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New Teacher Mentoring at a Private School

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Northwestern College

A School Improvement Project Presented

In Partial fulfillment of the requirements

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Abstract

Teacher attrition rates are higher for new teachers within their first five years than any other level of experience. Due to high turnover rates for novice teachers, most public schools have implemented induction and mentoring programs to help address this concern. However, many private schools are not afforded this opportunity. This school improvement project addresses the need for a new teacher mentoring program at a private school in Southern California. The plan addresses the implementation and program's plan for a mentor to lead a novice teacher through his/her first year of teaching. A literature review is included which highlights the need for a mentoring program and some of the best practices that should be included.

Keywords: school improvement, mentoring program

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Introduction

Many teachers have high expectations of success when they first start teaching and then get frustrated as reality sets in (Simos & Fink, 2013). The reality often creates a sense of isolation or a sense of “sink or swim” that accompanies the first few years of teaching (Guis et al., 2013; & Ingersoll & Strong, 2011). Perhaps this is why close to 40% of all new teachers leave the profession within their first five years (Ingersoll & Strong, 2011; Ronfeldt & McQueen, 2017; Simos & Fink, 2013) creating a cycle in which first year teachers are perpetually the largest population in the occupation and increasing “the number and instability of beginning teachers” (Ingersoll & Strong, 2011, p 204). These high levels of attrition may be due to the lack of support new teachers received from their administration or the feeling of not being prepared for the different elements required to run a classroom – instructional strategies, management, and assessments (Feng et al., 2019).

Many states have dedicated funds toward induction programs such as California’s Beginning Teacher Support and Assessment (BTSA) program and Professional Learning Communities (Reitman & Karge, 2019, paragraph 1). The dedication of funds towards these programs is due to teacher attrition and the increased emphasis on student achievement (Pogodzinski, 2012). However, despite districts and states’ increased focus on teacher induction programs in hopes of higher teacher retention, the truth remains that not all schools or districts have the time or resources to properly implement professional learning communities or induction programs (Guise et al., 2013; Guise & Fink, 2013).

As a private school in California that does not receive state funding, the research site does not have the resources to create and conduct its own induction program equivalent to that of public schools in the state. New teachers with a California State Credential can participate in the

BTSA program through the local district; however, this often leads to mentors who are either not on the same campus, or who do not teach the same grade level and/or subject area. It is important for new teachers to have mentors at the same location (Mathur et al., 2013). Mentors from different campuses or schools, while having some understanding of the school and its students, have a very limited comprehension of that specific campus, its procedures, and content areas (Wilhelm et al., 2020). Therefore, the extent of guidance and advice that can be provided is limited. A novice teacher needs to be able to connect with his/her mentor and the best avenues for creating such a connection is through teaching the same grade/content area, knowledge of the mentee's school and students, or having the same location to aid with meeting times (Hochberg et al., 2015; Wilhelm et al., 2020). New teachers at the research site did not receive the knowledge and support they craved since the mentors provided were from the high school or middle school campuses and did not have a strong understanding of the research site. This is just half the issue. Because the research site is a private school, many of its new teachers have out of state credentials and, therefore, do not qualify to participate in the BTSA program.

The knowledge that new teachers often feel “lost at sea” or endure “trial by fire” (Ingersoll & Strong, 2011) prompts research into the characteristics that makes a good mentor and mentoring program. It also prompts an evaluation how the research site, as a private school, can implement an effective program without the same funding as districts that surround it. The goal of this school improvement project is to establish a plan for a beneficial and effective mentoring program for new teachers who have recently been hired at this private school. With evidence from past research in the literature and input from colleagues, this school improvement project will provide a plan to implement the elements proven most beneficial in a way that creates an environment of support, mentorship, and encouragement.

Literature Review

“Novice teachers abound; they are our future. It will take a village – all of us – to help support and shape them into proficient, creative and dedicated educators that our children deserve” (Gilles et al., 2013, p 85). Simos and Fink (2013) estimate that the United States will need anywhere from 1.7 to 2.7 million new teachers in the next two decades (p 103). This sentiment is echoed by Ingersoll and Strong (2011) who recorded that “the number of newly hired, first-year teachers the past two decades [has increased] from 50,000 in 1987 to 200,000 in 2007-2008” (p 204). This is further echoed when one notices that in the late 1980s the majority of teachers had fifteen years of experience; however, by 2008 the years of experience dropped drastically until the majority of teachers were currently within their first year (Ingersoll & Strong, 2011). One primary reason for these changes in the teaching profession is the high attrition rates for teachers leaving the field. Simos and Fink (2013), along with Ingersoll and Strong (2011), record the attrition rate of new teachers around 50% for the first five years of teaching. In a more recent study conducted by Ronfeldt and McQueen (2017), researchers found the rate of attrition for new teachers dropped to anywhere between 20% and 40% within the first five years. This leads one to examine the changes that have occurred between the early and later 2010s to help lower the overall rate of attrition, and what still needs to be done.

The most common way districts have addressed the issue of attrition of novice teachers has been induction programs which often include a mentorship element. The percentage of new teachers participating in an induction program doubled from 1990 (40%) to 2008 (80%) (Ingersoll & Strong, 2011, p 202). However, the decline in teacher attrition rate is not inversely proportional to the increase in induction program participants. This irregularity has led many to question what benefits there are in providing a mentorship program and what elements of that

program make it more effective than others. Many studies have been conducted to evaluate mentorship programs. The details regarding the purpose of these studies can vary, however the fundamental purpose is the same: analyzing the elements that make a mentorship program successful and how mentorship programs can be used to help retain teachers and improve student learning.

Mentee Benefits

One of the most impactful elements of new teacher induction programs are the mentors themselves (Gilles et al., 2013). In numerous studies, novice teachers who were assigned a mentor experienced a sense of support and socialization that were not readily available to those without (Gilles et al., 2013; Pogodzinski, 2012; Reitman & Karge, 2019; Waddell et al., 2016; Wilhelm et al, 2020). Gilles et al (2013) discovered this after surveying 264 midwestern novice teachers participating in a comprehensive induction program, and interviewing ten of the mentor-mentee partnerships. These researchers conducted their study to understand how the mentees perceived the program; what they found valuable and most impactful (Gilles et al., 2013). One participant in this study described working with a mentor as “having a second brain/hands/feet/eyes” (Gilles et al., 2013, p 80).

Support and socialization were only a portion of the benefits found from being connected to a mentor. Several studies found that novice teachers partnered with a mentor also experienced an improvement in practices and pedagogy (Baker-Doyle, 2012; Ingersoll & Strong, 2011; Martin et al., 2015; Mathur et al., 2013; Simos & Fink, 2013). Simos & Fink (2013) discovered through their research that by working alongside teachers with more experience and being able to collaborate with these teachers, novice educators have a chance to “more precisely focus their efforts on determining what practice(s) is and is not successful in the classroom” (Simos & Fink,

2013, p 103). After looking back at other studies and reflecting on their own findings from their survey of 43 mentors and 41 mentees who completed a one-year mentoring program through their district, Mathur et al. (2013) hoped to better understand mentors' and mentees' "perceptions of their decision making and classroom management" (Mathur et al., 2013, p 155), and in doing so, found that both mentors and mentees saw improvement in different teaching practices.

Baker-Doyle (2012) surveyed 24 first-year teachers of grades K-12 and selected four of these participants as a case study. She conducted ten interviews and ten observations for each participant over the course of a year. Baker-Doyle wanted to answer the questions: "What types of social networks do beginning urban teachers have access to and rely upon while teaching, and what is the interplay between these social supports and their teaching experience?" (Baker-Doyle, 2012, p 69). One of her findings through this research was that beginning teachers "had an easier time connecting the curriculum with the lives of their students" (Baker-Doyle, 2012, p 79) when participating in a mentorship program.

Due to an improvement in teacher practices and pedagogy, students' academic achievements may also improve as recorded by Mathur et al. (2013), Ingersoll and Strong (2011), and Reitman and Karge (2019). However, none of these studies give measurable evidence of these findings. Mathur et al. (2013) mentioned that, through their research and study, they found that the improvement in teaching practice will lead to an improvement in student learning. Reitman and Karge (2019) conducted a survey of 60 teachers who had been a part of an induction program in their districts and interviewed ten of those surveyed in hopes of discovering "the significant supports that help teachers remain in teaching" (Reitman & Karge, 2019, paragraph 8). Through their surveys, Reitman and Karge (2019) discovered similar findings to Mathur et al. and stated they found "the mentor-mentee relationship helped to create a positive

effect on student success” (Reitman & Karge, 2019, paragraph 95), but do not provide measurable evidence supporting this finding. Ingersoll and Strong (2011) repeat similar findings and stated that “students of beginning teachers who participated in some kind of induction had higher scores, or gains, on academic achievement tests” (Ingersoll & Strong, 2011, p 225); yet, again, no measurable evidence supporting their findings is provided despite the argument towards the conclusion that student learning is positively impacted.

However, perhaps most pertinent to this school improvement project, is the impact mentorship may have on teacher retention. Simos and Fink’s 2013 research indicated novice teachers “might choose to remain in the classroom, provided that an environment conducive to their growth is fostered” (p 103). Ingersoll and Strong (2011), who did not conduct their own study, but instead wanted to “provide researchers, policymakers, and educators with a reliable and current assessment of what is known and not known about the effectiveness of teacher induction and mentoring programs” (p 205), read and analyzed hundreds of documents and studies. Through their research, they found higher levels of “satisfaction, commitment, or retention” (p 225) in novice teachers who participated in induction programs. Perhaps the most convincing results were provided by Ronfeldt and McQueen (2017), who conducted a five-year secondary analysis of the Schools and Staffing and Teacher Follow-Up Surveys (SASS/TFS) along with the Beginning Teacher Longitudinal Survey (BTLS) in order to answer the questions: “What kinds of teachers, schools, and districts have more extensive induction supports? Are teachers who receive certain kinds of induction supports less likely to migrate schools or leave teaching altogether?” (Ronfeldt & McQueen, 2017, p 395). The researchers found that “having a mentor reduced the odds [of a novice teacher migrating schools] by 41% to 55%” (Ronfeldt & McQueen, 2017, p 403). They also found that the odds of a novice teacher leaving the teaching

profession were reduced 35% to 55% if he/she had a mentor (Ronfeldt and McQueen, 2017, p 406). This pattern continued over the course of their five-year study.

Mentor Benefits

According to Wenzel and Bekemeier (2017), mentorship programs should not only benefit the mentees; mentors should gain something from the experience as well. Unfortunately, very few studies focus on the impact that a mentoring program can have on the mentors themselves. Participating as a mentor may help build self-confidence in the mentor's abilities while also building a sense of competency and self-esteem (Newby & Heide, 2013; Mathur et al., 2013). One way this can be seen is in the change regarding where a mentor teacher sees himself/herself in the future. Mathur et al. (2013) found that many mentors found themselves "moving into different professional roles of leadership or as seeking retirement" (p 161) in the future. In regard to professional roles, many of them saw themselves in "leadership roles [and] possibly getting involved with administration, serving as a consultant, or owning their own school" (Mathur et al., 2013, p 161). This partnership also increased a mentor's reflection and awareness of his/her own practice as he/she helped to guide the instruction of the novice teacher (Mathur et al., 2013).

Curiosity and new ideas were also among the benefits for mentors. As mentors worked with novice teachers coming out of varying credentialing programs, they were met with new ideas (Newby & Heide, 2013; Zuljan & Pozarnik, 2014). Zuljan and Pozarnik (2014) through their study of first year induction programs for new teachers across Europe found that new ideas and old ideas can be blended, evaluated, and discussed during the time of induction – benefiting both the mentor and the mentee. The findings of Newby and Heide (2013) agree with Zuljan and Pozarnik's findings. These authors note that mentors experienced an "increased enjoyment of the

mentoring task due to experiencing and exploring the novel, complex, and challenging problems of closely teaching and guiding another individual” (Newby & Heide, 2013, p 152).

Formal and Informal Mentoring

One of the biggest debates seen across many studies is whether formal or informal mentoring is the key to a program’s success. According to Newby and Heide (2013) “both formal and informal mentoring programs have been found effective within academic setting[s]” (p 144). Hochberg et al. (2015) conducted a five year “longitudinal study of beginning teachers’ induction, mentoring, and professional development, supported by the National Science Foundation” (p 71). After surveying and interviewing 57 mathematic teachers, they found a similar sentiment stating that “formal and informal mentors tend to complement, rather than compensate for, one another” (Hochberg et al, 2015, p 71).

Not all studies agree with these findings. According to Baker-Doyle (2012), relationships with formal mentors were avoided by participants in their study because of “differences in pedagogical beliefs with the formal support persons and unease in participating in the professional culture of the school” (p 74). After completing a comprehensive literature review, Law et al. (2014) found that relationships with informal mentors were usually more fruitful because the relationship was established in a more spontaneous and organic way; however, this is in contrast with formal mentors who are not aligned by content or do not agree with the mentee on different philosophical elements of teaching.

The discrepancy in performance and influence between formal and informal mentors could be in part due to the fact that most formal mentors in these studies were assigned by the district and were usually not colleagues but instead members of leadership, or from a partnering university. These formal mentors tended not to be consulted as often as informal mentors who

were usually colleagues down the hall. Pogodzinski (2012) focused his study on the differences seen between interactions a novice teacher had with his/her formal and informal mentors, surveying 184 participants which consisted of HR directors, teacher association presidents, and teachers within their first three years of teaching. Pogodzinski found the times this does not apply is when the novice teacher and the formal mentor were aligned either in subject matter or location. The problem with relying on informal mentors, however, is that “if a mentor is not assigned, some junior faculty members may miss the opportunity to benefit from a mentor early in their career” (Law et al., 2014, p 5). While Law et al. is referring to university faculty in this quote, the same sentiment can be applied to novice teachers in elementary and secondary schools as well. One way to help avoid this challenge is by encouraging a combination of both formal and informal mentoring (Waddell et al., 2016).

Aligned Mentors

Overwhelmingly, one type of mentor was found to be most beneficial for novice teachers, as noted in eight of the referenced studies. One study suggested working across content areas; however, the participants in this study were university faculty members (Waddell et al., 2016). Another study looked at using retired teachers as mentors (Berg & Conway, 2020); while yet another, looked at using preservice teachers (Guis et al., 2013). Each of these variants held some benefits for novice teachers; however, the overwhelming consensus among the studies was that the most beneficial mentor was a more experienced teacher located at the same school, teaching either the same grade or content area (Baker-Doyle, 2012; Feng et al., 2019; Law et al., 2014; Martin et al., 2015; Mathur et al., 2013; Newby & Heide, 2013; Pogodzinski, 2012; Wilhelm et al., 2020).

Wilhelm et al. (2020) had 40 first year teachers enrolled in an alternative certificate (AC) program complete three surveys over the course of a year. The purpose of their study was to identify who beginning teachers turn to for advice, the advice they seek, and how this changes over the course of a year. After conducting their study, Wilhelm et al. (2020) identified the importance of having an aligned mentor and explained the reasoning behind the desire to have a mentor fitting this description: “it was about understanding what it was like to work with the same students and in the same school and went beyond the issue of convenience or proximity” (Wilhelm et al., 2020, paragraph 35).

Berg and Conway (2020), who conducted a survey identifying the benefits of using retired teachers as mentors, chose teachers who had taught the same subject/content area, and expressed the biggest challenge to mentors and mentees as not being located in the same geographical location. Feng et al. (2019) referenced to one year’s Schools and Staffing Survey to understand how completing reading coursework and participating in discipline-specific mentorship programs impacted new teachers’ self-efficacy. Their study found that, despite aligned mentors being identified as the most beneficial, only 49.6% of teachers participating in the induction program received discipline-specific mentors (Feng et al., 2019). This finding could help explain why the decrease in attrition rates is not inversely proportional to the increase in induction program participation. Being partnered with a good mentor is more than just an understanding of the school and students. Mentors also should be someone who the novice teacher can confide in and rely on (Martin et al., 2015).

Program Practices

The practices that seem to be the most beneficial within the mentoring program and relationship differ depending on which study one looks at. Berg and Conway (2020), along with

Law et al. (2014), found that there was not a “one-size-fits-all” approach to take regarding mentoring programs. However, one thing that several studies had in common was that a mentoring relationship needs to be consistent and long-term; it cannot be a one-time experience (Hochberg et al., 2015; Kerlin, 2016; Mathur et al., 2013; Ronfeldt & McQueen, 2017; Simos & Fink, 2013; Wilhelm et al., 2020). These relationships also need to be built on a foundation of trust and respect (Gilles et al., 2013; Martin et al., 2015; Waddell et al., 2016; Wenzel & Bekemeier, 2017; Wilhelm et al., 2020). Martin et al., (2015) found feedback was well received once a relationship and trust had been established. Trust and respect also allow for “honest and open communication” (Waddell et al., 2016, p 325). Once a foundation of trust is built, the other elements needed for a successful program can be implemented.

Two studies expressed the importance of observations (Hochberg et al., 2015; Martin et al., 2015). Martin et al. (2015) found that when novice teachers had the opportunity to observe more seasoned teachers it had some of the biggest impact due to novice teachers being able to have the chance to observe a variety of examples, ideas, and pedagogy. In addition to this, when novice teachers were observed by mentors, they were more open to the feedback provided. Martin et al. (2015) explained it this way: “The feedback perceived to be most beneficial was when it was coupled with consistent observations, which, in turn, influenced the teachers’ practice(s)” (p 10). In agreement with this, Hochberg et al. (2015) recorded similar findings: “Teachers appreciated feedback from mentors who observed them teaching – they saw the feedback as ‘more personal’ and ‘more detailed about what [they] do well, what [they] can work on.’” (p 72).

Observations are a sound beginning, but mentoring programs need to include more than just that element. Discussions are an essential part of these programs as well. However, when it

comes to the most important topics to discuss, studies vary in what is recommended/suggested. Waddell et al. (2016), recommends a “combination of flexible discussions and scheduled themes” (p 65). Also, in this study, the authors noticed that “the hybridity of a themed and emergent approach to meeting structure was optimal” (p 71). This is repeated in the findings of Baker-Doyle (2012) who expresses the importance of discussions changing based on the needs of the mentee.

Not only do the topics of discussion differ based on studies, but the types of support found most beneficial do as well. Some studies, such as Gilles et al. (2013) and Hochberg et al. (2015) expressed the importance of emotional support along with management and teaching strategies. While other studies, such as Progodzinski (2012), Mathur et al. (2013), and Feng et al. (2019), expressed that topics relating to management, teaching strategies, student success and instructional activities were most frequently discussed and most important. Feng et al. (2019) addresses the discrepancy in the findings regarding emotional support: “the most common form of support named as a reason for listing a supporter was instructional support, which contradicts prior studies documenting more of an emphasis on logical and emotional support for beginning teachers” (paragraph 37). If a mentor is (or can be) both a professional and a personal mentor it “adds variety and complexity to the task and ultimately increases the intrinsically-motivated effort invested by the parties involved” (Newby & Heide, 2013, p 147). However, this cannot always be the case, which is why Mathur et al. (2013) along with Newby and Heide (2013) suggest that mentor-mentee relationships should be continuously evaluated to ensure that it is the most beneficial match for both members.

Some studies suggest that there are certain expectations that should be filled and addressed regarding the beginning and end of mentor-mentee relationships. Before beginning

Mathur et al. (2013) express the importance of participants having a clear understanding of the “purpose, structure, and goals of the program” (p 161). Newby & Heide (2013) agree with this and express that with a structured beginning the “relationship ideally [can evolve] to one of equality between peers” (p 143). In addition to this, Law et al. (2014) suggest periodic assessment of the program in order to evaluate its success and address any issues or gaps. These two elements bookend the mentor-mentee relationship, ensuring that the program is as successful and beneficial as possible.

Teacher attrition rates have led many districts to implementing mentorship programs. These have helped to slow attrition rates as well as provide novice teachers with the support and guidance that they need to succeed and positively impact student learning. There is not a lot of agreement in regard to what constitutes a successful program. More research is needed to examine the impact and benefits of informal mentoring. More research is also needed to further examine which elements of the mentorship program are most beneficial. However, the truth that all districts are different reinforces the belief that a “one-size-fits-all” approach is not attainable, which is why periodic evaluation of new mentorship programs is of the most importance.

Raw Data

This research site does not follow the typical national trends in regard to teacher retention rates. According to a recent Western Association of Schools and Colleges (WASC) report, this research site has a teacher retention rate of 90%. The attrition rate for teachers within their first five years of teaching is only 14%. This is less than half of the national rate, which averages around 40% (Ingersoll & Strong, 2011). 12% of teachers within their sixth to tenth years of teaching leave the research site. However, the majority of turnover takes place after eleven years of teaching, coming in at a 75% attrition rate. In the next several years, two to four of the twenty-

seven teachers are set to retire, but this does not account for teachers leaving due to unforeseen circumstances. It is because of this, and the request by recent new teachers, that Professional Learning Communities were tasked with brainstorming characteristics grade level teams would like to see in a mentorship program.

The minutes from these meetings highlighted some common themes as well as some different ideas. One theme that was seen throughout all the PLC minutes was the need of providing time for the mentor and mentee to observe. The minutes expressed a desire to allow novice teachers a chance to observe not only the mentor teacher, but other teachers as well, in order to provide access to a variety of teaching, discipline and classroom structures. Going along with this was the desire to allow mentors a chance to observe the novice teacher and to meet and provide feedback for him/her throughout the school year.

A second theme that was seen throughout all the grade levels was the request that mentor teachers be available. Novice teachers should have the chance and opportunity to meet with his/her mentor teacher on an as-needed basis in order to ask questions as they arise and to check-in with how procedures and instruction are going. Mentors should also be available as a sounding board for the novice teacher as he/she works through new ideas, or as a source for ideas regarding instruction.

First and third grade PLCs mentioned providing the novice teacher with a curriculum overview for the year in order to model pacing for the novice teacher. Third grade commented on how this would be not only a great resource for the novice teacher, but also a great starting point for him/her to begin asking questions regarding the curriculum. Similarly, only two grades – one lower elementary and one upper elementary – mentioned the need for limiting the number of mandatory or assigned meetings between the mentor and mentee. One group cautioned against

these meetings becoming another check-off list for novice teachers to complete in order to establish themselves. The second mentioned limiting meetings in order to allow the novice teacher to establish his/her own teaching style instead of being overwhelmed with ideas from the mentor teacher and then being unable to process his/her curriculum and the other elements of teaching.

Half the grade-level teams mentioned providing the novice teacher with help regarding discipline. One grade mentioned discussing acceptable and unacceptable behaviors at the novice teacher's grade level in order for the novice teacher to be of the same understanding as the grade level team he/she is a part of. Two other grades mentioned providing support for novice teachers when dealing with difficult or tricky students and parents.

While the majority of the grade-level PLCs mentioned using a veteran teacher of the same grade level to serve as a mentor, one grade level suggested hiring a trusted former teacher instead. This grade level also suggested that the mentor serve as an instructional coach rather than in a one-on-one mentorship capacity. In this way, the mentor would periodically meet with novice teachers to work through a series of lessons or units. While the mentor would still meet with novice teachers one-on-one, the main focus would be that of instructional practices instead of encompassing the varying elements of running a classroom. Yet another grade level suggested establishing one willing faculty member as the mentor for all novice teachers, and another to help with the transition of teachers between grades. This same grade level team suggested having an experienced mentor who would guide and instruct new mentors, providing them with support and helping to keep expectations clear.

A few other suggestions that were mentioned by a minority of the grade level PLCs were in regard to helping the novice teacher get started and established in his/her classroom. Two

grade levels mentioned putting together a handbook that contained a variety of procedures that a novice teacher would need to know in order to be successful. Some of the procedures that would be included in this handbook are requesting a sub, emergency protocols, and playground rules. A mentor would be tasked with reviewing this handbook alongside the novice teacher in order to provide clarity and explanations where needed. Another grade level PLC suggested setting aside funds to help the novice teacher set up his/her classroom. Yet another mentioned walking the novice teacher through bigger school events such as back to school night and conferences.

Despite the low attrition rates for novice teachers at this research site, there are several retirements projected in the future. Due to this projection and the request of previous novice teachers, having a mentorship program established would be beneficial for this research site.

Implementation

The purpose of this school improvement plan is to provide a mentorship program for a private school in Southern California. As Berg and Conway (2020) and Law et al. (2014) revealed in their studies, there is not a one-size-fits-all approach that is best designed for all districts or schools. As Ingersoll and Strong (2011) state: "The overall objective of teacher mentor programs is to give newcomers a local guide, but the character and content of these programs also vary widely" (p 203). This program was designed to be that local guide for new teachers. By looking through the results of studies and the information collected from site PLC minutes, this program has been designed using input from both while also trying to find a balance between what research recommends and the desires of faculty located at the site.

Mentorship Program

This program has been approved by the site principal and will be conducted by either the researcher or by another faculty member who has his/her Masters in education or has had

previous mentoring experience. Mentors will consist of at least one veteran teacher per grade level. This will ensure that there is a mentor who is aligned with any novice teacher, or if there are any teachers who have had to switch grades. This is supported by the research which overwhelmingly agreed that the best mentors were ones aligned with mentees either by grade level or by subject area (Baker-Doyle, 2012; Feng et al., 2019; Law et al., 2014; Martin et al., 2015; Marthur et al., 2013; Newby & Heide, 2013; Pogodzinski, 2012; Wilhelm et al., 2020). By training at least one teacher per grade level, the research site will be well prepared for any unforeseen transitions or last-minute hires.

Mentors

Mentors will be selected by the principal using the following guidelines. Since the research site is a private school that does not receive state funding, there will not be compensation for the mentor. Therefore, the first qualification of the mentor is a willingness to volunteer for this position. Volunteering also “creates interest in that activity” (Newby & Heide, 2013). The second qualification is that the mentor is a veteran teacher at this site. When reviewing the studies to figure out the number of years that best qualify a teacher as a veteran, and the best candidate to fill the role of mentor, the numbers varied greatly. Two studies used mentors with as little as one to three years of experience (Guise et al., 2013; & Mathur et al., 2013); while another study relied on mentors with more than ten years of experience (Berg & Conway, 2020). However, the majority of studies did not indicate the years of experience participating mentors had. Therefore, for this project, mentors need to have taught at the research site for at least one year prior to becoming a mentor. The final qualifications for mentors are a willingness to dedicate time to the process (Law et al., 2014), and an ability to

support “their colleagues’ development through interpersonal skills and instructional expertise” (Wilhelm et al., 2020, paragraph 39).

Mentor Introduction/Training

Mathur et al. (2013) and Newby and Heide (2013) both expressed the importance of explaining and teaching mentors the expectations, requirements and plans for the program. In light of this, before school begins in the fall, mentors will participate in a one-to-two-hour workshop during the professional development days that take place prior to the beginning of school. The workshop will be led either by the principal or by another faculty member who has his/her Masters in education or has previous mentoring experience. This time will be used to debrief mentors on the expectations and plans for the mentor program throughout the school year (see Appendix A).

Mentors will be responsible for guiding novice teachers through their first year. This will include being available the whole year as several sources express the importance of programs being constant and long term (Hochber et al., 2015; Kerlin, 2016; Marthur et al., 2013; Ronfeldt & McQueen, 2017; Simos & Fink, 2013; Wilhelm et al., 2020). Mentors will also be responsible for frequently observing mentees and helping secure opportunities for mentees to observe. Meetings will need to be regularly scheduled in order to discuss topics such as concerns, events, grades, and planning. If possible, mentors should provide emotional, as well as professional, support for their mentees (Gilles et al., 2013; & Hochberg et al., 2015). Ultimately, mentors need to “model the same generosity, patience, wisdom, and reciprocity [they] have received” (Wenzel & Bekemeier, 2017, p 326), and to “[produce] proteges with increased knowledge, experience, and confidence” (Newby & Heide, 2013). Finally, the host will go

through the program's yearly timeline and requirements that must take place during certain time periods, as explained later.

During the workshop, mentors will also be provided a time to form small groups and examine their strengths and weaknesses. Kerlin (2016), who examined what it takes to become a mentor, explained that "formal and informal mentors have the most positive effect when their own personal integrity and knowledge are clear" (p 34-35). This knowledge will help mentors stay aware of their own strengths and where more thought and discernment are needed as novice teachers approach them for advice.

Before School Starts

Before the school year starts, there is a week of teacher in-service meetings and time to set up the classroom. During this time, as requested by grade-level PLC groups, mentors will be introduced to their mentees, and will begin familiarizing mentees with the staff, campus, and procedures (see Appendix B). Helping to socialize novice teachers by introducing them to other staff members, resources and support is an important role as expressed by several studies (Baker-Doyle, 2012; Ingersoll & Strong, 2011; Pogodzinski, 2012). One of the first steps is to provide novice teachers with a tour of the campus. Novice teachers will be shown the location of not only their classroom and grade level team members' classrooms, but also other locations that they need to be familiar with. Some of these locations include: the teachers' lounge/workroom, the art room, technology office, and multipurpose room where assemblies and chapels take place, as well as the music room(s).

Novice teachers are a part of a faculty and staff team that goes beyond just their teaching team. Some members of staff that novice teachers need to be familiar with include

our administrative assistants, technology personnel, and maintenance staff. Each staff member will be introduced by the mentor along with his/her role. If the mentee has not yet been introduced to his/her grade level team, he/she will also be introduced to them during this time.

Before school begins, it is important for the mentor to work through what the first day and first week of school will look like. This is a time for the teacher to get to know the students, and to begin building relationships. Many of the grade level teams at this site have activities to help them get acquainted with their students. The mentor should first listen to his/her mentees ideas, and then help provide feedback and guidance. If the mentee is unsure about how to begin the school year, the mentor should provide grade level ideas to help guide him/her. This support falls under teaching strategies and instructional activities that Feng et al. (2019), Mathur et al. (2013), and Progodzinski (2012) express as being some of the most important topics for mentors and mentees to discuss.

Finally, the mentor will go through the handbook with his/her mentee (see Appendix C). The handbook will include important information and procedures, which will help inform the novice teacher of administration's expectations, grade level expectations and an understanding of school culture (Hochberg et al., 2015; Simos & Fink, 2013). Much of what is included was recommended by grade level PLC minutes. Important information includes schedules, staff requirements, and rules. The site's bell schedule is one such piece of information; this is the same for all grade levels and can easily be included since it is not grade specific. The master calendar lays out half and full days off. When reviewing this, it may be helpful for the mentor to explain when other grade level events will take place to help with future lesson planning. The

handbook will also include the staff devotion schedule and duty schedule. Other important information that will be included is dress code for teachers and playground rules.

The handbook will also include a variety of procedures that will help aid the novice teacher throughout the year. Each year our school conducts a minimum of six emergency drills two for each type of emergency (fire, earthquake, and lockdown). Each drill follows different procedures and protocols. It is important for the mentor to go through these with his/her mentee to ensure that he/she clearly understands the steps to take. After fire and earthquake drills, classrooms are to exit the buildings and meet out on the field. It is important for the mentor to show his/her mentee their grade level location. Other procedures that will be included are requesting a sub, completing and filing demerits, and the requirements for devotion week.

Due to the large amount of information, mentors do not need to review the entire handbook in one sitting but can walk his/her mentee through each as they arise throughout the year. For example, the day or week before a certain drill, the mentor can review the procedures for that specific drill. Likewise, the week before the mentee has devotions, the mentor can better explain and prepare his/her mentee for the requirements of that week.

During the First Two Months

The mentor/mentee relationship needs to be one that is helpful and beneficial for the mentee and mentor instead of overwhelming or another item on a check-off list (Wenzel & Bekemeier, 2017; PLC minutes). Few meetings will be scheduled in a formal capacity during the first two months of the school year. Instead, meetings should be times when the mentor checks in with the novice teacher. These check-ins should happen on a regular basis, or as often as

needed by the mentee in order for the mentor to be most effective (Martin et al., 2015; Mathur et al., 2013). Hochberg et al. (2013) explains that “opportunities for regular collaboration may help break down barriers” (p 72). This is important to keep in mind, especially during the first two months of school. Mentor-mentee relationships need to be built on a foundation of trust and respect in order to be the most beneficial for both parties (Gilles et al., 2013; Martin et al., 2015; Waddell et al., 2015; Wenzel & Bekemeier, 2017; Wilhelm et al., 2020).

According to Waddell et al. (2016), a combination of both formal meetings (ones with designated discussion topics) and informal meetings (ones with discussion topics based on the needs of the mentee) is the most effective approach for mentor-mentee discussions. Therefore, two formal meetings will also be included during this time to help explain administration expectations for two events. The first formal meeting will be to help the mentee plan for back-to-school night. Mentors should first ask the mentee what he/she plans to include during this evening. After listening to the mentee’s plan, the mentor should provide input in order to make sure that the novice teacher relays all the necessary information to parents and answers any questions the novice teacher may have. The second formal meeting is in regard to conferences, which takes place shortly after the first two months. Mentors need to provide mentees with information regarding scheduling, relaying information to parents, and beginning and ending each parent-teacher conference. Most grade levels have a form that each teacher fills out for parents. This form often includes a student’s grades and comments on his/her behavior. Since this site is a private Christian school, parent-teacher conferences are often started in prayer. This is not a common occurrence, especially for novice teachers who student taught or

substitute taught in a public school system, and so is something that many do not think to include.

During the first two months, mentors should be available to help novice teachers with planning. As novice teachers begin to get a better understanding of the pacing in his/her classroom, it is a good time for mentors to help a novice teacher look over curriculum and unit plans from other teachers. These curriculum-focused and pacing meetings that focus not only on what to teach, but also how to assess, are among the most important topics of discussion and support (Baker-Doyle, 2012; Berg & Conway, 2020; Gilles et al., 2013; Hochberg et al., 2015; Martin et al., 2015; Mathur et al., 2016; Pogodzinski, 2012; Reitman & Karge, 2019). As mentioned previously, several grade level teams have a pacing guide for the duration of the year. This should be available for mentees to review and the mentor should also be available to help guide the novice teacher in implementing and pacing the curriculum and units. Novice teachers often provide fresh and new ideas (Zuljan & Pozarnik, 2014); therefore, mentors should be available to provide valuable feedback and validation while keeping an open mind as novice teachers seek feedback.

During the School Year

One of the biggest requests and suggestions from the current staff at the research site, according to the PLC minutes collected, was for mentees to be observed and have opportunities to observe. Research on effective mentorship programs also suggested that observations contributed to mentee's receptiveness of feedback (Hochberg et al., 2015; Martin et al., 2015). Due to the large role that observations and feedback can play in a novice teacher's first year, this will be the main focus of the mentor program. Mentors will be expected to

observe his/her mentee every four to six weeks. This timeframe is due to the hopes of finding a balance between the suggestion of constant observations made by Martin et al. (2015) and Hochberg et al. (2015) and the request by grade level PLC groups to keep the program from creating too much extra work for both mentors and mentees.

While observing, the mentor should note the novice teacher's classroom management, engagement of students, fulfillment of standards, and areas that the novice teacher requested advice in. This will help positively impact mentees' teaching practices (Hochberg et al., 2015; Martin et al., 2015). In order to keep this from creating more work for the novice teacher, lesson plans will not be required. After each observation, mentors and mentees should meet to discuss strengths and challenges seen throughout the lesson. Mentors should first ask how mentees plan to address challenging areas, and then provide them with suggestions as well.

Likewise, mentees should be provided opportunities to observe other veteran teachers. Martin et al. (2015) found that these opportunities "helped novices in [their] study glean ideas about content and pedagogy by seeing examples in an experienced teacher's classroom" (p 7). While participants in the Martin et al. (2015) study took part in weekly observations and discussions, this is not feasible at the research site, due to the request that the workload be kept small.

Novice teachers will not only be observed by his/her mentor throughout the year, but by the principal as well. The principal will conduct a formal observation of novice teachers twice throughout the year as is standard practice at this site. Each observation will require a typed lesson plan that explains not only the lesson and its objectives, but how the teacher will implement The Expected School-Wide Learning Results (ESLRs) as well. ESLRs include

Communication, Cooperation, Christ-centered, Critical Thinking, and Creativity. Mentors should share an example of a lesson plan and review the novice teacher's lesson plan before his/her scheduled observation.

Aside from debriefing and providing feedback after observations, the majority of interactions will be informal. During the study conducted by Mathur et al. (2013), informal face-to-face meetings were the most frequently utilized form of connection between mentors and mentees. Since studies do not agree on what topics of discussion are most impactful, informal meetings and check-ins will allow mentees to approach mentors regarding their concerns, questions, and ideas. These do not need to be planned but can simply be a quick question in the hallway or during recess as mentors need to be available for mentees throughout the year (Gilles et al., 2013). Mentors should also be available to help with parent communication (i.e., proof reading emails or being present for meetings) and for help with difficult or challenging students (PLC minutes). However, there are at least three other formal meetings that must take place in order to review big events during the year (see Appendix D).

The first formal meeting is in regard to Speech Meet. Each year, this site hosts a speech meet for the Association of Christian Schools in its area. Teachers are required to participate as either hosts, judges, or tabulators. Mentors should review the expectations and requirements for that day. The second is to help the novice teacher prepare for the site's yearly art show. This is a chance for parents to visit school to look at their children's artwork from the year and is a time when many prospective parents come to see the campus as well. It is important for the novice teacher to understand how to not only prepare his/her classroom for this event, but what the expectations for teachers are as well. The third and final formal meeting is for the

yearly Sport's Day event. Every year, the elementary school spends the day on the high school field playing games and holding friendly competition. Teachers are required to walk with and manage the students in their grade level throughout the event.

End of the Year and Assessment

At the end of the year, teachers are given several days to clean and pack up their room. This provides a great opportunity for mentors and mentees to meet a final time to discuss the year and the overall mentor/mentee experience. "The final outcome of the process [should produce] proteges with increased knowledge, experience, and confidence" (Newby & Heide, 2013). In order to help the mentor get a clearer picture regarding whether or not this goal was reached, he/she should discuss highs and lows of the year with his/her mentee, areas that the mentee feels he/she has improved, and areas that still need continued improvement. Along the same lines, notes should be taken regarding changes that should be made to lessons or classroom policies as well as what worked well and should be continued in the future.

Mentors and mentees also need to complete the end of the year survey (Appendix A). Surveys need to be completed by both mentors and mentees in order to better "understand gaps that can be addressed the following year/period" (Law et al., 2014). Specifics of content and questions that should be included in the annual surveys are not given in any studies. The only specifics given are that data collected should be a combination of both quantitative and qualitative data (Law et al., 2014), and it must also help the site "better identify what types of information and support novice teachers have access to, how information and support are delivered to novice teachers, and what value novice teachers place on the support they receive through these different mechanisms" (Pogodzinski, 2012, p 983). By taking annual assessments

of the program data can be collected to give the site information regarding what went well in the program and what needs to be improved upon (Law et al., 2014). Feedback will help the site fine tune and adjust the program so that it better addresses the needs of this site and its faculty.

Conclusion

Studies have shown that 40%-50% of novice teachers leaving the profession before completing their first five years (Ingersoll & Strong, 2011; Ronfeldt & McQueen, 2017; Simos & Fink, 2013) and that the United States will need over a million new teachers in the next two decades (Simos & Fink, 2013). These rates are concerning for many school districts and have led to the creation of induction programs to help guide novice teachers during their first years in the profession. Studies do not always agree on what makes a successful program, but many have indicated the impact mentors have on novice teachers.

The research site does not have access to an induction program since it is a private school. Due to this reality and the positive impact mentoring has on novice teachers, a program was designed using research and input from current staff. The mentoring program will be completed yearly and will consist of an introduction to procedures and school culture, observations, discussions and debriefings, and check-ins. The desire is for novice teachers to feel more prepared, confident and self-sufficient by the conclusion of the program.

After the conclusion of each year, mentors and mentees will complete a survey. The survey will be used to evaluate the program and identify the strengths and weaknesses in order to improve and build upon the foundation laid by this improvement plan. This site desires to support and provide a sense of community for all novice teachers hired.

Appendix A**Mentor Training Outline**

- **Before meeting:**
 - Have refreshments for the mentors.
 - Each mentor will receive a copy of the New Teacher Handbook, before school checklist, month-by-month topics, and an observation note sheet.
 - Have paper and writing utensils available on each table.
- **Opening (5-10 minutes)**
 - Give everyone a few minutes to grab refreshments and get comfortable.
 - Open in prayer
 - Explanation of why they are here:
 - Want new teachers to feel welcomed and prepared. As a recent new teacher said: “I don’t know what I don’t know until I don’t know it.” New teachers do not always know what to expect or what the campus culture is like, and while we cannot prepare them for everything, we can provide a solid foundation to build on. That is where you all come in.
- **Warm up Activity (5-10 minutes):**
 - Each mentor will take one piece of paper from the table along with a writing utensil.
 - Divide everyone into groups of 2-4
 - Have the mentors fold the paper in half. They then need to label one side strengths and one side weaknesses.
 - Step one: Self reflection
 - Give mentors a few minutes to list their own strengths and weaknesses in regard to teaching and leadership.
 - These do not need to be overly detailed but should be specific.
 - Step Two: Group input
 - After this time, have the small group discuss with each other their strengths and weaknesses.

- This is a time for group members to add strengths to each other's' lists. Often, we are quick to put a spotlight on our weaknesses and minimize our strengths. Others sometimes see strengths that we miss.
- Step Three: more self-reflection:
 - After everyone has gone, return to your own strengths and weaknesses list. Answer the following questions:
 - What are some ways that these could hinder your impact as a mentor?
 - What are some practical ways you can work to strengthen these weaknesses?
 - How can your strengths help you in your role as mentor?
 - What are some ways you can play into your strengths or build on them?
 - Explain that in order to be most effective, we need to be aware of and take into account our strengths and weaknesses. This way we can strengthen our weaknesses or recognize and redirect to others who are better equipped in those areas.
- **Introduction to Program (10 minutes):**
 - Explanation of how research and feedback have led to the creation of this program.
 - Induction programs have improved new teacher retention and self-esteem.
 - Several new teachers have expressed a desire for a mentoring program of some sort.
 - This will be a one-on-one mentoring program. Mentees will be new teachers in the same grade level or subject matter.
 - The main role of mentors: being there as a resource and support system for the new teacher.
 - Mostly informal, but there are several formal discussion topics that need to be covered throughout the year (it will be discussed later).
- **General requirements/expectations (less than 5 minutes):**
 - This is a very quick overview, and we will go over it in more detail shortly:

- Help them get to know our school
 - Observations
 - Guidance through school events and expectations
 - Main job: Be available as the “expert” of our school. Whether it is for check-ins, questions, help with difficult students or parents, or just being a listening ear, be there.
- **Year Breakdown (20-30 minutes):**
 - Before school starts:
 - Draw participants’ attention to the before school checklist and walk through each of the different items. Provide explanation and answer questions as you go.
 - For the first day and first week plans, express the importance of hearing the new teacher’s ideas first. We don’t want to discourage new ideas. Listen with an open mind and then give feedback when needed. If the new teacher is at a loss and does not know where to start, provide them with ideas and plans to help them get started.
 - The first two months of school:
 - Your main role during this time is to be available for check-ins. These can be quick discussions in the hall or classroom when your mentee has a question, or you can schedule meeting times with them as well. However, more authentic meetings (the random ones) have proven to be most beneficial.
 - You will also begin your formal discussion during this time...Draw attention to the Month-by-Month discussion topics. Walk through the first two months’ topics.
 - We do not want the first two months to be overwhelming for you or your mentee so keep it as simple as possible and just be available.
 - During the school year:
 - Formal discussions: Walk through the remainder of the month-by-month discussion topics.

- Observations: You will be observing your mentee every 4-6 weeks. The reason for this is we are trying to find a balance between consistent observations and not causing an overwhelming amount of work for you. We will dive deeper into this later.
- It will also be your job to help find opportunities for your mentee to observe. Remember they are new to the campus and will not know the staff well and so it will be difficult for them to ask to observe.
- Explain that here too, the biggest help is just being available.
- **Quick break (5 minutes)**
- **What makes a good mentor (10 minutes)**
 - Explore the “qualifications” of a good mentor.
 - How to approach post-observation discussions.
 - Ways to be a sounding board and help while still fostering the creativity and ingenuity of the new teacher.
- **Observations (15-20 minutes):**
 - As mentioned earlier you will be asked to observe your mentee every 4-6 weeks. Having a chance to observe your mentee in action will help you give more authentic and informed feedback.
 - While you are observing, you can use the observation note sheet that you received earlier to help guide this time. You do not have to look for all categories each time you observe. Work with your mentor to pick and choose what you believe to be the most important each time.
 - Walk through the observation note sheet:
 - Classroom culture and climate
 - Classroom management
 - Structure and pacing of the lesson
 - Lesson’s activities and assignments
 - Variety of teaching techniques
 - Assessments
 - Meet after each observation to discuss strengths and weaknesses.

- Ask the mentee to reflect on his/her lesson as well before providing feedback.
What do they think they did well or didn't do well?
- **New Teacher Handbook (5-10 minutes):**
 - Finally explain that each new teacher will receive a new teacher handbook that lays out some of the basic information of our campus and requirements.
 - Have teachers take a few minutes to skim through the handbook. Look at some of the information and procedures that are included in order to better lead the new teacher.
 - This is to provide a quick reference for new teachers, but not to take the place of a mentor.
- **Questions and Answer time:**
 - This is a time for mentors to ask any questions that came up during the meetings.
- **Closing Prayer**

OBSERVATION NOTES

<p>CLASSROOM CULTURE/CLIMATE Things to look for: environment of respect, see the importance of learning, teacher has high expectations, etc.</p>	<p>CLASSROOM MANAGEMENT Things to look for: clear expectations and boundaries, respect, positive reinforcement, routines and smooth transitions.</p>	<p>LESSON STRUCTURE/PACING Things to look for: clear structure and appropriate pacing for all students.</p>
<p>LESSON ACTIVITIES & ASSIGNMENTS Things to look for: clearly connected to the learning goal; differentiated activities/ assignments.</p>	<p>VARIETY OF TEACHING TECHNIQUES Things to look for: Variety of techniques used to help differentiate and ability to modify strategies.</p>	<p>ASSESSMENTS Things to look for: time for self-reflection and teacher feedback is provided; these are aligned with learning goals.</p>

Appendix B**BEFORE SCHOOL CHECKLIST**

- **Let's tour the campus! Here are some of the places to make sure you visit:**
 - ▶ Teachers' Lounge and work room (don't forget the copiers!)
 - ▶ Tech office
 - ▶ Multipurpose room
 - ▶ Music Room(s)
 - ▶ Art room
 - ▶ The lunch and playground area for your grade level

- **Staff Introductions. After you've introduced the rest of your teaching team, don't forget these amazing people:**
 - ▶ Administrative Assistants
 - ▶ Specialty teachers (Art, PE, music)
 - ▶ Technology Personnel
 - ▶ Maintenance staff

- **Review the New Teacher Handbook. The most important pages to review first:**
 - ▶ Bell Schedule
 - ▶ Times to be on Campus
 - ▶ Duty Schedule and requirements for this time
 - ▶ Dress code
 - ▶ Playground rules

- **Introduce the all important procedure for securing subs.**

- **Tackle every first year teachers worst nightmare... the first day and week of school!**
 - ▶ First Day of school ideas
 - ▶ First Week of school ideas.

Appendix C

New Faculty Handbook

Handbook Table of Contents

- I. Welcome
- II. Mentorship Program Expectations
- III. Teacher Expectations
 - a. Dress Code
 - b. Daily hours
 - c. Devotions and snack
- IV. Schedules
 - a. Master calendar
 - b. Daily bell schedule
 - c. Duty Schedule
 - d. Devotion and snack schedule
- V. Drills and their procedures
 - a. Fire
 - b. Earthquake
 - c. Lockdown
- VI. Procedures
 - a. What to do if you need a sub: scheduled and emergency
 - b. Devotion week requirements
 - c. General Playground rules
 - d. Chapels
 - e. Submitting grades

Pages and topics will be finalized by a comity summer of 2021

Welcome!

Welcome to Valley! You are officially a member of our team and family! As we work together to teach and encourage our students to be image bearers of Christ, we are excited to have you as part of this mission. God has brought you to here for this time and we couldn't be more excited to see how He blesses and grows you throughout your time here.

This handbook is a little introduction to some of the expectations, schedules, and procedures of our school. The hope is that it helps provide a foundation of understanding and guidance as you take on this new role. Don't worry though, you will not be alone in this journey. Your coworkers and administration are here to help you along the way. Feel free to reach out, ask questions and gain some encouragement from those around you. We want you to succeed during your time here.

Let the journey begin.

Who we are:

We are a Christian School dedicated to Biblical Worldview, excellent education and partnership.

School Motto:

Coram Deo... "In the presence of God"

The purpose of this motto: It establishes our purpose to stay with God, represents our unity as an institution, and to serve Him together for His glory.

Mentorship Program Expectations

Before School Starts:

- Attend the professional development workshop.
- Meet your mentor and teaching team and begin discussing the beginning of the school year.

First Two Months:

- Check in or meet with your mentor at least one time a week or as often as you need to. He/she is there to help you. Go to them with your questions and concerns or if you have ideas you want to run by someone.
- There will be two formal meetings with your mentor to discuss Back to School Night and Parent Teacher Conferences.

Remainder of the Year:

- Continue to meet with your mentor on a consistent basis. This will be a mixture of formal and informal meetings.
 - Informal: check in with your mentor or go to him/her with your questions and concerns. These should continue to take place at least once a week or every other week.
 - Formal: These are meetings with preplanned discussion topics and will take place 2-3 times every two months.
- Observations:
 - You will be observed once every 4-6 weeks by your mentor and will meet after to debrief.
 - You will be provided opportunities to observe other teachers.
 - You will be formally observed by the principal 2 times.
- In December or January, you will meet with your mentor to discuss the first half of the year and will look at what has been going well and what might need some adjusting.

End of the year:

- Meet with your mentor to debrief the year and the mentoring program.

- Complete the Mentorship Program survey.

Daily Schedule

8:15-9:45 Teaching Block

9:45-10:05 First Recess

10:05-11:30 Teaching Block

11:30-12:15 Lunch

12:15-1:30 Teaching Block

1:30-1:45 Last Recess

1:45-2:45 Teaching Block

Recess Rules

Do Nots

- Play in the drinking fountains
- Go to the office without a pass
- Walk inside the yellow lines in the hallways
- Play in the restrooms
- Eat on the field or playground
- Throw sand or woodchips
- Climb over walls or fences
- Get tangled in the nets
- Go headfirst down the slide
- Play with ball on the playground
- Twist, lean back or jump off the swings
- Stand on the ledges or tables
- Run in the hallways

Dos

- Be Kind: Treat others how you would want to be treated
- Listen to the adults on the playground
- Include everyone
- Clean up after yourself
- Respect: peers, teachers/staff, and campus
- Be God's hands and feet to those around you

Appendix D**SUGGESTED FORMAL DISCUSSION TOPICS****EVERY MONTH REMINDERS**

- Be available for questions
- Be available to help with difficult students
- Be available to help with parent communications (emails & meetings)
- Observe and debrief
- Help find opportunities for new teacher to observe

AUGUST & SEPTEMBER

- Back to School Night
- Classroom management/procedures
- Curriculum and pacing
- Parent-Teacher conferences
- Buddies

OCTOBER & NOVEMBER

- Drills (Fire, Earthquake, & lockdown)
- Grade submissions for 1st Trimester
- All School Thanksgiving Chapel

DECEMBER & JANUARY

- Christmas Party
- Concerts
- Evaluation of the first half of the year: what is going well and what is not.

FEBRUARY & MARCH

- Speech meet
- Fine Arts Festival (upper elementary)
- Trot for Technology

APRIL & MAY

- Art Show
- Sport's day
- Last day and last week
- Debrief of the year

Appendix E

For Mentees

Please complete the following as truthfully and detailed as possible. It is important for us to understand what worked well and what did not in order to provide the best experience and support for our faculty.

<p>Who did you receive the most support, advice, and information from? (Please circle one)</p> <ul style="list-style-type: none"> <input type="radio"/> Assigned mentor <input type="radio"/> Another coworker/staff member <input type="radio"/> Administration (administration assistant or principal)
<p>How helpful were the following? Please rate using a scale of 1 to 5 (1 being unhelpful and 5 being very helpful)</p> <p>Tour of the campus: 1 2 3 4 5</p> <p>An introduction to faculty and staff at the beginning of the year: 1 2 3 4 5</p> <p>Help planning the first week of school: 1 2 3 4 5</p> <p>Handbook: 1 2 3 4 5</p> <p>Mentor observations and debriefings throughout the year: 1 2 3 4 5</p> <p>Opportunities to observe other teachers throughout the year: 1 2 3 4 5</p>
<p>What other help or guidance would you have liked to have been provided?</p> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 10px;"/> <hr style="border: 0; border-top: 1px solid black;"/>

<p>What was the most helpful piece of advice or guidance provided?</p> <hr/> <hr/>
<p>In what areas did you see the most growth?</p> <hr/> <hr/>
<p>What area do you believe you need to improve in still?</p> <hr/> <hr/>

For Mentors:

Please complete the following as truthfully and detailed as possible. It is important for us to understand what worked well and what did not in order to provide the best experience and support for our faculty.

<p>On a scale of 1 to 5 (1 being unhelpful and 5 being very helpful), how helpful was the training at the beginning of the year?</p> <p>1 2 3 4 5</p>
<p>What would make the training more helpful? Or what else needs to be included during that time?</p> <hr/> <hr/>
<p>On a scale of 1 to 5 (1 being very little time and 5 being a lot of time), how much of your planning time did the following take up:</p> <p>Observing and debriefing your mentee:</p> <p>1 2 3 4 5</p> <p>Being available to answer questions and help throughout the year:</p> <p>1 2 3 4 5</p> <p>Providing guidance and explanations for campus events:</p> <p>1 2 3 4 5</p>
<p>What did your mentee most frequently come to you for information, advice or help?</p> <hr/>
<p>What do you think was the most helpful piece of the program?</p> <hr/> <hr/>
<p>What do you think was the most helpful piece of the program?</p> <hr/> <hr/>

Would you be willing to be a mentor again next year? Why or why not?

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