

Mentoring Reflection

Describe the most influential mentor who has impacted your professional and/or personal life. _____

What can you learn from that person in terms of influencing others?

Have you shared with this individual your appreciation for their mentorship? Life is short!

Mentoring Background Quiz- True or False?

True?	False?	#	Question
		1	Mentor-protégé relationships are always more beneficial for the protégé than for the mentor.
		2	Individuals with more years of experience in a certain job make better mentors than individuals with fewer years of experience.
		3	Participating in mentoring relationships contributes equally to career advancement and professional development.
		4	Women tend to value mentor-protégé relationships more than men do.
		5	Participating in a mentoring relationship motivates both parties involved to participate in future mentoring relationships.
		6	For a mentoring relationship to work, both the mentor and the protégé should believe that the relationship is a very close one.
		7	Having only one mentor is the best form of support for a protégé.
		8	A healthy mentoring relationship should not experience any problems or difficulties.
		9	Matching mentors and protégés should be based only on the fact that both individuals have the same position.
		10	Mentoring relationships are vehicles for job enrichment and professional development.
		11	Reading books, participating in institutes and attending conferences can be a part of effective mentoring.
		12	Mentoring relationships are separate and distinct from other types of supportive relationships that might be found in organizations.
		13	Individuals who are perceived as being good at their jobs will always be perceived as good mentors.
		14	At times, both the mentor and the protégé may expect too much from the mentoring relationship.
		15	Mentors are people who should always be able to provide the "right" answers.

Daresh, J. C. (2003). *Teachers mentoring teachers. A practical approach to helping new and experienced staff*. Thousand Oaks, CA: Corwin Press.

Mentoring Second Reflection

Develop a metaphor for your own teaching.

Brainstorm about the various aspects of your work and take notice of what images come to mind when you think about teaching. Avoid using examples you have heard and develop one that identifies a unique vision of your own teaching.

Draw a visual of your metaphor.

OR

As a teacher you sometimes feel like you are an entertainer. Compare teaching to these television shows.

Law and Order
The Amazing Race
Wheel of Fortune
CSI or NCIS

The Mentor Teacher Beliefs Inventory

This inventory is designed for mentor teachers to assess their own beliefs about mentoring and professional development. The inventory assumes that mentor teachers believe and act according to three theoretical orientations to mentoring, but that one usually dominates. The inventory is designed to be self-administered and self-scored.

Instructions:

Circle either A or B for each item. If you do not completely agree with either choice, choose the one that is closer to how you feel.

1. A. Mentor teachers should give beginning teachers a large degree of autonomy and initiative within broadly defined limits.
 B. Mentor teachers should give beginning teachers directions about methods that will help them improve their teaching.
2. A. It is important for beginning teachers to set their own goals and objectives for professional growth.
 B. It is important for mentor teachers to help beginning teachers reconcile their personalities and teaching styles with the philosophy and direction of the school.
3. A. Beginning teachers are likely to feel uncomfortable and anxious if their mentors do not tell them what they will be focusing on during classroom observations.
 B. Classroom observations of beginning teachers are meaningless if beginning teachers are not able to define with their mentor teachers the focus or foci of the observation.
4. A. An open, trusting, warm and personal relationship with beginning teachers is the most important ingredient in mentoring beginning teachers.

- B. Mentor teachers who are too personal with beginning teachers risk being less effective and less respected than mentors who keep a certain degree of professional distance from beginning teachers.
5. A. My role during mentoring conferences is to make the interaction positive, to share realistic information, and to help beginning teachers plan their own solutions to problems.
- B. The methods and strategies I use with beginning teachers in a conference are aimed at our reaching agreement over the needs for future improvement.
6. In the initial phase of working with a beginning teacher:
- A. I develop objectives with the teacher(s) that will help accomplish school goals.
- B. I try to identify the talents and goals of the individual beginning teachers so they can work on their own improvement.
7. When several teachers in a building have a similar classroom problem, I prefer to:
- A. Have beginning teachers form an ad hoc group to help them work together to solve the problem.
- B. Help beginning teachers on an individual basis find their strengths, abilities, and resources so that each one finds his or her own solution to the problem.
8. The most important clue that an entry-year workshop is needed occurs when:
- A. A mentor perceives that several beginning teachers lack knowledge or skill in a specific area, which is resulting in low morale, undue stress, and less effective teaching.
- B. Several beginning teachers perceive the need to strengthen their abilities in the same instructional area.

9.
 - A. Practicing mentors should decide the objectives of any entry-year workshops, because they have a broad perspective on beginning teachers' abilities and the school's needs.
 - B. Mentor teachers and beginning teachers should reach consensus about the objectives of any entry-year workshop.
10.
 - A. Beginning teachers who feel they are growing personally will be more effective than beginning teachers who are not experiencing personal growth.
 - B. Beginning teachers should employ teaching methods that have proven successful over the years.
11. When I observe a beginning teacher scolding a student unnecessarily:
 - A. I explain, during a post-observation conference with the teacher, why the scolding was excessive.
 - B. I ask the teacher about the incident, but do not interject my judgments.
12.
 - A. One effective way to improve beginning teacher performance is for mentors to formulate clear professional improvement plans for beginning teachers.
 - B. Professional development plans are helpful to some beginning teachers but stifling to others.
13. During a pre-observation conference:
 - A. I suggest to the teacher what I could observe, but I let the teacher make the final decision about the objectives and methods of observation.
 - B. The teacher and I mutually decide the objectives and methods of observation.
14.
 - A. Improvement occurs very slowly if beginning teachers are left on their own, but when a group of beginning teachers and their mentors works

together on a specific problem, they learn rapidly and their morale remains high.

B. Group activities may be enjoyable but I find that providing individual guidance to a beginning teacher leads to more sustained results.

15. When an entry-year program meeting is scheduled:

A. All mentor teachers who participated in the decision to hold the meeting should be expected to attend it.

B. Mentor teachers, regardless of their role in calling for or planning the meeting, should be able to decide if the workshop is relevant to their personal or professional growth and, if not, should not be expected to attend.

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Developmental Mentoring Scoring Guide:

Step One: Circle your answers to the inventory in the following columns.

Column I	Column II	Column III
1B	1A	
	2B	2A
3A		3B
4B		4A
	5B	5A
6A		6B
	7A	7B
8A		8B
9A	9B	
10B		10A
11A		11B
12A	12B	
	13B	13A
14B	14A	
15A	15B	

Step Two: Tally the number of circled items in each column and multiply by 6.7.

2.1 Total responses in Column I _____ x 6.7 = _____

2.2 Total responses in Column II _____ x 6.7 = _____

2.3 Total responses in Column III _____ x 6.7 = _____

Doublecheck your calculations. Your final three scores should equal 100.

Step Three: Interpretation

Your final three scores represent the approximate percentage of time you are likely to employ each of three approaches to mentoring.

2.1 - directive score

2.2 - collaborative score

2.3 - nondirective score

Getting to Know You!

Why you decided to become a teacher - - -

Tell me about your family ----

Hobbies and Interests - --

Birthdate _____ (year is not necessary 😊)

Favorite snack

Favorite beverage

Favorite restaurant

Favorite candy

Ideas for the First Conversation:

Some of these ideas might not come in the initial conversation. Refer back to these ideas during the school year to stay on track and provide much needed mentoring support.

If possible, visit and have at least a brief conversation with the new teacher before having the first team meeting or doing an observation. Here are some suggestions and ideas to break the ice:

- **Getting to know each other – share experiences, views on education, perhaps personal interests.**
 - Do be careful to not emphasize “Well, I did this when I started teaching” immediately. That can be off putting to a new teacher at least initially.
- **The most pressing or most stressful -- what is causing the most stress RIGHT NOW? Try to read the new teacher’s state of mind. Some good questions to help discover those issues might be:**
 - When you are getting ready for work in the mornings, what is bothering you?
 - When you are pulling out of the parking lot in the evenings, what are you thinking about?
 - If you could resolve just ONE issue right now, what would it be?
- **Communications – what is the best way to communicate? When do your classes start in the mornings? Afternoons? When is break? Lunch? Texting? Email?**
- **Helpful information about the school -- this one can be tricky. Your perception of the school climate and culture may be very different from someone else’s. Tread lightly here.**
 - Of great help would be names of those teachers who can help in specific areas. Need help with Excel? The gradebook? Who on the campus is best on specific areas.
- **Helping them to develop relaxation ideas and methods -- working towards achievable and collaborating with others.**

Mentoring

Third Reflection

Think about someone who serves either formally or informally as a mentor. Describe the relationship based on the cycles and phases of mentoring.

Suggested Mentoring Resources

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Activity:

Assess Yourself as a Mentor

Directions: *After analyzing the beliefs, characteristics, and functions of a mentor, answer the questions below to assess your mentoring knowledge and skills.*

1. What aspects of the mentoring role are easiest for you? Which are more challenging?
2. What beliefs do you hold that support your work in the mentoring role?
3. What knowledge and skills do you have that contribute to your ability to be a good mentor?
4. What are your strengths as a mentor?
5. If you could choose one or two areas in which to improve yourself as a mentor, what would they be?

Figure 3.1 Commitment, Dialogue, and Influence in the Mentoring Relationship

