

Preface to Third Edition

Because you are reading this, I assume that you are someone who is a mentor, is going to be doing some mentoring, hasn't yet decided whether you want to be a mentor, trains and/or otherwise supports mentors, has or would like to have a mentor (that would make you a mentee), or is just plain curious about mentoring.

Not many years ago, few educators would have fit into any of the above categories. Mentoring—if it existed at all in the culture of a school—was initiated either as an informal response to a new teacher seeking help or as assistance offered to a new teacher by an experienced colleague willing to share his or her expertise. In contrast, other professionals, like doctors and lawyers, and tradespeople, like plumbers and electricians, have been inducted into their respective fields through formal internships or by serving as apprentices “paying their dues”—both examples of programs in which novices are formally paired with mentors.

Although mentoring beginning teachers is not a new idea, over the past decade or two it has come of age—or at least experienced its adolescence. Its surge in growth has been marked with some moments of angst, but more often with emerging maturity. The evolution of mentoring can be measured not only by its maturation, but also by its proliferation.

As more and more schools and districts are establishing formal teacher induction and mentoring programs, committed leaders are seeking and drawing more and more upon proven and effective strategies and materials. I am pleased that since publication of its first edition and continuing through its second, this book, *Mentoring New Teachers*, has been among those most frequently used as a resource to support their efforts to develop strong programs.

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I first became aware of the need for a new edition of *Mentoring New Teachers* when individuals and groups who read and used the book suggested that although the original material remains “right on target and extremely practical,” some modifications and additions that reflect recent enhancements in mentoring knowledge and practice would make the publication even more useful. Distinguished educators who reviewed the 2003 second edition of the book at the behest of Desirée Enayati, my editor at Corwin Press, provided insightful suggestions, as did Desirée herself. This feedback was gratefully received, and together with insights from my own recent experiences in and research about mentoring, provided the focus of and material for this third edition. This upgrade contemporizes previous material and adds a substantial number of new and updated strategies, exercises, resources, and concepts. Among these additions are sections on

- The nontraditional new teacher
- Classroom observation methods and instruments
- Tools to assess learning styles
- Teacher Mentor Standards
- Mentoring’s role in induction
- Confidentiality
- Mentoring student teachers
- Linking mentoring to career-long professional development

I have also updated and expanded the annotated bibliography of mentoring-related publications. Hopefully, this extensive resource will entice readers to expand their thinking about mentoring and provide practitioners with additional ways to apply the skills, behaviors, and understandings associated with effective mentoring.

WHO SHOULD READ THIS BOOK

This book is primarily for the person who already is a mentor and wants to hone his or her skills, who is going to be doing some mentoring and wants to do it well, or who hasn’t yet decided whether to be a mentor and wants to know more about what mentors do.

Mentoring New Teachers is intended as a (1) self-instruction, how-to workbook for a serving or prospective mentor; (2) sourcebook for participants in and leaders of mentor training programs; (3) supplementary text for a seminar or a graduate-level course in educational

leadership; and (4) practical resource for a school district's administrators, staff development coordinators, and mentoring teams. Its focus is on the mentoring behaviors associated with four critical mentoring functions: relating, assessing, coaching, and guiding. A series of exercises—supplemented by anecdotes, commentary, and examples—spans several chapters. I have designed these exercises to help the reader develop practical mentoring behaviors and construct his or her own understanding of the critical mentoring functions.

OVERVIEW OF THE CONTENTS

I have organized the elements of what it takes to be a successful mentor of new teachers into eight components: an introduction that sets the stage, four chapters that present the details of what mentors do, a fifth chapter that links mentoring to career-long professional development, a sixth chapter that suggests ways to tweak the mentoring environment, and a collection of resources that provide rich supplementary materials. After reading this book, working through its exercises, and examining its resources, you will have gained a comprehensive perspective of mentoring, a set of basic mentoring skills and tools, and a variety of practical strategies for applying mentoring's functional behaviors.

The introduction discusses what mentors do and why. It elicits from your own and others' experiences the behaviors consistent with good mentoring. Four critical mentoring functions—relating, assessing, coaching, and guiding—are introduced. The introduction emphasizes the importance of training experienced teachers to use the behaviors associated with these functions and clarifies the differences, as well as similarities, between mentoring and supervising.

Chapter 1, "Relating," stresses the important part a relationship plays in the mentoring process. Through a set of introspective exercises, you learn ways to establish trust and to pay attention to such nonverbal communication as thoughts, feelings, and body language—behaviors that help build and maintain a professionally productive relationship with a mentee. It also elaborates on the issue of confidentiality and provides insight associated with mentoring student teachers.

Chapter 2, "Assessing," provides you with a variety of ways to gather and diagnose data about a mentee's teaching, learning, and

acculturation needs and preferences. The specific needs of the non-traditional new teacher are discussed. Exercises and suggestions help you determine how your mentee receives and processes information. The chapter describes how the assessing function can help you make informed mentoring decisions.

Chapter 3, “Coaching,” familiarizes you with classroom observation and pre- and postobservation conferencing strategies. A series of exercises clarifies and provides the opportunity to practice behaviors that you need to help a mentee reflect on his or her performance and make decisions about his or her teaching.

Chapter 4, “Guiding,” provides ways to wean a mentee from dependence on a mentor. The chapter systematically guides you through the process of directing a mentee’s journey from unseasoned neophyte to self-reliant practitioner. It discusses and provides opportunities to practice diagnosing a mentee’s ability and motivation levels in relation to a given situation and to use appropriate behaviors both to address the situation and move the mentee to a higher level.

Chapter 5, “Mentoring’s Legacy,” honors mentoring’s responsibility to introduce new teachers to career-long professional development. Featured is a case study of a new teacher going through a structured process that builds his capacity to take responsibility for his own career-long professional growth.

Chapter 6, “Tips and Observations,” offers a variety of actions and understandings that make mentoring more effective and more gratifying.

The resources at the end of the book include a peer-reviewed set of Teacher Mentor Standards (Resource A); an instrument for determining preferred learning styles (Resource B); the Mentor Inquiry Process—a professional development self-guide for experienced mentors (Resource C); the Connecticut Competency Instrument, which describes the teaching competencies expected of a beginning teacher that are observable in the teacher’s classroom (Resource D); and an extensive annotated bibliography of mentoring-related publications (Resource E).

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