

Mentoring in Action

An Electronic Guide to Mentor Training





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Introduction

Understanding and Using the *Mentoring in Action* E-Book

Links:

[A Message from the Author](#)

[Mentoring in Action Journal](#)

[E-Book Checklist](#)

Introduction:

The Mentoring in Action e-book has been created to introduce you to ***Mentoring in Action: A Month By Month Curriculum for Mentors***. This e-book will guide you through the key components of the curriculum. It is designed to support you in designing effective mentoring conversations with novice teachers.

This e-book will also provide you with links to online videos and documents to support your learning. [Click here](#) to listen to a message from the author, Carol Pelletier Radford Ed.D. and learn more about the purpose of the *Mentoring in Action* E-Book.

Directions:

Download the ***Mentoring in Action Journal*** by [clicking here](#). The Journal is a Microsoft Word document with the reflective prompts from the e-book. Save it to your desktop and complete the ***Reflection Prompts*** for each chapter as you move through the e-book. A .pdf ***E-Book Checklist*** is provided here to keep you organized.

If you are participating in a formal mentor training program you may be asked to email your completed journal to your program evaluator/group leader.

Reflection Prompt:

Why are you choosing to become a mentor of novice teachers? What challenges do you anticipate and how will you solve them?

Type your responses in the ***Mentoring in Action Journal*** and save. Use the E-Book Checklist to mark off this chapter is complete.

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Chapter 1

What is Mentoring in Action?

Links:

[Mentor Testimonials](#)

About this Chapter:

Mentoring in Action is a guide for supporting novice teachers as they progress through the school year. It provides activities and reflections to guide mentoring conversations and ensures the needs of the new teacher are being met.

In this e-book chapter you will take a closer look at the curriculum in the book and what it means to be “mentoring in action”.

Act: Watch “[Mentor Testimonials](#)” to hear how mentors have used the **Mentoring in Action** curriculum to support their mentoring conversations.



Jennifer Saunders
Mentor

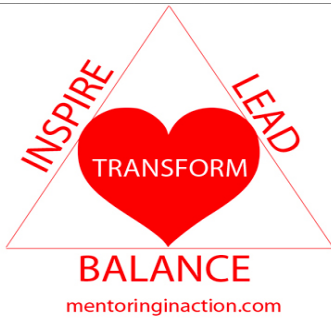


Reflection Prompt:

List three things that stood out to you in the video that could be useful and why they are important to effective mentoring.

Type your responses in the **Mentoring in Action Journal** and save. Use the E-Book Checklist to mark off this chapter is complete.

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Chapter 2

The First Year Matters: Being Mentored in Action

Links:

[The First Year Matters: Being Mentored in Action](#)

About this Chapter:

Many districts are using the companion book to **Mentoring in Action** titled **The First Year Matters: Being Mentored in Action**. Novice teachers are also *in action* while they are being mentored. It is a busy time for them as they learn how to teach and are required to document their evidence for evaluation.

The purpose of **The First Year Matters: Being Mentored in Action** is to provide a “place” for the novice to document her thoughts, reflections, questions, and learning. These can later be transferred into the district format as required. The entire book serves as “evidence” of reflection and goal setting. It demonstrates growth over time and the developmental process of teaching.

As an effective mentor your role is to check in on the novice teachers by reviewing their evidence in the book and assisting them in aligning their learning to the Standards for Effective Teaching Practices.

Act:

Watch “[The First Year Matters: Being Mentored in Action](#)” to hear novice teachers discuss being mentored in action and how using [The First Year Matters](#) supported their professional growth and provided evidence of for meeting the standards.

Reflection Prompt:

List 3 key ideas you gained from this video. How will you share the importance of documenting evidence in **The First Year Matters** book with your novice teachers?

Type your responses in the **Mentoring in Action Journal** and save. Use the E-Book Checklist to mark off this chapter is complete.

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Chapter 3

Differentiating the Curriculum to Meet the Needs of Novice Teachers

Tips:

Tab the book chapters and label the months so you can flip from month to month easily.

Use sticky notes to mark pages that you find most useful and want to refer to regularly.

About this Chapter:

In this chapter, you will be reviewing the Table of Contents. Note how it is organized by months so novice teachers can focus on a variety of topic relevant throughout the year, through out the school year. Resources such as reflection bubbles and tools for setting goals are included each month.

Act:

Review the Table of Contents in the Mentoring in Action textbook. Take note of those activities you will consider using with your novice teachers.



Reflection Prompt:

How is the book organized? Explain how the Table of Contents could be useful to you as a mentor to “differentiate” activities for novice teachers who have varied needs.

Type your responses in the ***Mentoring in Action Journal*** and save. Use the E-Book Checklist to mark off this chapter is complete.



Chapter 4

Inducting a Novice Teacher into the Profession

Tips:

Highlight the principles on page 10 that are most important to you. Use these principles to guide your work all year.

Share the listening ideas on pages 11-12 with your novice to reinforce active listening.

About this Chapter:

New teachers face many challenges as they begin their professional careers. The introductory pages of the ***Mentoring in Action; A Month by Month Curriculum*** provide you with the big ideas that relate to mentoring and induction of novice teachers.

Act:

Read pages 1-15 in ***Mentoring in Action; A Month by Month Curriculum***.



Reflection Prompt:

List and describe three key ideas from these pages that you find essential to your work as a mentor and why they are important to you.

Type your responses in the ***Mentoring in Action Journal*** and save. Use the E-Book Checklist to mark off this chapter is complete.

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Chapter 5

Month-by-Month Mentoring: A Guide to Quality Discussions Between Mentors and Novice Teachers

Link:

[Monthly Introductions](#)

About this Chapter:

In this chapter you will take a closer look at the content presented each month. You need to become familiar with the entire year's topics so you can skip around and use the pages and chapters in the order that best meets the needs of your novice teacher.

Act:

Skim through Part II of the Mentoring in Action curriculum September through June. Focus on the *New Teacher's possible questions*. You will see this section at the beginning of each monthly chapter. Select two "[Monthly Introduction](#)" videos to watch. Plan to watch a video each month throughout the school year to keep you focused.



Reflection Prompt:

How can the possible questions listed in the chapters help you in your mentoring process? How will you include novice teacher's questions in your conversations?

Type your responses in the **Mentoring in Action Journal** and save. Use the E-Book Checklist to mark off this chapter is complete.

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Chapter 6

PLAN- CONNECT- ACT- REFLECT- SET GOALS

Link:

[Mentoring Conversations](#)

Tips:

Watch all the videos as you move through the school year.

Consider watching the videos with your novice teacher.

About this Chapter:

Each month of the *Mentoring in Action Curriculum* guidebook is organized by sections titled **PLAN, CONNECT, ACT, REFLECT, and SET GOALS**. This structure creates a routine for the novice teacher and the mentor each month.

Act:

Review each section of the month chapters and read what the purpose is for each section.

Watch *Creating a Survival Packet* and *Seeking Additional Support* videos from the [Mentoring Conversations Series](#) to see models of mentoring conversations.



Reflection Prompt:

How do these two “mentoring conversations videos help you understand what to do with an ACTivity page in the chapter?

Type your response in the *Mentoring in Action Journal* and save. Use the E-Book Checklist to mark off this chapter is complete.





Chapter 7

Important Recurring Topics

Tip:

Tag these important pages and consider reviewing several of them with the novice teacher at the beginning of the school year.

If the novice teacher is using the First Year Matters book she can tag the pages and look ahead to topics as she needs them.

About this Chapter:

This chapter asks you to take a closer look at the three important recurring topics at the end of each chapter.

Act:

Review the monthly chapters in the Mentoring in Action textbook and look for the three ACTivities that are repeated September – May.



Reflection Prompt:

What are the three reoccurring ACTivities and why are these beneficial to have these discussed each month?

Type your responses in the **Mentoring in Action Journal** and save. Use the E-Book Checklist to mark off this chapter is complete.

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Chapter 8

Reflecting to Improve Practice

Links:

[Mentoring Conversations](#)

About this Chapter:

This chapter focuses on the importance of reflection and setting goals for both you and the novice teacher.

Act:

Reflection and setting goals is an important part of measuring growth overtime. The **Mentoring in Action** curriculum has both reflections and set goals pages at the end of each month. Review these pages.

Watch “Reflecting on Practice” and “Looking Back and Moving Forward”. These videos are part of the [Mentoring Conversations Series](#). Use this as a resource for viewing mentoring best practices and conversation strategies.



Reflection Prompt:

How will you use reflection and set goals in your practice? How can these pages support the evidence for teacher evaluation?

Type your responses in the **Mentoring in Action Journal** and save. Use the E-Book Checklist to mark off this chapter is complete.



Chapter 9

Aligning Your Conversations to the Teacher Evaluation

Links:

[Color Coding .pdf for Mentoring in Action](#)

[Color Coding .pdf for The First Year Matters](#)

Tip:

Complete your own Mentoring in Action book first and then assist the novice teacher in aligning the First Year Matters book.

About this Chapter:

An important part of mentoring is preparing novice teachers for their teacher evaluation. The evidence of effective mentoring conversations is useful to the new teacher when it is aligned to their evaluation.

As the mentor, you can show how the mentoring activities you complete together in the **Mentoring in Action Curriculum** align to the standards.

Act:

Download the [Color Coding .pdf](#). This .pdf provides instructions for how you can highlight the page titles in the **Mentoring in Action Curriculum ACTIVITIES** to align to the 4 Massachusetts Standards for Effective Educators. If you are using this e-book in another state, use your state standards to create a color code alignment chart.



Reflection Prompt:

How will you align your conversations to the Standards for Effective Teaching Practices?

Type your response in the **Mentoring in Action Journal** and save. Use the E-Book Checklist to mark off this chapter is complete.

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Chapter 10

Mentoring in June

Links:

[Monthly Intros](#)

About this Chapter:

The last month of the school year is a critical time for new teachers to look back on what they have accomplished and to look forward at what goals they should be setting as they continue in the profession. This chapter focuses on these end of the year discussions and reflections.

Act:

Read the June chapter in the [Mentoring in Action](#) textbook.

Watch the June video introduction from the [Monthly Intros](#) page.



Reflection Prompt:

Why is it important to continue mentoring through to the end of the school year? What will you do with your novice teachers as a result of reading this chapter?

Type your responses in the ***Mentoring in Action Journal*** and save. Use the E-Book Checklist to mark off this chapter is complete.

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Chapter 11

Making Time for Conversations

Tip:

Consider copying the Appendix for 5, 10, and 15 minute meetings and give them to your colleagues.

This creates a culture of mentoring and allows the novice to go to any teacher in the building for a short meeting.

Informal mentoring conversations with other teachers in the school will support the novice teachers!

About this Chapter:

Since both you and the novice teacher are full time educators it can be difficult to find time to schedule those critical conversations that are the key to effective mentoring. The appendix section of the Mentoring in Action text provides templates for conversations that are based on availability of time. Those five-minute conversations can be just as important as the hour-long meetings!

Act:

Skim the appendix section of the Mentoring in Action textbook to familiarize yourself with the conversation templates.



Reflection Prompt:

Which of the templates from the appendix will you use with your novice teachers and why? How are these tools helpful to you as a mentor?

Type your responses in the **Mentoring in Action Journal** and save. Use the E-Book Checklist to mark off this chapter is complete.





Chapter 12

Assessing Your Progress as a Mentor

Tip:

Refer back to any notes you made in your Mentoring in Action book to assess your journey as a mentor.

About this Chapter:

The effective mentor is able to self-assess his or her own progress and growth over time. Just as it is important for the novice teacher to look back on her accomplishments at the end of the school year, you the mentor should reflect upon what you've learned and what your "next steps" will be.

Act:

Read the Final Evaluation section on page 263 in the Mentoring in Action text. Select one question from the "**What Have You Learned?**" section, and one question from the "**Next Steps**" section to respond to as your reflection prompt.



Reflection Prompt:

Respond to the two questions that you selected from the Final Evaluation (page 263).

Type your responses in the **Mentoring in Action Journal** and save. Use the E-Book Checklist to mark off this chapter is complete.



Chapter 13

The Transformation of a Teacher

Links:

[Butterfly Chart](#)

[The Transformation of a Teacher](#)

TIP:

Go to mentoringinaction.com for more resources to support your mentoring in action

About this Chapter:

You have an opportunity to witness the transformation of a novice teacher emerging as a more confident and competent educator. In one year so much growth and development can happen with the support of an effective qualified mentor. Mentor from the heart with compassion as you observe the novice teacher make mistakes and acknowledge the successes with pride. You are a critical component to the development of this human being who chooses to become a teacher.

Balance - maintain your balance between work and play to model healthy living and positive well being for your novice teacher

Inspire - your novice by being a great teacher who engages learners and loves teaching

Lead - by example to retain the next generation of teachers

Act:

Review the "[Butterfly Chart](#)" and see the visual metaphor that reminds us that growth is developmental. Your patience with a novice will allow her to emerge at her own pace.

Watch "[The Transformation of a Teacher](#)" in which a mentor discusses the process in which a teacher transforms in her profession.

Complete the Journal. Be sure that all of your responses have been saved within the journal. If you are working with a group leader or evaluator, email the journal to them as evidence of having completed the E-Book.



Reflection Prompt:

What have you learned in this **Mentoring in Action E-book** that will help you become a more effective mentor?

Type your response in the **Mentoring in Action Journal** and save. Use the E-Book Checklist to mark off this chapter is complete.

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Closing

Wrapping Up: Completing the *Mentoring in Action* E-Book

Links:

[Closing Message from the Author](#)

[E-Book Checklist](#)

[Certificate of Completion](#)

Wrap Up:

Congratulations! You have successfully completed the Mentoring in Action E-Book!

You have an understanding of the tools and resources available to you through the **Mentoring in Action Month by Month Curriculum** book and the **MentoringinAction.com** website.

[Click here](#) to listen to some final thoughts from the **Mentoring in Action** author, Carol Pelletier Radford Ed.D.

Act:

1. Review your **E-Book Checklist** to make sure you have completed all the chapters.

***2. Email** your completed journal to your evaluator or group leader

****3. Certificate of Completion** - Download the [Certificate of Completion](#) so your evaluator or group leader can sign and return it to you for your file.

**if you are not participating in a formal training program you will keep your journal as evidence of your own completion of this e-book*

*** if you are not participating in a formal mentor training you will complete the information yourself and maintain it in your file*