment, you can provide a context for support that is meaningful to forward teaching practices. Skim the templates in the Appendices to become familiar with each topic and how you can use these agendas in the future.

I developed these templates because mentors shared with me that they felt overwhelmed with the responsibility of designing mentoring conversation agendas. They also said that they often only had a few minutes to meet and wanted to focus their time. You will find meeting agendas for 5, 10, and 15 minute meetings as well as 20, 30, and 60 minute meetings. Do what effective teachers do, adapt these, modify them, and make them your own! The idea here is to purposefully schedule meetings. To know what the purpose of the meeting is and why you are conducting it makes the meeting a good use of your time. My favorite meeting is the 5 Minute Meeting!

Mindful mentoring conversations can be short. It is more effective to meet each week for 10 minutes than it is to meet once a month for an hour. The consistent contact creates a pattern of support and positive interaction. Watch the collection of 11 videos titled *Mentoring Conversations* available on the companion website (Video Collection 1.6 code in margin) to see mentors and mentees in action discussing pages from this book. The conversations not only demonstrate an ACT topic they show you what can be done in 5 minutes. Select the topic that is most meaningful to you or watch all 11 videos to learn how conversations can be led.

**Documenting Conversations and Collecting Evidence for Teacher Evaluation.** School districts assess and evaluate the success of a teacher in a variety of ways. All districts will have standards and expectations for proficiency, and these must be discussed in your mentoring conversations. Sometimes we assume the novice understands evaluation and standards. Novice teachers need to understand that your role is to help them be successful and to pass their evaluation observations.

This book can be aligned to your state or district standards so you and your mentee can discuss how the ACT topics relate to the required standards. Simply by color-coding the book to your standards, you will create a visual connection that can easily be individualized to your state or district. Review again the sample Evaluation Alignment Tool in Figure 3 on page 7 to get started.

Some districts require a professional portfolio as evidence of completed evaluation standards, and others require a log that documents the novice has met with a mentor for a number of hours during the year. All districts usually require a performance assessment that includes an observation of the novice teacher in her classroom. As a mentor, you can be mindful of what is needed in your district to retain teachers and support your mentee in meeting these requirements.

If developing a portfolio is a requirement for your district or state, refer to Portfolio Development ideas in Figure 11 to guide the process of development. If a portfolio is not required, it is a good

### VIDEO COLLECTION 1.6



### Mentoring Conversations



idea to encourage the novice teacher to consider creating one to remember the first year of teaching. The first year is unlike any other year of teaching, and having a memory book with student photos and highlights of special activities is an activity you can do together.

You can use the *Mentoring in Action* book as evidence of conversations by simply dating the corner of the page when you use that page in a mentoring conversation. You may find that you revisit an ACT page more than once, and this will remind you of when you talked about this topic. This can serve as your log, or you can use the Mentoring Conversation Log in Figure 12, also available in digital form on the companion website. If your mentee is using the *First Years Matter* book, he can date his pages and keep track of his own personal reflections as well as conversations with you. If you watch videos, be sure to note the date watched in your book(s)! Your books become a living

## Figure 11 Developing a Portfolio

**Directions:** Set a time to discuss the purposes of a professional portfolio. If your district or state requires a beginning teacher to create one as evidence for state licensing, you need to follow the format required. If this is not required, you may still encourage the novice to collect artifacts as a memory of the first years of teaching. Portfolios can be shared with parents at open house night or with district administrators who are evaluating the novice.

Follow these steps and discuss these ideas with your novice teacher. A digital version of this form is available on the companion website.

1. Review the purpose of a professional portfolio. Why is it an important tool?
2. Assist the novice in writing a three-paragraph philosophy statement. Use this as a format.
  - a. List three words to describe yourself as a teacher and why these are important.
  - b. Write three beliefs you have about teaching and learning.
  - c. List three ways you demonstrate your words and beliefs in the classroom.
3. Encourage her to collect artifact samples in a box or online folder to be reviewed later.
  - a. Student work, lesson plans, photographs, evaluation comments, professional development, and courses of students working in the classroom. Remember to get permissions for any photos you put into your portfolio.
4. Discuss the best way to present a portfolio. Should it be digital or hard copy?
5. If this is for the state, when is it due? Assist the novice in doing this in parts so it is not being done all at once at the end of the year.
6. Help the novice put the portfolio together following these tips.
  - a. Select the most meaningful samples from the artifact box or online folder. The examples the novice selects should either relate to a standard or illustrate an area that is documenting proficiency. Your mentee should not keep samples that do not relate to required evidence needed unless you can make a connection to a teaching skill.
  - b. Reflect on why this evidence is important and help the novice write a short caption or description for each artifact. The reflection is the explanation as to why this photo or sample of student work relates to teacher development. Help the novice connect the dots so she can see how what she does in the classroom relates to standards.
  - c. Assist your mentee in creating a layout that uses samples of the artifacts collected throughout the year. Organize a table of contents, place the philosophy statement up front, and place the reflections near the evidence.
7. Review the completed portfolio and compliment your novice on all she has learned this year!



## Figure 12 Mentoring Conversation Log

**Directions:** If you are a formal mentor and are being compensated for your services, you may be required to maintain a log. Use this form as a guide, or download a digital version from the companion website.

Date	ACTivity in Book (page #), Video You Watched, Observation, etc.	Notes



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log of your reflections and development over time. By writing in the books or downloading the forms from the companion website, you are documenting the process of mentoring.

Observation and feedback are important components of a mentoring program. Mentors have shared with me that they don't have release time to observe the mentee in action and their preparation times do not match. If this is the case for you, I encourage you to use video technology to observe and provide feedback to your novice teacher. Explore the options in your district for scheduling a high school student to go to the novice teacher's classroom to tape a lesson she would like you to observe. She can even get the students involved to create the video and introduce themselves to you. Use a mobile device if video equipment is not available. You don't need a long video. Ask for a 10–20 minute clip that includes highlights of the beginning of a lesson, some activity in the middle, and the closing of the lesson. That will be plenty to talk about! It is surprising how long one class period is for an observation. Less is more in this case. Focus on specific skills that relate to evaluation requirements so you can stay aligned to your goal of helping the novice achieve success on her evaluation.

If you have never observed a teacher or you would like to refresh your observation and feedback skills, watch Videos 1.7 and 1.8, *Observation and Feedback Tools Parts 1 and 2*. These videos are available on the companion website or by scanning the QR code in the margin using a mobile device. An observation tip will be provided in each chapter to remind you to observe and provide feedback as much as possible.

Documenting your mentoring practices validates the importance of your role. Keep an accurate record of your meetings in your book or use the Mentor Planning Guide and Journal. Don't skip this important aspect of mentoring. By keeping track of the ongoing reflections, conversations, and observations, you maintain tangible evidence of what a mentor does. Many mentors have shared that documenting what they do shows them how much work mentoring is and how important the role of the mentor is to a novice teacher's development. They realized how good they were as teachers and how they took for granted their ability to manage a classroom and just stand up and teach a lesson. You will rediscover your teaching strengths as you participate as a mentor. Enjoy the process and acknowledge what you do well.

### VIDEO 1.7



Observation and Feedback Tools, Part 1

### VIDEO 1.8



Observation and Feedback Tools, Part 2