

Mentoring Induction Principles and Guidelines



DRAFT
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HOW TO USE THIS MANUAL

This manual has been designed for use primarily by local school districts that have an interest in establishing or strengthening mentoring programs in their schools. The *Mentoring Induction Principles and Guidelines* are listed on pages 2-5 and outline the critical elements of a successful mentoring program for special education teachers. The Appendix contains a checklist of these principles and guidelines to enable school districts to evaluate their mentoring programs and/or design a plan for revising their mentoring programs. We encourage districts to involve all key stakeholders such as beginning teachers, experienced teachers and mentors, and administrators in the development and enhancement of their mentoring programs.

Also included in this manual is background information on the importance and potential benefits of mentoring, the research base that underlies *The Mentoring Induction Principles and Guidelines*, an explanation of how these guidelines were developed, and other recommendations for enhancing mentoring. While we believe mentoring will be most effective when these additional recommendations are implemented, we recognize that the infrastructure of individual districts varies and that some of these additional recommendations may not be feasible. Therefore, we encourage school districts to focus primarily on implementing the key elements, the Principles and Guidelines, and use the additional recommendations as best fit their individual circumstances.

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I. The Need for Mentoring

School districts today are faced with the enormous task of ensuring that students with disabilities receive an appropriate education while simultaneously struggling to find appropriately trained teachers. There are numerous reasons for this national shortage of special education teachers but the most troubling is the alarmingly high attrition rate among special educators. Especially at risk is the first year teacher. Even under the best of conditions, special education teachers enter their first year of teaching in need of support and guidance as they encounter the daily decisions of how to teach, plan, handle paperwork, evaluate, manage student behavior, work with parents, and coordinate their activities with others in their building. These new teachers are expected to make these decisions at the same level of competence and confidence as veteran teachers, often with little or no support from their schools.

Teaching has long been closely aligned with “autonomy” and teachers have tended to be in charge of their own domains. First year special educators quickly learn that they are not expected to ask for help, to report their progress, or engage in joint problem solving. They may feel that veteran teachers are too busy to offer any substantial help and may feel that they are imposing. In addition, new teachers are often less confident and less assertive, therefore inhibiting their ability to even admit to having problems, much less seeking out help in solving them. Structured mentoring programs offer a means of support to the new special education teacher.

Mentoring programs also directly address the following needs and concerns:

- beginning teachers need support to negotiate for their needs in learning communities and to reduce the sense of isolation that many new teachers experience;
- beginning teachers need assistance in generalizing skills mastered in personnel preparation programs to school and class room environments;

- beginning teachers appreciate support and guidance in how to maneuver through the maze of procedures that vary from district to district; and
- beginning teachers appreciate encouragement and feedback as they attempt to broaden and deepen the skills that were introduced in their preservice programs.

Why Mentoring?

To strengthen the performance and increase retention of beginning teachers, many school districts are turning to mentoring. In general, mentoring is a sought after solution across the United States because:

- it capitalizes on an existing resource - the skills and knowledge of accomplished teachers within school districts;
- it can be cost effective; and
- good evidence exists that mentoring increases retention and teacher satisfaction, and strengthens school programs.

Several mentoring programs report that mentoring also is associated with increased student achievement, fewer behavior problems, increased cultural sensitivity, improved evaluation/assessment skills, and enticement for recruitment of new teachers.

Why are Principles and Guidelines Needed?

While mentoring can be effective, clear guidelines are necessary for the best results to be realized. In the past, some mentoring programs were not successful because they were implemented too quickly, without a clear conceptual model of the purpose of mentoring, with unrealistic expectations for the mentor and new teachers, and without a systematic plan for implementation and evaluation. Consequently, school districts are seeking advice on how to implement mentoring programs that meet the unique needs of special education teachers and are not counterproductive to special education teacher retention.



II. Mentoring Induction Principles

The guidelines are based upon three basic principles:

1. an array of supports, including mentoring, should be available to all beginning teachers;
2. effective mentoring relationships that provide meaningful supports to teachers are dependent upon several key components; and
3. school districts have an obligation to ensure that their mentoring programs include those key components for effectiveness.

An Overview of the Principles and Guidelines for the Mentoring Induction Project

The framework for *The Mentoring Induction Principles and Guidelines* relies on and is consistent with the CEC special education standards for teachers, the Interstate New Teacher Assessment and Support Consortium (INTASC) standards for beginning teachers, research-based needs of first year special education teachers, research examining the selection and training and the roles and responsibilities of mentors, and research-based components of mentoring programs shown to be effective. Input from the MIP Advisory Committee and Consensus Development Group and professional groups such as Teacher Education Division (TED) of CEC, Council of Administrators in Special Education Division of CEC (CASE), the American Association of Colleges of Teacher Education (AACTE), the Parent Advocacy Coalition for Educational Rights (PACER), and the American Federation of Teachers (AFT) also guided the development of these principles and guidelines.

The mentoring induction principles and guidelines recommended by this project are meant to be general enough so that individual school districts will have the necessary latitude to use the principles and guidelines in ways that best fit their individual needs and programs. However, in the past, the effectiveness of mentoring programs has

been compromised due to lack of adequate oversight of the program, provisions for release time for the mentor and first year teacher, training for mentors, or sufficient administrative support. Therefore, these principles and guidelines, while developed at the level of broad recommendations, include components that are targeted as essential for adequate support of beginning special education teachers.

Field-Testing

These principles and guidelines are currently being field-tested in districts that demonstrated a high need for mentoring, a capacity to support the project, and appropriate administrative support. The sites were selected to represent a range of geographic, cultural, ethnic, and racial diversity, with sites selected in urban and suburban districts. Due to the different needs and structures in rural areas, the principles and guidelines are not being field-tested in rural areas at this time.

Some Considerations for Implementing these Principles and Guidelines

During our focus group discussions with educators, the following three recommendations were noted. We bring them to your attention because your mentoring program may be strengthened through consideration of the following:

- provide mentors and beginning teachers with information on CEC's *Code of Ethics* (1993) and ask that they follow this code as they implement mentoring;
- to be most effective, implement mentoring in an environment that already ensures support and safeguards for the beginning teacher. Mentoring is one of many procedures that can enhance feelings of belonging and being valued. However, it will be most effective when teachers perceive that they are included in school activities, their input is valued, and resources, both materials and colleagues, are accessible; and

The Mentoring Induction Guidelines are presented on the next few pages, and also as a checklist in the Appendix (p. 12).

- establish partnerships with teacher education programs in local, state, and regional colleges and universities. Under ideal conditions teachers will experience a seamless transition as local schools and universities collaborate in enhancing preservice experiences, using the most up-to-date research to practice approaches in both university and local school instruction, and in targeting and meeting professional development needs.



III. Mentoring Induction Guidelines

The Mentoring Program

1. The objectives of the Mentoring Program, its purposes and options, are clear and have been agreed upon by beginning teachers, experienced mentors, and representatives from district and building level administrators.
2. Information concerning roles, expectations, policies, provisions, and desired outcomes of the Mentoring Program is readily available and shared with beginning teachers, mentors, and administrators.
3. The Mentoring Program is planned and adequately funded.
4. All first year teachers are expected to participate in the Mentoring Program.
5. Mentoring for special education teachers may be coordinated with other, more general, mentoring programs within the school district, but must specifically address those issues unique to special education.
6. The Mentoring Program is designed to provide assistance and support only and is not related to any formal evaluations, certification requirements, or reemployment issues.

Roles and Responsibilities of the Mentoring Team

The Beginning Teacher

The beginning teacher is expected to play an active role in the mentoring relationship. Specific responsibilities are to:

- attend all training sessions relevant to mentoring;
- request assistance proactively related to teaching, school and community culture, working with other school personnel, and any other personal or professional issues;
- schedule and attend sessions with the mentor teacher to review observations;
- remain open and responsive to feedback;
- observe other experienced teachers, including the mentor teacher;
- conduct self-assessments and use reflective skills to enhance teaching skills; and
- participate in the evaluation of the mentoring program.

The Mentor Teacher

The mentor teacher guides, assists, and supports the beginning special education teacher during the crucial first year of teaching. Specific responsibilities are to:

- provide support and guidance to the beginning teacher in the areas of planning, classroom management, instruction, assessment, working with parents and colleagues, obtaining materials, cultural sensitivity, following school procedures, district policies, and due process regulations;
- acclimate the beginning teacher to the culture of the school and community;

- observe the beginning teacher regularly (exact number of observations will vary between dyads depending on needs of the beginning teacher);
- provide post-observation feedback on progress in instructional techniques in a timely manner, preferably the same day as observation;
- model appropriate instructional techniques, classroom management, and professional behavior;
- attend all training sessions relevant to mentoring;
- maintain a professional and confidential relationship based on respect and trust; and
- participate in the evaluation of the mentoring program.

The Building Administrator

The building administrator is a part of the mentoring team and demonstrates support, understanding, and encouragement for mentoring. Specific responsibilities are to:

- provide release time for beginning teachers to observe other teachers, including their mentor teachers, to conference with their mentors, and to attend planned training sessions;
- provide release time for the mentors to observe and conference with their beginning teachers, and to attend planned training sessions;
- observe and facilitate the relationship between the beginning teachers and the mentors to ensure healthy and effective working relationships;
- ensure the selection of qualified mentors by nominating master special education teachers;
- reduce the extracurricular responsibilities (bus duty, committee membership) of beginning teachers during their first year;

- reduce the extracurricular responsibilities of mentor teachers when assigned to a beginning teacher; and
- formally evaluate the mentoring program and incorporate suggestions into the program.

The Mentoring Program Coordinator

The mentoring program coordinator orchestrates the implementation of mentoring for new teachers within the local school district. Specific responsibilities are to:

- manage the mentoring program, seeking agreements with other administrators within the district regarding the operation of the mentoring program;
- ensure that building administrators are fully informed and supportive of the mentoring program;
- develop district policy guidelines for the mentoring program, including district policies for such components as release time, compensation of mentors, and orientation for new teachers;
- guide the development and adoption of resource materials and the conduct of inservice training for new teachers and mentors;
- arrange for (and often conduct) regular meetings of new teachers and mentors;
- ensure that the mentoring program is implemented as intended and guide its evaluation and continuous improvement; and
- collaborate with other administrators regarding the referral of individual teachers for other more intensive support services, as needed.

Mentor Selection

1. Mentor teachers must be special education teachers, ideally teaching in the same school, with the same population of students at the same grade level. If that is not possible, then the grade level, population of students, or location of the mentor could be changed, in that order. In no case should the mentor teacher **not** be in special education.
2. Mentor teachers are volunteers showing a commitment to the success of the beginning teacher.
3. Mentor teachers have 3-5 years of successful special education teaching experience in their current district.
4. Mentor teachers are nominated as master teachers by their building administrators and/or other appropriate school personnel.

Orientation and Training

1. Mentor teacher training is provided prior to the school year with additional training sessions held regularly throughout the year.
2. Mentor teacher training topics include:
 - adult education principles;
 - effective communication skill development;
 - consultation strategies, including how to give constructive feedback and social support;
 - classroom observation skills;
 - advising and coaching skills; and
 - problem solving skills.
3. Beginning teachers hired **prior** to the opening of the school year and their mentors participate in an initial mentoring inservice prior to the beginning of the school year. Beginning teachers hired **after** the beginning of the school

year are paired with their mentor teachers as soon as possible and provided with an orientation to the mentoring program.

Specific Implementation Components

1. A district level person has been given specific responsibilities to coordinate and oversee the mentoring program.
2. Mentor teachers receive some sort of compensation based on a variety of choices (i.e., stipends, professional development credits, and other benefits).
3. Ideally, each mentor teacher works with only one beginning special education teacher per year.
4. Feedback is obtained from beginning teachers and mentors on the mentoring experience. This feedback is used to make recommended program changes.



IV. Project Development

Even with the more extensive preservice teacher preparation, the beginning year of teaching presents new challenges and problems for all teachers that pose a steep learning curve. Like doctors in their medical residency, teachers who have the support of more senior colleagues and opportunities for continuing their learning become more skilled more quickly (Council for Exceptional Children, 1997, p.19).

The *Mentoring Induction Principles and Guidelines* have been developed by the Mentoring Induction Project (MIP) and the Council for Exceptional Children (CEC). This 3-year project, funded by the Office of Special Education Programs of the U.S. Department of Education, is designed to build on the existing research base on mentoring in special education and general education with the outcome of a national set of principles and guidelines that have been piloted in several school districts across the United States. The project has been guided by the expertise of a Consensus Development Group and a National Advisory Committee that include

some of the foremost researchers in mentoring and induction in general and special education, as well as teachers, administrators, and policymakers.

These mentoring principles and guidelines have been developed through the following steps:

1. a review of the literature and discussion with research sites throughout the nation;
2. a conceptual meeting with key advisors to discuss parameters, barriers, intended outcomes, sites for field-testing, and evaluation components;
3. social validation through focus groups with beginning special education teachers, mentors, and administrators, at five sites in urban and suburban school districts in various geographic regions throughout the United States;
4. review of CEC's statement on mentoring from *CEC's What Every Special Educator Must Know: The International Standards for the Preparation and Licensure of Special Educators (1998)* and input from TED and CASE of CEC;
5. review of the principles and guidelines by a cross-section of administrators, teacher-educators, parents, and distinguished teachers;
6. pilot testing and refinement for 2 years at 4 sites across the United States;
7. a second tier of pilot testing for 12 months in at least 4 additional sites; and
8. presentation and review at a national symposium on Mentoring and Induction in Special Education (planned).

In addition to *The Mentoring Induction Principles and Guidelines*, the MIP is structured to provide the following supports to project sites and other professionals as they are implemented and outcomes obtained over the next 2 years:

- electronic (including Web site) support;

- an economic cost comparison of MIP with other models of mentoring;
- a national meeting to review MIP outcomes and make recommendations to the field; and
- a report on the effectiveness of the MIP model with at least 150 new special education teachers and their mentors.

V. Research Basis

In the mentoring literature four areas emerge as the most crucial to any mentoring program's success. As described by Feiman-Nemser and Parker (1993) they are (a) formal expectations of the mentoring program, (b) working conditions for both the mentor and the new teacher, (c) mentor selection procedures, and (d) mentor training. Using these as our foundation, and incorporating the recommendations of the key stakeholders, the Mentoring Induction Project is designed around the following structural requisites.

Formal Expectations of the Mentoring Program

- **The purposes for mentoring are clearly stated and understood and accepted by all involved:**

The purpose of the MIP is to offer personal and professional support and assistance to first year teachers to help them with the transition from student to teacher. **The MIP is assistance-oriented rather than assessment-oriented.** We firmly believe that there is a distinct and fundamental difference between support and evaluation and that the two must be provided for separately (Brock & Grady, 1998; CEC, 1997; Feiman-Nemser & Parker, 1993; Griffin, 1985; Recruiting New Teachers, 1999; White, 1995). Referred to as the "lowest common denominator standard" (Griffin, 1985, p. 45), there is evidence that when the mentoring program is tied to certification measures as its primary focus, new teachers tend to adjust their behaviors to match only those required for certification (Ganser et al., 1998; Griffin, 1985; White, 1995).

In addition, the mentoring program must be implemented methodically. When mentoring programs are implemented too quickly without the purposes or framework understood by all involved and without taking into account the “goodness of fit” between the model and the needs of the current personnel, evaluation measures indicate the programs were not perceived as beneficial (Ganser et al., 1998; Lawson, 1992; Little, 1990; White, 1995).

Working Conditions for Both the Mentor and the New Teacher

- **The mentor has volunteered to work with the new teacher because the following conditions are present:**

- 1. The role and responsibilities of the mentor are clearly defined.**
- 2. The school provides release time for the mentor and new teacher to meet.**

The role of the mentor must be well defined to avoid ambiguity and unattainable expectations (Darling-Hammond, 1996; Feiman-Nemser, Parker & Zeichner, 1992; Lane & Canosa, 1995; Little, 1990). Because the MIP is assistance-oriented, the role of the mentor is to guide, assist, and support the new teacher during that crucial first year of teaching. Experienced mentor teachers have described that role in several ways:

- as a “provider of solutions,” supplying new teachers with strategies to improve their overall teaching effectiveness;
- as a “partner in problem solving,” guiding them to develop their own teaching style based on what we do know about teaching and learning without “encroaching on their fragile autonomy” (Feiman-Nemser & Parker, 1993, p. 699);
- as a “local guide,” helping new teachers gain entry into the teaching environment;

- as an “educational companion,” working on long-term professional goals for the new teacher; or
- as an “agent of change,” helping new teachers build networks and break down the isolation associated with the first year (Feiman-Nemser, 1992; Feiman-Nemser, Parker, & Zeichner, 1992; Feiman-Nemser & Parker, 1993).

The mentor in the MIP is neither intended to be part of any formative evaluation, nor to remediate the teaching skills of the new teacher. Moreover, mentor teachers cannot replace systematic, planned preparation programs.

Time, referred to as “the most highly valued and closely protected of teacher’s resources” (Little, 1990, p. 309), is one key to a successful mentoring relationship. School systems that implement mentoring programs signal the importance they place on the mentor, the new teacher, and the success of the program by the amount of time they allocate for the mentor’s work (Colbert & Wolff, 1992; Darling-Hammond, 1996; Ganser et al. 1998; Huling-Austin, 1992). Release time must be balanced between the school day - so new teachers can observe effective teaching and management techniques - and after hours - so mentors are not out of their classrooms so often they feel their own teaching effectiveness is being compromised (Little, 1990). Activities planned during the release time must match the needs and sophistication of the new teacher and should include planning, consultation, modeling, observations, and professional development activities (Darling-Hammond, 1996; Recruiting New Teachers, 1999).

Mentor Selection Procedures

The mentor teacher appears to be the most crucial element in mentoring programs (Feiman-Nemser, 1992; Little, 1990; White, 1995). Therefore, the process of mentor selection is considered one of the strongest determinants of perceived program effectiveness (Little, 1990; White, 1995). An analysis of the literature outlines professional characteristics of mentors. They have 3-5 years of experience,

are considered master teachers, have been trained to mentor, teach in the same certification area, same grade level, and same building as their new teacher, and they volunteer for the assignment (CEC, 1997; Huling-Austin, 1992; Little, 1990; Odell, 1990; White, 1995). Personal characteristics include being flexible, tolerant, involved, a good listener, nonjudgmental, realistic, caring, supportive, and professional (Feiman-Nemser, 1992; Feiman-Nemser & Parker, 1993; Recruiting New Teachers, 1999). Mentors for the MIP must be special education teachers, preferably teaching at the same level, and at the same school as the new teacher. If that is not possible, then the priorities should be 1) special education teacher, 2) teaching students with the same needs, 3) teaching at the same level of instruction, and 4) teaching in the same building.

In the MIP, the mentor will be part of a mentoring team consisting also of the beginning teacher and an administrator. The mentoring relationship should be guided by mutual respect for each member's professional views and should encompass a "gift exchange" economy where "worth [of the mentoring program] is judged by the individual in terms of its personal effect, and by the group in terms of its support of unity" (Little, 1990, p. 299).

Mentor Training

Mentors are selected on the basis of their accomplishments with children, but then evaluated for effectiveness as a mentor on the accomplishments of the beginning teacher (Little, 1990). For that reason, mentors must be trained in a systematic way to "become" mentors. Training for mentors should begin prior to the school year and to being assigned a new teacher, and must be continued throughout the year. It should include training in communication skills, consultation strategies, classroom observation skills, advising skills, and problem solving skills, as well as how to offer constructive, concrete feedback (Colbert & Wolff, 1992; Darling-Hammond, 1996; Odell & Ferraro, 1992; Runyan, White, Hazel, & Hedges, 1998). Mentors must be trained to work with the beginning teacher as a professional, not

still as a "student teacher," and must teach them to develop and evaluate their own teaching style and effectiveness, not just mimic what they are seeing. As one mentor reflected, offering social support puts them at ease; offering professional support advances their knowledge base and practice and makes them more confident educators (Feiman-Nemser, 1992).

Preliminary research shows that mentoring first year special education teachers:

1. Increases teacher retention

- Colbert and Wolff (1992) found that 95% of the teachers in Los Angeles who participated in a joint project between Los Angeles and California State University, Dominguez Hills, remained in the same district 3 years later.
- In another study, 96% of the elementary teachers who received mentoring were teaching 4 years later (Odell & Ferraro, 1992).

2. Increases beginning teacher and mentor job satisfaction

- Mentoring has led to more confidence, greater teacher satisfaction, and expectations for longer tenure among new teachers who rated their mentors as effective (Houston, McDavid, & Marshall, 1990).

3. Orients the beginning teacher to the school climate in a positive manner

- Mentoring typically gives the mentor a sense of responsibility and importance, resulting in recognition of the mentor as a valued, loyal, knowledgeable member of the organization (Shipper-Cordaro, 1995).

4. Increases teacher effectiveness

- Mentoring has resulted in increased student engagement, increased use of research practices, and improvements in analyzing and reflecting on teaching effectiveness (Colbert & Wolff, 1992).

As school districts establish their mentoring programs, it may be useful to note that mentoring may also assist with the following:

- the application of knowledge and skills;
- learning and applying advanced knowledge and skills;
- the timely acculturation to the school climate; and
- the reduction of stress (CEC, 1997).

As Little (1990) explains, the “mantle of mentorship purportedly creates an incentive for teacher retention and commitment by conferring public recognition and reward on the most accomplished teachers” (p. 300). In addition, mentoring programs that result in a more stable teacher work force and highlight more competent, satisfied teachers, showcase teaching as a desirable career attracting new teachers to the field (Recruiting New Teachers, 1999).

VI. Additional Program Recommendations

In October 1999, 23 national experts met at CEC Headquarters in Reston, VA, and shared information from their experiences with some seven national programs. Based on those recommendations and a review of effective mentoring programs both in general and special education, project staff identified the following additional recommendations for implementing effective mentoring programs.

The Importance of Emotional Support

Outcomes from many mentoring studies indicate that one of the most important roles of the mentor is to provide emotional support to beginning teachers who inevitably will experience frustration as they work with difficult students, maneuver their way through the system, and discover their preferred individual teaching styles.

New Teacher Self-Assessments and Mentoring Plans

Since beginning teachers will have different strengths and needs, it is recommended that beginning teachers and mentors complete an initial assessment of skills together. This can easily be built on a self-assessment tool completed by the beginning teacher and can serve as a basis for an individual plan to build teaching skills. It is recommended that this plan be updated quarterly.

Mentoring Observations and Feedback

Many mentoring programs expect that mentors visit classrooms and observe beginning teachers at least three or four times a year while others recommend more frequent observations, perhaps even weekly or bi-weekly. Regardless of the frequency, it is recommended that beginning teachers be observed on a regular basis and that mentors use a standard form to provide feedback to the beginning teachers. This feedback should be given as soon after the observation as possible, preferably that same day. Videotaped observations are often useful. The feedback should be used to guide skill development, and not as part of a formal evaluation of the beginning teacher.

Additional Mentoring Skills and Attitudes

Mentors may also benefit from training in active listening, reflection, conflict resolution, and collaboration. The mentoring relationship is enhanced by mentors who are sensitive and genuine, flexible, positive and caring, trustworthy, knowledgeable and competent, nurturing and supportive, enthusiastic, child-centered, non-judgmental, people-oriented, and have a desire to mentor and a commitment to professional growth.

Benefits for Mentors

Mentors have indicated that they appreciate:

- formal recognition for their role and the professional service they are providing;
- the opportunity to form collegial relationships with mentors and beginning teachers;
- stipends, university credit, or professional credit; and
- access to such benefits as additional materials/supplies, a phone in their classroom, or extra software or technology.

Additionally, many mentors find that the mentor training helps with their own professional development as they hone their skills of observation, conflict resolution, negotiations, and communication. Mentoring also gives them time to reflect on their own teaching style and further their professional development.

New Teacher Journals and Portfolios

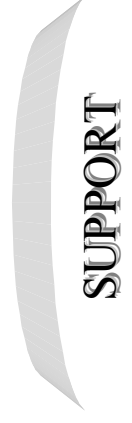
Several projects found that using a reflective teaching approach, including journal keeping by beginning teachers, contributed to a more satisfactory teaching experience. Furthermore, some programs request that beginning teachers build a portfolio that becomes a part of the information shared with the mentor during feedback sessions.

VII. Anticipated Results and Outcomes from the Mentoring Induction Project

With the advice and assistance of an external evaluator, each district that participates in the Mentoring Induction Project will keep data regarding such factors as satisfaction with the *Mentoring Induction Principles and Guidelines*, teacher satisfaction, teacher retention, and recommendations for improvement.

Additionally, information on the costs of implementing the program will be gathered. During the final year of the project these data will be compiled and included in the final project report. The anticipated impact of the *Mentoring Induction Principles and Guidelines* is demonstrated in the Mentoring Induction Project conceptual model on the following page, which portrays the relationship between the mentoring process and potential outcomes for the beginning special education teacher.

MENTORING INDUCTION PROJECT CONCEPTUAL MODEL



KNOWLEDGE TEACHING SKILLS

SCHOOL	COMMUNITY	SPECIAL ED	
Faculty	Resources	Due Process	Teaching Strategies
Resources	Parents	Referrals	Lesson Planning
Schedules	Materials	IEPs	Curricular Adaptations
Policy	Personal Needs	Evaluations	Inclusion Techniques
Administrators	Entertainment	LRE	Classroom Management
Materials		Materials	
Culture		Curriculum	
Self-Esteem	Respect	Self Confidence	Professional Development
Job Satisfaction	Effective Teaching	Retention	Student Achievement

Appendix MIP Implementation Checklist

Mentoring Program	Included	Notes
Clear Mentoring Program objectives developed collaboratively		
Readily available information on roles, expectations, policies, provisions and desired outcomes		
Adequately planned and funded		
All first year teachers participate		
Mentoring coordinated with other general mentoring programs but addresses special education concerns		
Relationship between mentor and new teacher for support and guidance - not tied to formal evaluation		
Roles and Responsibilities	Included	Notes
<p>Beginning teacher responsibilities are to:</p> <ul style="list-style-type: none"> • attend all training session • request assistance proactively • schedule and attend sessions with mentor teacher • remain open and responsive to feedback • observe other teachers • conduct self assessment and use reflective skills • participate in evaluation of program 		
<p>Mentor teacher responsibilities are to:</p> <ul style="list-style-type: none"> • provide support and guidance • acclimate beginning teacher to school and community culture observe beginning teacher regularly • provide post-observation feedback in timely manner • model appropriate classroom and professional behaviors • attend all training sessions • maintain professional and confidential relationship • participate in evaluation of program 		
<p>Building administrator responsibilities are to:</p> <ul style="list-style-type: none"> • demonstrate support, understanding and encouragement • provide release time for beginning teachers and mentors • observe and facilitate mentoring relationship • nominate only master teachers as mentors • reduce responsibilities of beginning teachers • reduce responsibilities of mentors • participate in evaluation of program 		

Roles and Responsibilities (continued)	Included	Notes
<p>Mentor program coordinator responsibilities are to:</p> <ul style="list-style-type: none"> • manage the mentoring program • ensure building level administrators are informed and supportive • develop district policy guidelines for mentoring • guide development and adoption of resource materials and conduct inservice training for new teachers and mentors • arrange for and often conduct regular meetings of mentors and new teachers • guide the implementation, evaluation, and continuous improvement of the mentoring program • collaborate with other administrators regarding the referral of individual teachers for other more intensive support services, as needed 		
Mentor Selection	Included	Notes
<p>Mentor teachers:</p> <ul style="list-style-type: none"> • must be special education teachers preferrably in: <ul style="list-style-type: none"> • same school • teaching same population • at same grade level • are volunteers • have 3-5 years special education teaching experience in current district • are nominated as master teachers 		
Orientation and Training	Included	Notes
<p>Mentor teacher training provided prior to school year with additional sessions throughout year</p>		
<p>Mentor teacher training topics include:</p> <ul style="list-style-type: none"> • adult education principles • effective communication skills • consultation strategies (feedback and support) • classroom observation skills • advising and coaching skills • problem solving skills 		
<p>Beginning teachers hired prior to school opening and mentors participate in inservice before school; those hired after are paired with mentors and provided an orientation to program as soon as possible.</p>		
Specific Implementation Components	Included	Notes
<p>District level person given specific responsibilities to coordinate and oversee mentoring program</p>		
<p>Mentors receive compensation based on choices</p>		
<p>Each mentor works with only one teacher per year.</p>		
<p>Feedback obtained from mentoring team used to make recommended changes.</p>		

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