

MENTORING GUIDELINES FOR ADULT EDUCATION & LITERACY PROGRAMS

*Adult Education and Literacy Section
Missouri Department
of
Elementary and Secondary Education*

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- The committee that developed the original Mentoring Handbook in 2000
- The current PD Committee, the Missouri Professional Development Center, and DESE AEL
- St. Charles Community College AEL Program

TABLE OF CONTENTS

MENTORING GUIDELINES FOR ADULT EDUCATION AND LITERACY PROGRAMS

	PAGE
Goal, Objective, and Mentor Eligibility	3
Mentor's Responsibilities (Mentee copy)	4
A Good Mentor Is	5
Where Do You Fit In?	6
Mentee's Responsibilities (Mentee copy)	7
Director's Responsibilities	8
Phases of New Teacher Growth	9
Implement and Support Information	10
Checklist for Mentee (Keep in booklet)	11 & 12
Mentor-Mentee Sample Timeline	13
Mentor and Mentee Responsibilities (Mentor copy -- Pull-out section)	14
Checklist for Mentor (Personnel Copy -- Pull-out section)	15 & 16

The construction of this handbook works for both Mentors and Mentees. The Table of Contents denotes pages which are for the Mentor, the Mentee and the Director. The Mentor should keep the appropriate pull-out section until the end of the two-year mentoring period. After completion, it should be given to the director for placement into the Mentee's personnel file.

**"Setting an example is not
the main means of
influencing another; it is the
only means."**

-Albert Einstein

ADULT EDUCATION & LITERACY (AEL) MENTORING GUIDELINES

Goal:

To provide direction and support to all new AEL teachers.

Objectives:

Teachers new to the AEL program will...

- Understand the policies and procedures of the program
- Understand building procedures
- Receive support and encouragement necessary for professional growth

Who is eligible to serve as a mentor?

It is recommended that mentor teachers have at least two years of successful AEL teaching experience.



AEL Teacher Certification requires two (2) years of participation in a Mentor Assistance Program for all beginning AEL teachers certified after 2001.

Mentee Copy *(keep in booklet)*

Mentor's Responsibilities

The primary task of the mentor is to work to establish a relationship with a beginning teacher based on mutual trust, respect, support, and collegiality. The mentor is not an evaluator.

This is an adult relationship in which the new teacher's curiosity and desire to improve is supported and facilitated by the mentor's expertise. The mentor should make an effort to be both available and easily accessible to the beginning teacher, especially during the first few weeks of employment as an AEL teacher. Informal discussions are a valuable resource of assistance.

In addition, mentors should also:

- Provide instructional support
- Provide professional support
- Provide personal support
- Maintain a confidential relationship with the mentee
- Ensure a strong start to the year
- Serve as a liaison



A Good Mentor Is....

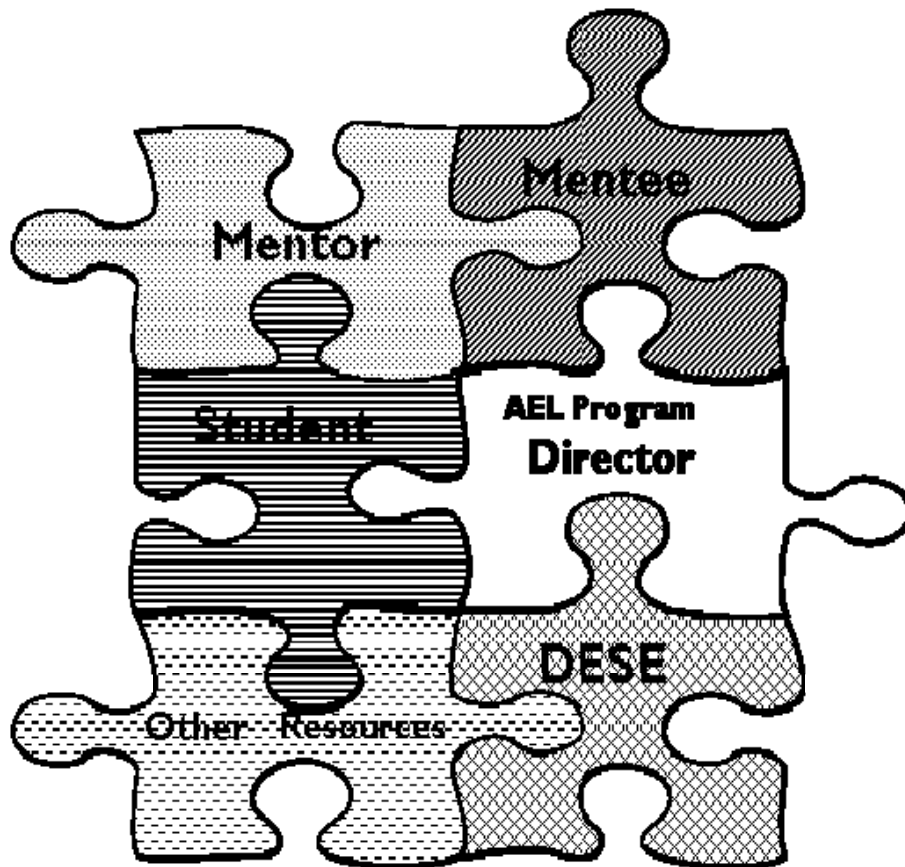
A **communicator** who...is able to listen empathically; respond tactfully; and is able to share experiences, ideas, doubts.

A **role model** who... is competent in his/her in teaching, values his/her work, respects and likes his/her peers, has a sense of humor, is willing to take part in a training program, is committed to personal growth, and is skilled in the art and science of teaching.

An **advisor / supporter** who... is a friendly observer, is able to nurture, is capable of maintaining trust, desires to serve, is committed to the idea of helping beginning teachers, is able to suspend judgment, feels trust is essential, and possesses strong interpersonal skills.



Where Do You Fit In Your Adult Education and Literacy Program?



HELP US MAKE THESE PARTS FIT AS ONE!

“The wise mentor knows that being aware of what is not known is important in order to attain true knowledge and wisdom; we must remain open and empty, allowing ideas from other people to rush in. To be empty, to recognize how little we know, is to be abundant”.

-Chunglian Ai Huang & Jerry Lynch, Mentoring: The TAO of Giving and Receiving Wisdom

Mentee's Responsibilities

The primary task of the mentee is to play an active role in the mentoring relationship by understanding that the process is to help the beginning teacher grow in the profession. During the first couple of years of teaching the mentee has the opportunity to learn from an experienced teacher the skills necessary to succeed.

In addition, the mentee also must:

- Be receptive to and understanding of the mentoring process
- Work with the mentor to achieve professional growth
- Establish a professional growth plan
- Seek out help
- Observe experienced teachers at work
- Regularly participate in programs organized for beginning teachers
- Complete requirements set forth for an adult education and literacy teacher by the Missouri Department of Elementary and Secondary Education, Adult Education and Literacy Section

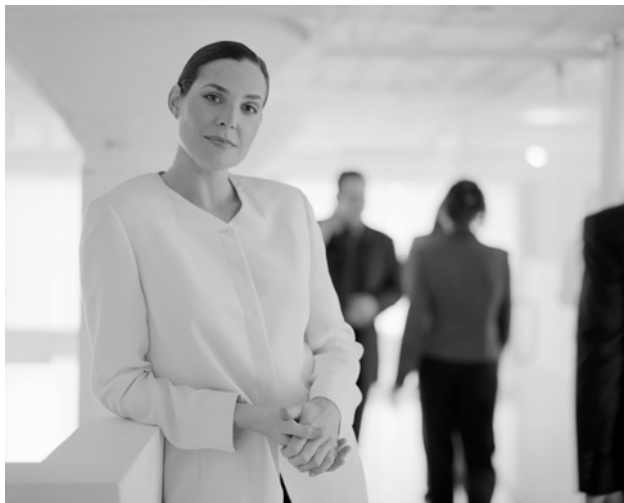


AEL Director's Responsibilities

The local director or a designee must be on hand to assist each beginning teacher during the first class session and continue until the director is satisfied that the teacher could handle the class without assistance (Local AEL Program Director's Guide 2-22).

The director has authority to select the mentor and:

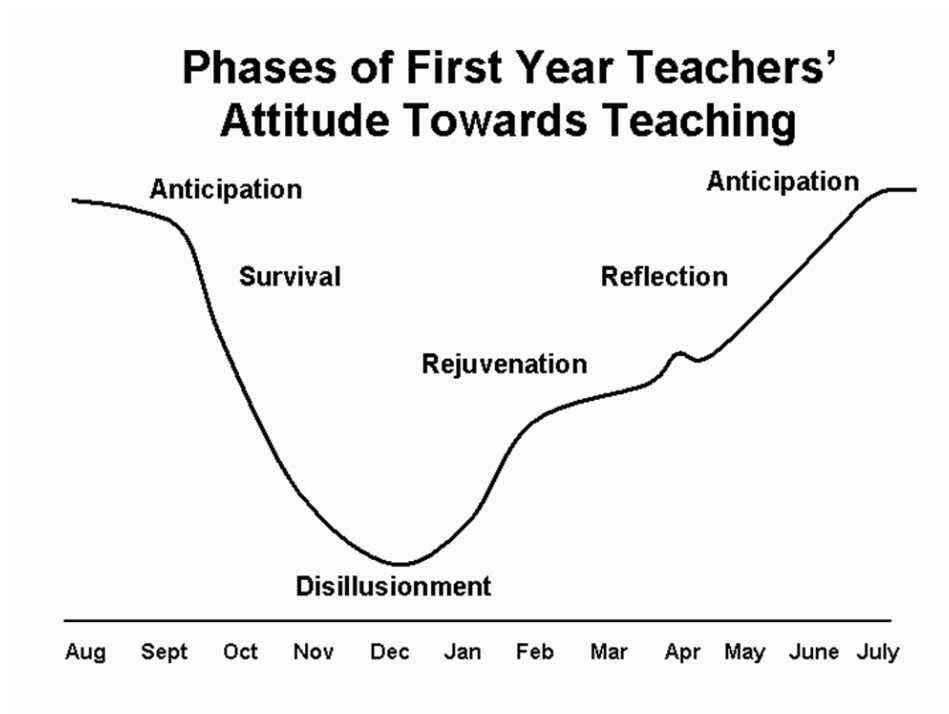
- Determine possible payment of mentor. If the budget allows, the director may allocate payment to mentors. (*The mentee is not paid extra*)
- Establish a program culture that supports professional collaboration, such as mentoring
- Organize a beginning teacher support program
- Ensure reasonable working conditions for the beginning teacher
- Facilitate the relationship between the mentor and beginning teacher
- Conduct an orientation program
- Conduct the formal evaluation of the beginning teacher
- Oversee the selection and training of mentors



Phases of New Teacher Growth

First-year teaching presents a difficult challenge for the novice. Equally challenging is the task of finding out what assistance new teachers need and when they need it. Ellen Moir (1990) and her colleagues, in their observations of new teacher growth and development, have defined the phases teachers move through during their first year. These are shown below in Figure I: Phases of First-Year Teaching.

While not every teacher moves throughout this exact sequence in these predicted periods of time, understanding these phases can be helpful to those who wish to provide help and support to new teachers. It can define what kind of help is needed at a particular point in the new teacher's development



Why Implement Mentoring in AEL Programs?

Missouri's AEL Programs continue to seek ways to enhance the quality of their services and improve outcomes for adult learners. Staffing programs with skilled and experienced instructors is one way of promoting high quality educational services for adults.

An excellent way to develop instructor capacity is through mentoring, the process by which a more experienced instructor or administrator nurtures the growth of a less experienced instructor or administrator through counseling, coaching, and supporting reflective problem solving.

How Can Local AEL Programs Support Mentoring?

Program commitment and support are crucial for mentoring to get off the ground and to be successful. If mentoring is to become an integral part of an adult education program's professional development system and continuous improvement cycle, then administrators must provide leadership and support for mentoring.

Such support can occur by:

- Integrating mentoring into the professional development system;
- Allocating staff and time for mentoring; and
- Providing recognition and rewards for mentors and mentees.

**"Mentor: Someone whose
hindsight can become your
foresight"**

-Anonymous

Checklist for Mentee *(Keep in booklet)*

Mentee Name	Mentor Name	
We Discussed:	Initial Meeting Date Month/Year	Follow-up Date(s) Month/Year
Planning for Instruction and Assessment		
Initial meeting		
Addressing needs of students		
Adaptation of curriculum		
Validation of student achievement		
Planning for positive learning behaviors		
Alignment of assessment with curriculum and instruction		
Lesson plans/prescriptions		
Instructional materials		
Resources		
Program calendar		
Learning Environment		
Classroom atmosphere; rapport with students		
Recognition of students' backgrounds and individual needs		
Management techniques and routines		
Classroom management		
Retention		
Time management		
Technology		
Teaching and Learning Strategies		
Identification of student needs		
Recognition of student knowledge and experiences		
Relevance of program		
Involvement of students in planning and evaluating		
Content Standards		
GED Online		
Use of volunteers		

Checklist for Mentee, *continued* (Keep in booklet)

We Discussed:	Initial Meeting Date Month/Year	Follow-up Date(s) Month/Year
Assessment and Evaluation of Student Achievement		
Record-keeping		
Diagnosing student needs		
Alignment of learning outcomes, instruction and evaluation		
Involvement of students in evaluation		
Establishment of relevant criteria for evaluation		
Use of assessment data to improve instruction		
GED Test information		
Pre- & post-testing		
Interpersonal Skills and Attitudes		
Demonstration of respect, courtesy, tolerance, openness		
Development of a supportive atmosphere		
Demonstration of effective communication skills		
Demonstration of adaptability and flexibility		
Collaboration with colleagues		
Contributions to Program Success		
Facilitation of professional growth of colleagues		
Establishment of cooperative working with colleagues		
Applying Content Standards		
Celebration of successful mentoring experience		
Other:		

Mentor Signature

Mentee Signature

Program Year

Mentee's personnel file copy complete

Date

MENTOR-MENTEE SAMPLE TIMELINE

Mentoring Program Start Date: _____

MONTH	ACTIVITY	COMMENTS
1ST Month	Mentor goes over guidelines and handbook	
	Mentor attends Mentee's class, as arranged by Mentee's supervisor	
	Mentor meets Mentee once	
2nd Month	Mentor meets Mentee once	
3rd Month	Mentor meets Mentee once	
	Mentee visits and observes another site	
4th – 6th Month	Mentor meets Mentee once during this 3-month period.	
	Mentor contacts Mentee twice via e-mail or phone during this 3-month period	
7th – 12th Month	Mentor meets Mentee once during this 6-month period.	
	Mentor contacts Mentee twice via e-mail or phone during this 3-month	
13th – 18th Month	Mentor meets Mentee once during this 6-month period.	
19th – 24th Month	Mentor meets Mentee once during this 6-month period to conclude the mentoring process.	

Mentoring Program End Date: _____



Mentor Copy (Pull-out section)

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- Observe experience teachers at work
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Checklist for Mentor - (Pull-out section for Mentee's personnel file)

_____ Mentee Name _____	_____ Mentor Name _____	
We Discussed:	Initial Meeting Date Month/Year	Follow-up Date(s) Month/Year
Planning for Instruction and Assessment		
Initial meeting		
Addressing needs of students		
Adaptation of curriculum		
Validation of student achievement		
Planning for positive learning behaviors		
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Lesson plans/prescriptions		
Instructional materials		
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Classroom atmosphere; rapport with students		
Recognition of students' backgrounds and individual needs		
Management techniques and routines		
Classroom management		
Retention		
Time management		
Technology		
Teaching and Learning Strategies		
Identification of student needs		
Recognition of student knowledge and experiences		
Involvement of students in planning and evaluating		
Content Standards		
GED Online		
Use of volunteers		

Checklist completed and filed in Mentee's personnel file _____
Date _____

Checklist for Mentor -- Personnel File Copy (Continued)
(Pull-out section for Mentee's personnel file)

We Discussed:	Initial Meeting Date Month/Year	Follow-up Date(s) Month/Year
Assessment and Evaluation of Student Achievement		
Record-keeping		
Diagnosing student needs		
Alignment of learning outcomes, instruction and evaluation		
Involvement of students in evaluation		
Establishment of relevant criteria for evaluation		
Use of assessment data to improve instruction		
GED Test information		
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Celebration of successful mentoring experience		
Other:		

Mentor Signature

Mentee Signature

Program Year