

# Introduction



Well-planned, focused induction of new teachers has a high-quality mentor program at its core, but it also includes several other essential components. Ideally, new teacher induction includes

- **A core mentor program** to provide new teachers with collaborative coaching linked to student learning;
- **Orientation** to help acclimate new teachers to their new schools, policies, procedures, and personnel;
- **Professional development sessions designed just for new teachers**, addressing topics such as classroom management, understanding cultural diversity and special needs as they impact student learning, differentiated instruction, communication skills, relationships with parents, student assessment, and using technology as a learning tool;
- **Observation of excellent teaching** so that new teachers can see models of various effective teaching approaches in action; and
- **Collaborative learning opportunities**, such as study groups and new teacher support groups, to bring new teachers into focused interactions with a range of colleagues.

Integrating these components into focused support for new teachers requires explicit initial and ongoing training for those who will mentor the new teachers. Even the most effective classroom teachers require training in order to be effective in the role of mentor. We have trained hundreds of mentors across the country with the training designs and activities in this facilitation guide, building on the research-based practices of many leaders in the field. We hope the narratives, activities, and suggested resources that follow will be helpful to you in tailoring a mentor-based induction program to fit your needs.

## Overview

*Mentoring New Teachers Through Collaborative Coaching: Facilitation and Training Guide* is a companion resource to the book *Mentoring New Teachers Through Collaborative Coaching: Linking Teacher and Student Learning*. These two resources are intended to be used together to provide activities, scripts, and other resources to guide facilitators in designing and implementing effective mentor training sessions.

The *Facilitation and Training Guide* is provided here in print and in CD formats. Print materials include the following:

- Thirty-nine complete activities to select from for customized training designs
- Three- and five-day mentor training designs, including mentor self-evaluations, to support the professional development and training for mentors, new teachers, lead mentors, administrators, and other non-mentor colleagues



- Detailed activity outlines for each of four categories:
  1. Activities for Getting Started
  2. Activities for Engaging in Mentoring Content
  3. Activities for Developing Mentor Skills
  4. Activities for Reflection and Closure
- Handouts for all activities
- “Thumbnails” for identifying slides for associated activities
- References and resources reflected in these materials

The CD format includes all handouts, overheads, and PowerPoint slides to support training activities.

We invite you to use these materials as presented or, better yet, make them your own within customized training designs that you create to best serve those you will prepare as mentors. Whether using the sample agendas or creating your own, becoming familiar with the purpose and structure of each activity before deciding to include it in a training session is a necessary step for meeting participants’ needs and modeling the intentionality that mentors and new teachers will be asked to focus on in their own practice.

As you will notice, this guide refers to mentors mainly as being “teachers,” but we recognize that at least some of the mentors you work with may be school psychologists, counselors, or other professional educators who are not classroom teachers. We encourage you to incorporate the phrase “professional educator” when appropriate for the participants with whom you are working.

We would love to hear from you about how these resources serve your needs and how you have adapted these materials for your settings. Please email us with your reflections and insights. We can be reached at [kdunne@WestEd.org](mailto:kdunne@WestEd.org) and [svillani@WestEd.org](mailto:svillani@WestEd.org).

## About the Authors

Kathy Dunne, Director of Professional Development for Learning Innovations at WestEd, manages and coordinates large-scale professional development and technical assistance efforts. She has worked with numerous state agencies on policy issues related to the induction and certification of teachers and administrators, and she also provides training, facilitation, and consultation to schools, districts, and institutions of higher education.

A central aspect of her work is providing training for mentors, coaches, and administrators as well as mentor program development support for mentor program planning groups. Much of Dunne’s work with mentors and coaches has been in the content areas of mathematics and science. She has served as project director for the NSF-funded Teachers as Learners project, which resulted in the video-based Teachers as Learners: Multimedia Kit for Professional Development in Science and Mathematics.

Dunne is a primary author of *Mentoring: A Resource and Training Guide for Educators*; *Teachers as Learners: Professional Development in Science and Mathematics: Facilitator’s Guide*; *Mentoring New Teachers Through Collaborative Coaching: Linking Teacher and Student Learning*; and *Mentoring New Teachers Through Collaborative Coaching: Facilitation and Training Guide*.



She has been a high school and middle school classroom teacher, a college instructor, and a curriculum supervisor for a state department of education. She received a B.S. in physical education and an M.Ed. in secondary education from the University of New Hampshire.

**Susan Villani**, in her joint role as Senior Program Associate and Senior Research Associate for WestEd's Learning Innovations, specializes in designing and facilitating professional development. She works with schools, districts, education collaboratives, and departments of education to tailor program offerings to their specific needs. A particular focus is in the area of mentoring and induction programs for new teachers and new principals. She helps groups design such programs and offers professional development for both mentor teachers and administrators.

Villani has more than 25 years experience as an elementary school teacher and principal, and she was president of the North East Coast Coalition of Educational Leaders, through which she worked with New England educators to promote women and other minorities in education leadership. She was an adjunct faculty member at Lesley University for ten years, specializing in graduate courses on equity and action research. She is the author of *Are You Sure You're the Principal: On Being an Authentic Leader; Mentoring Programs for New Teachers: Models of Induction and Support; and Mentoring and Induction Programs That Support New Principals*; in addition to *Mentoring New Teachers Through Collaborative Coaching: Linking Teacher and Student Learning*; and *Mentoring New Teachers Through Collaborative Coaching: Facilitation and Training Guide*.

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