Introduction

A high school teacher walks out of the district office on a Monday afternoon with textbooks piled high in his arms. It is January; the sun shining in the southwest. He is new to the state and to the teaching profession. His hometown is in Michigan, where snow covers the doorsteps. He is a confident novice science teacher who, despite having no experience working with Native American or Latino learners, is looking forward to meeting his class composed of 86% Native American, 11% Latino, and 3% Caucasian students.

On his way to the school, he sees the high desert backed by tall mountains. A herd of sheep grazes in the distance while an elderly man sits under a mesquite tree with his dog. What a different environment from his native Midwest. He wonders if he is prepared to teach these students. How will he begin to understand each of their cultures? How will he fit into the community?

Will this teacher return for a second year of teaching in this environment? Will he stay in the teaching field but look for a different situation? Will he be successful wherever he accepts a teaching position? Teachers do not leave the profession due to lack of content knowledge but rather due to lack of support within the system. How can teachers be retained in this environment or any other one existing across this nation? This is a perfect example of a beginning teacher which exemplifies the need for support, the support of a full-time mentor.

The U. S. Department of Education (1999) projects the nation will need more than 2,000,000 new teachers by 2010. The attrition rate of teachers during the first five years of teaching is reported to be between 40–50% (Ingersoll, 2007). A majority of these teachers leave during their first two years in teaching (Hope, 1999). Ingersoll (2007) asserts that school staffing problems are not a result of a deficit in the supply of teachers, but rather a result of the excess demand for teachers resulting from a "revolving door" within the profession. Teachers face many difficulties, which lead to job dissatisfaction and may eventually cause them to leave the profession. The more problems a teacher encounters,

the more likely one is to leave teaching. Large numbers of teachers depart their jobs for reasons other than retirement, specifically lack of administrative support, classroom management issues, and a lack of support and collegial interaction (Ingersoll & Perda, 2006; National Commission on Teaching and America's Future, 2006). Education in the United States accounts for 4% of the entire civilian workforce. Within the first three years, approximately 33% of teachers in the workforce leave the profession. Within five years, 50% leave. This is a significant number of individuals who are in transition either entering or leaving the profession (Ingersoll, 2007). Without a support system for new professionals, the education system and the children it serves are at risk.

Teacher recruitment efforts will be unable to prevent the staffing problems if school systems do not deal with systemic sources of low teacher retention. Losing a teacher is expensive. The cost per lost teacher is between $4,366 for a small rural district in New Mexico to an average cost of nearly $18,000 for a large urban district such as Chicago (National Commission on Teaching and America's Future, 2007).

It is not enough to retain teachers; schools must develop and retain *quality* teachers. Research substantiates the crucial link between high levels of achievement and the quality of instruction (Ingersoll, 2007; Hanushek, Kain, & Rivkin, 2004; Wang, Coleman, Coley, & Phelps, 2003). In 2004, Carey stated that the effect of a teacher's instruction on student achievement accumulates over time. If a child has an ineffective teacher three years in a row, his chance of overcoming a deficit is low (Jordan, Mendro, & Weerasinghe, 1997; Sanders & Rivers, 1996). The challenge is to induct teachers in ways that rapidly promote high levels of practice and ensure that all students have effective teachers.

According to Moir and Gless (2001), new teachers who participate in systematic professional development through an organized program with full-time mentors remain in the profession at a significantly higher rate than the teachers who do not. Horn, Lussier, Metler, and Blair (2007) found that the retention rate of first-year teachers in districts with full-time mentors increased. This type of support develops instructional proficiency at a faster rate. When an induction program provides specialized professional development to all beginning teachers, students ultimately benefit from having effective teachers who are competent in the classroom.

For teachers who are in collegial settings with their peers, experience tends to help those teachers improve throughout their careers (Darling-Hammond, 2000). The key benefits of experience are that the teacher has time to

- Develop an increased depth of understanding about the content and how to teach it to students (Covino & Iwanicki, 1996).

- Learn and use various strategies to meet students' needs (Glass, 2001, & Durall, 1995).
- Learn how to maximize his or her usage of instructional materials, management of the classroom, and working relationships with others (Reynolds, 1992).
- Incorporate reflective practice (Allen & Casbergue, 2000).

Providing a full-time mentor for the beginning teacher in a collegial setting allows that teacher the opportunity to gain these benefits in their first year of teaching. The two hours per week that the mentor spends with the beginning teacher in a collegial setting is congruent with Darling-Hammond's beliefs about experience.

Full-time mentors should be carefully selected and intensively trained to work collegially with first and second-year teachers. The mentor meets with each teacher for two hours per week, and that time with the teacher is well protected.

The relationship that exists between the mentor and the teacher focuses on transforming the teacher's practice in order to improve student success. Research conducted by Villar, Strong, & Fletcher (2008) found that greater student achievement gains are realized as a result of intensive induction sustained over two years. The research that has been conducted over the past four years by Horn, Blair, & Metler-Armijo (2008) confirms that beginning teachers who participated in an induction program that featured full-time mentors evidenced student achievement scores that were equal to or greater than those of the veteran teachers with whom they were compared. This induction program, which incorporated the tools and recommendations featured in this book, has been shown to be effective in transforming the practice of early-career teachers.

Keys to the success of this induction program are

- Full-time mentors hired by the district to collaborate with first-year teachers two hours per week and second-year teachers for one hour per week.
- Workshops for beginning teachers and second-year teachers are conducted monthly.
- Workshops for administrators are conducted quarterly.
- The management council representing each of the partner districts meets semi-monthly.
- The tools themselves, which were initially developed by the authors and the participating mentors to be used with first- and second- year teachers. Conversations with mentors, whose primary work is that of transforming beginning teacher practice, has served as the genesis of many of the tools over the past four years. Each tool has been refined to increase its simplicity and

effectiveness and has been successfully used in the field. Quite simply, the tools work!

The purpose of this book is to provide a toolkit for beginning mentors who provide support to beginning teachers; however, the tools can be used by other educational professionals as well. These include mentors who would like to refine their practice, principals or site supervisors working with the veteran teachers, or coaches working with veteran teachers who find themselves in a new grade level that they have never taught.
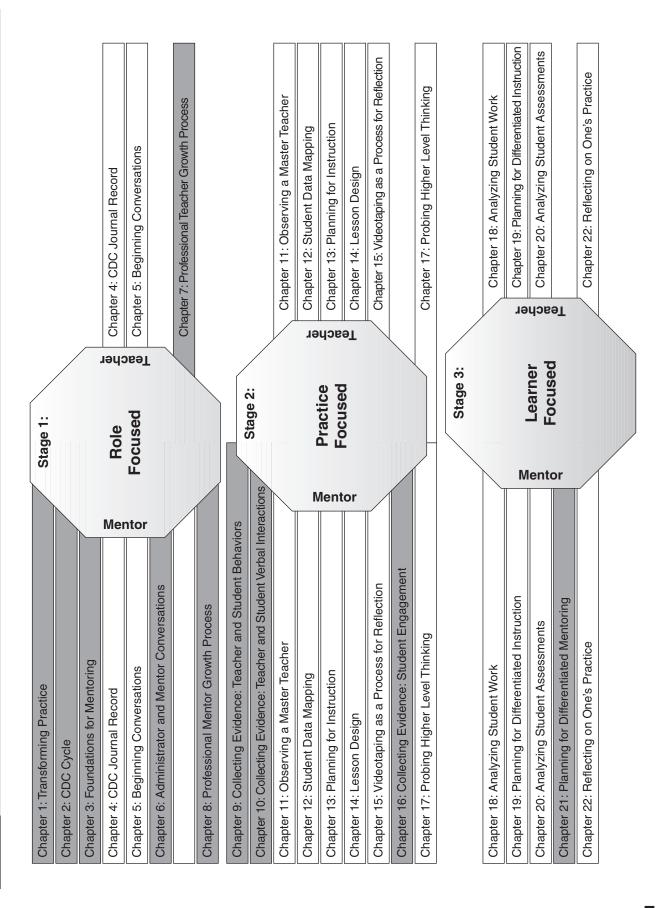
We do recognize that everyone does not have the opportunity to work in an optimum environment of full-time mentors working with a small number of 15 beginning teachers. The district may be in a position of only providing a buddy mentor that teaches next door or a part-time mentor who assists a limited number of beginning teachers or a full-time mentor who assists a large number of teachers. Whatever the circumstance of working with mentors and teachers, the tools can be selected based on the knowledge of the mentors and the needs of the teachers.

In the process of designing the tools, we identified two critical components to serve as the foundation for working with novice teachers. These two components are Transformational Learning stages and the CDC Cycle. Teachers who are new to the profession or who experience a shift in practice go through Transformational Learning stages. Mentors mirror those stages as they develop into their new role of mentor. The CDC Cycle is the process that allows mentors to facilitate collaborative conversations which enhance the transformation of practice. These two critical components are detailed in Chapters 1 and 3.

When working with beginning teachers, many programs utilize tools for collecting evidence but do not go any further toward analysis and change. The tools in this book were designed with the deliberate intention of fostering the concepts of formative assessment within novice teachers from day one of their instructional practice for the purpose of transforming their practice. We agree with Popham (2008) when he defines formative assessment as the planned practice of collecting a body of evidence, analyzing that evidence, and then making decisions for change based on growth. The data collection tools provide beginning teachers and mentors with an artifact and evidence of what behaviors are occurring in the classroom. Through the use of these tools, teachers have an opportunity to view the classroom through an objective lens.

The book provides an overview of key concepts for mentoring as well as classroom data tools that are applicable to the everyday work of the mentor, the administrator, the supervisor, or the professional development

Figure I.1 Transformational Learning Stages

Stage 1:

Role Focused

Mentor — Teacher

- Chapter 1: Transforming Practice
- Chapter 2: CDC Cycle
- Chapter 3: Foundations for Mentoring
- Chapter 4: CDC Journal Record
- Chapter 5: Beginning Conversations
- Chapter 6: Administrator and Mentor Conversations
- Chapter 8: Professional Mentor Growth Process

- Chapter 4: CDC Journal Record
- Chapter 5: Beginning Conversations
- Chapter 7: Professional Teacher Growth Process

Stage 2:

Practice Focused

Mentor — Teacher

- Chapter 9: Collecting Evidence: Teacher and Student Behaviors
- Chapter 10: Collecting Evidence: Teacher and Student Verbal Interactions
- Chapter 11: Observing a Master Teacher
- Chapter 12: Student Data Mapping
- Chapter 13: Planning for Instruction
- Chapter 14: Lesson Design
- Chapter 15: Videotaping as a Process for Reflection
- Chapter 16: Collecting Evidence: Student Engagement
- Chapter 17: Probing Higher Level Thinking

- Chapter 11: Observing a Master Teacher
- Chapter 12: Student Data Mapping
- Chapter 13: Planning for Instruction
- Chapter 14: Lesson Design
- Chapter 15: Videotaping as a Process for Reflection
- Chapter 17: Probing Higher Level Thinking

Stage 3:

Learner Focused

Mentor — Teacher

- Chapter 18: Analyzing Student Work
- Chapter 19: Planning for Differentiated Instruction
- Chapter 20: Analyzing Student Assessments
- Chapter 21: Planning for Differentiated Mentoring
- Chapter 22: Reflecting on One's Practice

- Chapter 18: Analyzing Student Work
- Chapter 19: Planning for Differentiated Instruction
- Chapter 20: Analyzing Student Assessments
- Chapter 22: Reflecting on One's Practice

provider. These tools were designed to foster the concepts of transformative learning within teachers and mentors from day one of the beginning teacher's instructional practice. However, they can be used in a variety of programs to meet a variety of needs.

Depending on the parameters of the program, such as full-time mentors versus buddy mentors, the developmental timeframe of mentors and teachers varies. In order to assist readers with a visual explanation of the tools and provide a connection between mentor transformational growth and beginning teacher transformational growth under the parameters of full-time mentorship, we have created the graphic organizer shown in Figure I.1. As a reader, it would be important to recognize what elements of the Transformational Learning stages can be implemented according to the constraints of your program.

Each chapter will contain the following to represent a specific section.

- *Purpose* for the rationale, process, or tool will be clarified.
- *Description* will describe the tool to be used followed by the tool itself.
- *How to Use* the tool will include specific instructions on implementation.
- *Tools in Action* will be samples of the tools that a mentor has used while working with the beginning teacher in the collaborative cycle.
- *Notes for Implementation* will include a short paragraph that may align the content of the chapter with the Transformational Learning stage, may suggest the time of year for the mentor to introduce the tool to use with the beginning teacher, or may provide the rationale for why the tool would be introduced at this particular time of the year.

The research base for our work is presented as a Research Summary in Resource A. The topics include Full-time Mentors, Induction Program, Mentor Responsibilities, Professional Development, Quality Teaching, Student Achievement, Teacher Development & Performance, and Teacher Retention.

The tools and practices that are introduced in each chapter are listed in Resource B. Many of the tools we developed are produced on no carbon required (NCR) paper in order to provide the teacher with instant feedback. We have found this to be the most efficient means for the mentor in a variety of settings. Often, mentors do not have the availability of a copy machine nearby. We have also found that laptops, when used as a means for data collection or collaborative documentation, often present a barrier between the mentor and teacher and therefore impede the trusting relationship.

Resource C provides the reader with the rubric used for the Framework of Professional Growth Teacher Practice that is used with the Professional Practice Teacher Self-Assessment Checklist found in Resource D.

The Framework of Professional Growth Mentor Practice rubric is found in Resource E that is used with the Professional Practice Mentor Self-Assessment Checklist in Resource F.