Madison Area Technical College
Faculty Mentoring Program

The Center for Excellence in Teaching and Learning

(Revised 7/8/2014)
Table of Contents

Faculty Mentor Program Outcomes........................................Page 3
Faculty Mentor Program Information.................................Pages 4-5
Faculty Mentor Program Timeline........................................Page 6
Mentor Responsibilities.......................................................Pages 7-8
Mentee Responsibilities.......................................................Pages 9-10
Best Practices Discussion.....................................................Page 11
“What to do When Things Aren’t Going Well”.........................Page 12
--Adapted from Humber College Mentoring Workshop

--By James B. Rowley

Applying for Certification Credit...........................................Page 16
Faculty Mentoring Program Outcomes

The New Faculty Mentoring Program is designed to support the College mission of a “Learning College Model.” The purpose of the mentor program is to assist new full-time and part-time faculty to become familiar with the Madison Area Technical College environment and to learn the policies, procedures and standards of the College and department/program. Additionally, this is a time for faculty to develop and strengthen active and/or collaborative learning methodologies, technology-assisted learning methodologies and become actively engaged in curriculum development.

The Faculty Mentor Program Outcomes:

★ To orient new Full-time and adjunct faculty to the Madison College work environment in an open and supportive manner.

★ To foster healthy, collegial relationships and a fuller understanding of the scope of a faculty member’s responsibilities.

★ To foster meaningful dialogue on the faculty role in student learning and success.

★ To create a pairing of new faculty with veteran “positive”, supportive faculty member that is mutually beneficial to both parties.

★ To foster the professional development of new faculty via open communication between mentors and mentees with ongoing support from the Center for Excellence in Teaching and Learning.

★ To provide emotional and professional support in challenging situations.

★ To provide a positive, professional and reflective experience that honors the mission and values of the college.

Find the latest information about Faculty Mentoring including a link to our online registration form on our website at:

http://madisoncollege.edu/in/faculty-mentoring-program
New Faculty Mentor Information

As a continuation of the new employee orientation, we welcome you to the Madison College New Faculty Mentoring Program. Many of us remember the challenges we faced in our first experiences as instructors here. We faced questions about curricula, teaching strategies, certification, course and classroom management. We struggled with learning where things were located, how to access needed supplies and services, how to access financial resources. All of us faced the quandary of learning the meaning of abstract acronyms used in the Madison College lingo.

Research shows us that we can enhance your experience at Madison College by assisting your professional development as a teacher and educational leader. Such assistance can also enable you to feel more confident and satisfied in your work. Our goals, mentioned on the previous page, are robust, but know that our most important goal is to ensure that students have a successful experience in all of our courses.

Faculty mentors are colleagues who support a mentee’s professional goals. Mentors are professional, experienced educators involved in department and/or campus activities. Each mentor acts as a role-model and guide to the mentee as that person becomes socialized into the Madison College culture. A mentor is the immediate support person for the mentee and acts as a confidante, advocate, guide, and resource for most things related to teaching and learning. It is preferable that the mentor not be part of the peer evaluation team as this may present a conflict of interest.

Mentors are selected on the basis of the following criteria:

1. Mentors should have taught for at least 3 semesters at Madison College.
2. Mentors should have completed at least one WTCS Provisional Certification class.
3. Mentors should have demonstrated positive influence on students/colleagues by having a letter of recommendation by an Associate Dean, Dean, or Program or Department Chair.
4. Mentors must have the time available to make the commitment, committing at least one to two hours per week for mentoring.
5. Mentors should complete the Foundations of Mentoring Workshop offered by CETL.

Mentors are trained and matched with mentees in several ways. Full-time faculty are matched via consultation between CETL, the Deans, and the Lead Teachers/Chairs/Program Directors. Often, Full-time mentors are assigned by the time the new faculty member begins work. Part-time mentors are matched in CETL from a pool of qualified faculty mentors. These mentors may also be matched with new part-time faculty based on their request for a mentor. All potential faculty mentors are encouraged to attend the Foundations of Mentoring Workshop offered by CETL.

Full-time Faculty Mentors may be assigned to mentor new full or Part-time faculty. Mentoring one new Full-time faculty member is for a three year period. During this period, the mentor will work with the mentee (and Dean) to create and implement an individualized “First Year Faculty Professional Development Plan.” Questions to consider when developing this plan include:

- Are goals well defined and achievable? Have the mentor and mentee mutually agreed on the goals?
- How do the goals fit into the faculty member’s present and/or future professional plans?
- Are the goals consistent with the values and mission of Madison College?
- Is it clear how the goals will be achieved?
- How will the experience benefit self, student, the college, the community?
- How will the mentor be accessible to the mentee?
At the end of the mentoring period, the mentor and mentee will assess the implementation of the “First Year Faculty Professional Development Plan” and the mentoring process. **At this time, a joint assessment/report will be completed by the mentor and mentee and submitted to CETL.** It is highly recommended that at least one meeting be scheduled during the second year of employment with one of the CETL Mentor Program facilitators. This is to continue the relationship established with CETL during the first semester or first academic year at Madison College. CETL will provide ongoing support throughout the new faculty member’s career at the college with an emphasis on professional development.

Full-time Faculty Mentors may be compensated in the following manner:

**Year 1)** Mentors who are at the WTCS Five Year Certification status may receive 2 credits in the mentor category toward 5-Year recertification upon completion of the mentoring assignment as described. Or, Full-time faculty mentors may use the mentoring assignment for up to one-half (10%) of their service to the college (as described in the workload agreement) based on agreement with unit plan/workload/scheduling arrangements.

**Year 2)** Mentors who are at the WTCS Five Year Certification status may receive 2 credits in the Leadership category toward 5-Year recertification upon completion of the mentoring assignment as described. Or, Full-time faculty mentors may use the mentoring assignment for up to one-half (10%) of their service to the college (as described in the workload agreement) based on agreement with unit plan/workload/scheduling arrangements.

**Year 3)** Mentors who are at the WTCS Five Year Certification status shall be eligible to be paid a stipend of $250 the 3rd and final year as well as 1 credit in the Sundry category toward 5-Year recertification upon completion of the mentoring assignment as described. Or, Full-time faculty mentors may use the mentoring assignment for up to one-half (10%) of their service to the college (as described in the workload agreement) based on agreement with unit plan/workload/scheduling arrangements.

Part-time Faculty mentors may be assigned to mentor new Part-time faculty for a period of one semester. Mentors of part-time teachers shall be only Part-time teachers unless no appropriate Part-time faculty mentor is available. Preferences of the new faculty member are also taken into account when making a match (e.g., mentor who teaches in same discipline/program, at same location, class format, etc.). Being a mentor is a voluntary assignment. In the absence of volunteer part-time teachers, Madison College may elect to use a full-time teacher as a mentor. Part-Time Mentors may be compensated in the following ways.

1. Mentors will receive a $250 stipend on completion of the mentoring assignment as described in this guidebook. This stipend includes compensation for mentor training.
2. Mentors who are at the WTCS Five Year Certification status may receive 1 credit per semester served as a mentor toward 5-Year renewal.

Part-Time Mentees are also eligible for the $250 stipend for one semester.
Annual Timeline

- Request a mentor or agree to be a mentor by completing the online Mentor Program Registration Form.
- Mentor and Mentee will be matched and introduced by CETL.
- Establish regular communication methods between mentor/mentee.
- Track meetings in Mentor Time Log (online) throughout the semester.
- Use checklists at [http://madisoncollege.edu/in/faculty-mentoring-program](http://madisoncollege.edu/in/faculty-mentoring-program) for possible discussion topics.
- Complete observation and follow-up.
- Classroom Observations – Mentee/Mentor and Mentor/Mentee.
- Connect with CETL for info or resources.
- Share information, materials, and resources.
- Fill out Stipend Request Form and Mentor Program Assessment Survey (links will be emailed to all mentors and mentees by CETL).
- Wrap up and assess semester.
- Gather in May for the Faculty Mentor Breakfast to celebrate and assess effectiveness of the program.

Mentoring Program Semester Timeline
**Mentor Responsibilities**

*Mentors will establish relationships with mentees that support their development* as new teachers in the college. Minimally, weekly interactions between mentors and mentees are expected with at least 1-2 hours per week spent on mentoring activities. At the conclusion of the academic year, mentors will provide an evaluation of their interactions with mentees and a self-assessment of their work as mentors.

<table>
<thead>
<tr>
<th><strong>Mentor Responsibilities</strong></th>
<th><strong>Tips</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Review the mentoring website and Mentor responsibilities</td>
<td>Review this prior to starting the mentoring relationship.</td>
</tr>
<tr>
<td>Submit a Mentor Letter of Intent to CETL (via the website)</td>
<td>Refer to the College website, Mentoring Faculty Webpage.</td>
</tr>
<tr>
<td>Review the requirements of the Probationary Process with your mentee.</td>
<td>Make certain that they schedule a first meeting with their Dean, Assoc Dean, Regional Campus Mgr. (Supervisor) early in the semester.</td>
</tr>
<tr>
<td>Establish regular communications with mentee. Meet each week for at least an hour.</td>
<td>Don’t wait for mentee. Take the lead and contact the mentee each week. Meet face to face as often as you can. Direct, in person support is the key to the mentor/mentee relationship.</td>
</tr>
<tr>
<td>Open a class section for your mentee to observe; include a brief pre-conference and post conference.</td>
<td>Check your schedules, and be prepared to offer times and locations for such an observation.</td>
</tr>
<tr>
<td>Visit a class taught by your mentee if requested; include positive and constructive feedback.</td>
<td>Don’t go as an evaluator; use assessment-based observations and feedback. (Consider SII model or the PT Faculty Class Observation Form.)</td>
</tr>
<tr>
<td>Avoid creating undue pressure on mentee.</td>
<td>Ask mentee for feedback if you are concerned about creating stress.</td>
</tr>
<tr>
<td>Maintain confidentiality without violating legal or ethical codes.</td>
<td>Do not repeat gossip nor ask mentee to make judgments about colleagues, policy, etc. Teach processes for resolving issues of concern; model professionalism. Don’t break confidences.</td>
</tr>
<tr>
<td>Orient to Madison College culture, how things get done, the organization, leadership, committees, etc.</td>
<td>Be prepared to help identify &amp; locate the correct source for accurate information.</td>
</tr>
<tr>
<td>Provide info on physical resources, rooms, technology, department resources</td>
<td>Take mentee on a mini-tour, if helpful; introduce mentee to other Madison College staff with whom they will need to interact.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Orient to Madison College calendar, timetable, support staff</td>
<td>Use the Madison College employee resource pages, directory, etc.</td>
</tr>
<tr>
<td>Discuss certification issues, offerings of professional development, Professional Growth Plans.</td>
<td>Call CETL for specific information or go to our website for listings.</td>
</tr>
<tr>
<td>Be prepared.</td>
<td>Just like teaching a class, things work best when there is a plan for this experience. Don’t mentor on the fly.</td>
</tr>
<tr>
<td>Have realistic expectations of the mentee.</td>
<td>Think back to when you first started teaching. This year can be extremely challenging for the new instructors.</td>
</tr>
</tbody>
</table>
# Mentee Responsibilities

<table>
<thead>
<tr>
<th>Mentee Responsibilities</th>
<th>Tips</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accept and foster communication from your mentor. Meet each week for at least 1 hour.</td>
<td>Don’t be reluctant to initiate contact with the mentor by calling or sending an email.</td>
</tr>
<tr>
<td>Observe a class session of your mentor; include a brief pre-conference and post conference.</td>
<td>Your mentor will invite you; make time for this. It’s a great way to assess your own style &amp; methods.</td>
</tr>
<tr>
<td>Invite your mentor to attend a class you teach; ask for feedback on the session’s design, delivery, etc.</td>
<td>Check mentor’s schedule, and choose one or two sessions to invite the mentor to attend. Ask for feedback.</td>
</tr>
<tr>
<td>Ask for specific information or assistance.</td>
<td>List your questions by creating a log as questions occur to you.</td>
</tr>
<tr>
<td>Respect the mentor’s time.</td>
<td>Expect about one to two hours a week of your mentor’s time.</td>
</tr>
<tr>
<td>Maintain confidentiality without violating legal, ethical codes.</td>
<td>Keep conversations with your mentor appropriately private, professional, and free from gossip. Expect reciprocity.</td>
</tr>
<tr>
<td>Get involved in unit, school, and college-wide activities.</td>
<td>Attend meetings and events as appropriate. Mentor can advise.</td>
</tr>
<tr>
<td>Learn department/division policy.</td>
<td>This differs by department; be sure to understand your expectations.</td>
</tr>
<tr>
<td>Understand college calendar, important dates, deadlines, etc.</td>
<td>Mark these on your calendar; align your syllabi</td>
</tr>
<tr>
<td>First Friday Orientations</td>
<td>Attend the First Friday sessions</td>
</tr>
<tr>
<td>Make a professional growth plan appointment with supervisor, develop certification plan.</td>
<td>Review this document and discuss how it’s structured. Complete in collaboration with your mentor and/or supervisor.</td>
</tr>
</tbody>
</table>

★ Have realistic expectations. Your mentor is human and not expected to know all the answers. He or she is there to enhance your effectiveness, your career and job satisfaction.

★ Respond to your mentor in a timely manner. Mentors are investing their time and energy in you. Show you are committed by following through with action items, asking for help when needed, and be open to feedback.
★ Be aware of your mentor’s approach. Everyone has a preferred style when it comes to assisting others, which may or may not be completely compatible with your style of receiving assistance. It may take some patience and time to achieve a good “fit” between you and your mentor. Mentors also have to see if there is a fit for them. It takes time to build a relationship, so give it adequate time for learning and adjustments to be made.

★ In your relationship with your mentor, you will move through many processes and steps to becoming a fully inducted Madison College faculty member. Be patient if you are not moving as fast as you think you should. Be open with your mentor about this. Likewise, if you feel you are being too rushed to learn the Madison College policies, systems, culture, etc., address this with your mentor, and review your plan with regard to timelines.

★ Form a network. Other new faculty members are being mentored as well. Having someone else in the same position as you are is often helpful and rewarding because your mentor or dean may not always be available just when you need them. You may have to reach out to another peer for support or information. CETL staff members are also readily available to serve you.

★ Develop a “First Year Faculty Professional Development Plan” with input from your mentor. Faculty members are professionals who work independently and interdependently with their colleagues. Each faculty member is expected to set his or her own professional goals, to implement activities to meet those goals and to assess/document/evaluate accomplishments regularly.
Madison College Mentoring Program
Best Practices Discussions

When you get together with your mentor each week these are possible topics to discuss. A simple conversation started by these questions can lead to some meaningful dialogue that can inform and guide both mentor and mentee.

- Where can I find samples of what others have done?
- Is there an outline, syllabus, text for this course that I can review?
- Whose class might I observe once or on a regular basis?
- To what standards should students in my course be held?
- Can you see any weaknesses in my grading system? Syllabus?
- What do you think of this test? Assignment? Handout?
- How do you approach teaching “x”?
- What are your favorite teaching techniques? What works for you?
- What do you do about a student that is under-performing/struggling?
- What has been your toughest teaching situation so far? How did you handle it?
- How do I get a hold of “x” at Madison College?
- Whom do I contact if I need help for a specific student?
- What do I do with a student who has a disability?
- How/to whom may I refer students needing help?
- How do I report grades using the online system?
- What’s my college’s stance on attendance?
- What is the college’s stance on attendance?
- What is WIDS? How do I access WIDS?
There will be bumps in the road, but take these as opportunities to grow. However, there are times when everyone’s best intentions just don’t pan out. Don’t let the relationship suffer to the point where it is beyond repair and you run out of time to foster all of the positive, meaningful benefits that should result. Be proactive and follow these steps:

1) The first step is to talk about it. Try approaching the subject by asking the other person how they feel the relationship is working. Then offer your observations and share your concerns. Be sure to provide specific examples. (Remember to cite the behavior not your interpretation of the motivation.)

Then once the concern is in the open, encourage the other person to share their views, if they have not already done so.

2) You have had the initial conversation and discussed both of your expectations, but you are still having difficulties. Talk about it with each other and explore options. It may be that you don’t have the same understanding of the expectations or of the mentee’s goals. Cover these thoroughly to ensure understanding; use concrete examples. Be sure to flag areas of concern or disagreement. Talk about your different points of view. What can you adjust that will still deliver the goals of the mentor program within the relationship? Ask each other what you can do differently that will help. Listen carefully to ensure you understand the request and consider whether it is something you can change.

2) You have had several conversations at this point that explored your expectations of the relationship and of each other. You have discussed and clarified the mentee’s development goals to ensure you are both on track. You are still having difficulties moving the relationship forward. This would be an appropriate time to bring in third party assistance. Talk with one of the CETL mentor program facilitators for recommendations.

This is not a sign of failure, you have both been proactive and both people are interested in making it work, but feel they may be stuck on something or overlooking some aspect that will enable them to move forward.

4) You have tried everything! Your communication or interpersonal styles may just be too different to work together effectively in this relationship. Or, an existing managerial relationship or work priorities place too much strain on the mentor-mentee relationship. Despite best efforts, it is not workable. You may need to end the mentoring relationship while there is still goodwill between the two of you.

Adapted from Humber College—Mentoring Workshop
SUPPORTING NEW TEACHERS: The Good Mentor

James B. Rowley

As formal mentoring programs gain popularity, the need for identifying and preparing good mentors grows.

Can you name a person who had a positive and enduring impact on your personal or professional life, someone worthy of being called your mentor? Had he or she been trained to serve in such a role or been formally assigned to help you? I frequently ask veteran teachers these questions. As you might guess, most teachers with 10 or more years of experience were typically not assigned a mentor, but instead found informal support from a caring colleague. Unfortunately, not all teachers found this support. In fact, many veterans remember their first year in the classroom as a difficult and lonely time during which no one came to their aid.

Much has changed in the past decade, however, because many school districts have established entry-year programs that pair beginning teachers with veteran, mentor teachers. In the majority of such cases, the matching occurs before they meet and establish a personal relationship. This prevalent aspect of school-based mentoring programs presents special challenges that are further exacerbated when mentor teachers receive no or inadequate training and only token support for their work.

Qualities of a Good Mentor

During the past decade, I have helped school districts design mentor-based, entry-year programs. In that capacity, I have learned much by carefully listening to mentor and beginning teachers and by systematically observing what seems to work, and not to work, in formal mentoring programs. As a result of these experiences, I have identified six basic but essential qualities of the good mentor and the implications the qualities have for entry-year program design and mentor teacher training.

The good mentor is committed to the role of mentoring. The good mentor is highly committed to the task of helping beginning teachers find success and gratification in their new work. Committed mentors show up for, and stay on, the job. Committed mentors understand that persistence is as important in mentoring as it is in classroom teaching. Such commitment flows naturally from a resolute belief that mentors are capable of making a significant and positive impact on the life of another. This belief is not grounded in naive conceptions of what it means to be a mentor. Rather, it is anchored in the knowledge that mentoring can be a challenging endeavor requiring significant investments of time and energy.

What can be done to increase the odds that mentor teachers possess the commitment fundamental to delivering effective support? First, good programs require formal mentor training as a prerequisite to mentoring. Veteran teachers unwilling to participate in a qualifying program are often indicating their lack of dedication to the role. Second, because it is unreasonable to expect a teacher to commit to a role that has not been clearly defined, the best mentoring programs provide specific descriptions of the roles and responsibilities of mentor teachers.

Third, good mentoring programs require mentors to maintain simple logs or journals that document conferences and other professional development activities involving the mentor and mentee. But such record-keeping devices should keep paperwork to a minimum and protect the confidentiality of the mentor-mentee relationship.

Finally, although the majority of mentor teachers would do this important work without compensation, we must not overlook the relationship between compensation and commitment. Programs that provide mentors with a stipend, release time from extra duties, or additional opportunities for professional growth make important statements about the value of the work and its significance in the school community.

The good mentor is accepting of the beginning teacher. At the foundation of any effective helping relationship is empathy. As Carl Rogers (1958) pointed out, empathy means accepting another person without making judgments. It means setting aside, at least temporarily, personal beliefs and values. The good mentor teacher recognizes the power of accepting the beginning teacher as a developing person and professional. Accepting mentors do not judge or reject mentees as being poorly prepared, overconfident, naive, or defensive. Rather, should new teachers exhibit such characteristics, good mentors simply view these traits as challenges to overcome in their efforts to deliver meaningful support.

How can we encourage mentor teachers to be more accepting of new teachers? A training program that engages prospective mentors in reflecting on the qualities of effective helpers is an excellent place to begin. Reading and
discussing passages from the works of Rogers (1958) and Combs, Avila, and Purkey (1971), for example, can raise levels of consciousness about this important attribute. Equally important in the training protocol is helping prospective mentors understand the problems and concerns of beginning teachers (Veenman, 1984; Fuller & Bown, 1975) as well as stage and age theories of adult development (Loevinger, 1976; Sprinthall & Theis-Sprinthall, 1980). Training exercises that cause mentors to thoughtfully revisit their own first years of teaching in light of such research-based and theoretical perspectives can help engender a more accepting disposition toward beginning teachers regardless of their age or prior life experiences.

**The good mentor is skilled at providing instructional support.** Beginning teachers enter their careers with varying degrees of skill in instructional design and delivery. Good mentors are willing to coach beginning teachers to improve their performance wherever their skill level. Although this seems many mentor teachers stop short of providing quality instructional support. Among the factors contributing to this problem is a school culture that does not encourage teachers to observe one another in their classrooms. I often ask mentors-in-training whether they could imagine helping someone improve a tennis serve or golf swing without seeing the athlete play and with only the person's description of what he or she thought was wrong.

Lacking opportunities for shared experience, mentors often limit instructional support to workroom conversations. Although such dialogue can be helpful, discussions based on shared experience are more powerful. Such shared experiences can take different forms: mentors and mentees can engage in team teaching or team planning, mentees can observe mentors, mentors can observe mentees, or both can observe other teachers. Regardless of the nature of the experience, the purpose is to promote collegial dialogue focused on enhancing teacher performance and student learning.

What can we do to prepare mentors to provide instructional support? The quality of instructional support that mentor teachers offer is largely influenced by the degree of value an entry-year program places on such support. The mentor training program should equip mentors with the knowledge, skills, and dispositions prerequisite to effective coaching. Such training helps mentors value description over interpretation in the coaching process; develop multiple methods of classroom observation; employ research-based frameworks as the basis for reflection; and refine their conferencing and feedback skills. Finally, we need to give mentors and mentees time and opportunity to participate in the preconference, classroom observations, and post conferences that lead to quality clinical support.

**The good mentor is effective in different interpersonal contexts.** All beginning teachers are not created equal, nor are all mentor teachers. This simple fact, when overlooked or ignored by a mentor teacher, often leads to relationship difficulties and diminished support for the beginning teacher. Good mentor teachers recognize that each mentoring relationship occurs in a unique, interpersonal context. Beginning teachers can display widely different attitudes toward the help offered by a mentor. One year, a mentor may work with a beginning teacher hungry for advice and the next year be assigned a beginning teacher who reacts defensively to thoughtfully offered suggestions.

Just as good teachers adjust their teaching behaviors and communications to meet the needs of individual students, good mentors adjust their mentoring communications to meet the needs of individual mentees. To make such adjustments, good mentors must possess deep understanding of their own communication styles and a willingness to objectively observe the behavior of the mentee.

How can we help mentors acquire such self-knowledge and adopt a positive disposition toward adjusting their mentoring behaviors? Mentor training programs that engage mentors in completing and reflecting on self-inventories that provide insight into their leadership or supervisory styles are particularly helpful.

**The Supervisory Beliefs Inventory** (Glickinan, 1985) offers an excellent vehicle for introducing mentors to the challenges of interpersonal communication. In similar fashion, **The Leadership Adaptability and Style Inventory** (Hersey & Blanchard, 1974) can provoke mentors to reflect on the appropriateness of their mentoring behavior given the maturity and commitment of their mentees. In my own mentor training, I follow discussions of such theoretical perspectives with the analysis of videotaped conversations between mentors and mentees from the **Mentoring the New Teacher** series (Rowley & Hart, 1993).

The good mentor is a model of a continuous learner. Beginning teachers rarely appreciate mentors who have right answers to every question and best solutions for every problem. Good mentor teachers are transparent about their own search for better answers and more effective solutions to their own problems. They model this commitment by their openness to learn from colleagues, including beginning teachers, and by their willingness to pursue professional growth through a variety of means. They lead and attend workshops. They teach and enroll in graduate classes. They develop
and experiment with new practices. They write and read articles in professional journals. Most important, they share new knowledge and perplexing questions with their beginning teachers in a collegial manner.

How can we ensure that mentors continue their own professional growth and development? Quality entry-year programs establish clear criteria for mentor selection that include a commitment to initial and ongoing mentor training. In addition, program leaders work hard to give veteran mentors frequent opportunities to participate in high-quality professional-growth experiences that can enhance their work as a mentor teacher. Some programs, for example, reward mentors by giving them additional professional development days or extra support to attend professional conferences related to their work.

**The good mentor communicates hope and optimism.** In "Mentors: They Simply Believe," Lasley (1996) argues that the crucial characteristic of mentors is the ability to communicate their belief that a person is capable of transcending present challenges and of accomplishing great things in the future.

For mentor teachers working in school-based programs, such a quality is no less important. Good mentor teachers capitalize on opportunities to affirm the human potential of their mentees. They do so in private conversations and in public settings. Good mentors share their own struggles and frustrations and how they overcame them. And always, they do so in a genuine and caring way that engenders trust.

What can we do to ensure that beginning teachers are supported by mentors capable of communicating hope and optimism? Quality programs take the necessary precautions to avoid using veteran teachers who have lost their positive outlook. If teachers and administrators value mentoring highly and take it seriously, mentoring will attract caring and committed teachers who recognize the complex and challenging nature of classroom teaching. It will attract teachers who demonstrate their hope and optimism for the future by their willingness to help a new teacher discover the same joys and satisfactions that they have found in their own career.

---

**The Mentoring Leadership and Resource Network**

The Mentoring Leadership and Resource Network is an ASCD network dedicated to supporting educators everywhere with best practices in mentoring and induction. For six years, the network has provided assistance and free advice to mentors and mentoring programs. In addition, the network sponsors a Spring Symposium each May and an annual meeting at the ASCD Annual Conference in March.

The Mentoring Leadership and Resource Network has five main purposes:

- To provide an organizational vehicle for a mentoring initiative;
- To increase the knowledge base and general awareness of best practices in mentoring and induction;
- To promote and provide effective training for new teacher mentors;
- To establish mentoring of new teachers as the norm in schools; and
- To establish, through mentoring, the norms of collegiality, collaboration, and continuous professional development in schools.

For more information, visit the mentoring Web site (http://www.mentors.net).

---

**References**


What do I need to do to receive certification credit for Faculty Mentoring?

Step 1
According to the 5 Year Certification Plan (section VI, O) a faculty member in this Certification Status can receive a maximum of the equivalent of 2 credits in each recertification period for service as a mentor. You will not receive any hard copy documenting your service as a mentor.

Step 2
CETL automatically records your mentor service in June of each year in the CETL Registration Data Base. This is done after you have submitted the following web forms; Mentor Registration, Mentor/Mentee Time Log, and Mentor or Mentee Stipend Request. The documents must be submitted via the web by January 15th of the previous fall semester and June 1st for the previous spring semester.

Step 3
You can review this any time on your own by entering the data base via the CETL web site and checking on “View Your Course History”. This will open a record of courses and workshops you have completed via CETL. For additional information about how to access your records please call CETL at 246-6646.

Step 4
You will find Mentor Service listed as a separate line for each year of service as a mentor. (Remember only 2 credits or one year of service will count toward any one certification period. One Semester will count as 1 credit.)

Step 5
As always should you need assistance in accessing your personal course history, please call the CETL office at 246-6646.