

Missouri Mentoring Program for School Counselors

FORWARD



In an effort to retain quality school counselors and to address state certification, new school counselors (new to the profession of counseling, new to the program area, or returning after having been out of education for a time) are required to engage in a mentoring program. The School Counseling Section of the Missouri Division of Career Education implemented a free mentoring program in 2005. Currently, the state mentoring program is a collaborative effort between the School Counseling Section of the Office of College and Career Readiness and the Missouri School Counselor Association. This program meets the requirements set forth in the Educator Certification Requirements and the program's content and delivery structures are guided by national and state standards.

The state mentoring program offers growth and learning to both the mentee and the mentor in a collaborative working relationship that allows new school counselors to become better able to plan, implement, deliver, evaluate and enhance their comprehensive school counseling programs. Through the mentoring program, the Office of College and Career Readiness seeks to support the mentee and the mentor in creating a professional learning team for this purpose. The mentoring program offers an opportunity for some of Missouri's exceptional school counselors to draw from their experiences and knowledge to enhance the professional skills of new school counselors for fully implementing comprehensive school counseling programs within their districts.

The state-wide school counseling mentoring program utilizes the regions established for the Missouri School Counselor Association to find highly qualified school counselors to mentor new counselors. New and returning school counselors are identified through the efforts of school district personnel, counselor educators, and through the leadership of the regional school counselor associations, each of

which has a mentor chair who is responsible for coordinating regional mentoring efforts.

Under the leadership of trained mentors with content-specific professional backgrounds, the first year of the program focuses on the MSIP requirements for school counseling programs and what it means to fully implement a comprehensive school counseling program. The second year program focuses on an action research project to assist counselors in results-based evaluations of interventions.

A school administration committed to the Counselor Mentoring Program understands the value of mentoring and its potential impact on school counselor success. The program is also an attractive incentive for new school counselors to succeed in a school culture that supports the academic, career, and social-emotional development of all students.

For additional information about the mentoring program contact:

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STAKEHOLDERS IN THE MENTORING PROGRAM

Mentors are experienced counselors selected to work with the new mentees throughout the school year. The mentor:

- Communicates with the mentee to provide support throughout the school year.
- Schedules regular communication with the mentee throughout the year.
- Collaborates with the mentee to provide resources relevant to the needs of the mentee.
- Offers ideas and strategies on implementing a comprehensive school counseling program.
- Encourages the mentee to attend professional meetings relevant to school counseling.
- Consults with the MSCA Regional Mentor Chair whenever help is needed with the mentoring experience.

Mentees may be new to the profession of counseling, new to the program area, or returning after having been out of education for a time. The mentee:

- Works closely with the mentor in identifying, selecting, and completing mentoring experiences. These mentoring experiences are designed to help the mentee meet the challenges and needs of a school counselor.
- Works with the mentor to better understand and meet state requirements and expectations.
- Participates in required meetings with the mentor and other professionals.
- Communicates with the mentor to advise, provide resources, and answer questions.

MSCA Regional Mentor Chairs are individuals in the MSCA Regions who serve as liaisons between the DESE staff and the mentoring committee in planning and implementing specific mentoring experiences. The Mentor Chairs are familiar with what is expected in today's school counseling program and offer leadership in working with students, parents, administrators, other counselors, and the state department. MSCA Mentor Chairs:

- Recruit mentors and identify mentees in their region with DESE assistance.
- Participate in planning and conducting scheduled trainings and meetings for mentoring teams.
- Design and implement the specific components of regional mentoring meetings.
- Collect, review, and compile activity reports.
- Serve as the primary contact and informational resource for mentors and mentees.
- Share with mentors (via e-mail, telephone, or in person) information, concerns, or questions.
- Share pertinent information and resources with DESE staff and mentors.

- Gather information, advice, and recommendations from participants related to the mentoring program.
- Recommend future program changes.

MSCA State Mentor Chairs are professionals involved in the design and implementation of the mentoring program for counselors. They work closely with DESE staff to maintain a relevant, supportive mentoring program. MSCA State Mentor Chairs:

- Serve as a Regional Mentoring Chair and act as spokesperson for other Regional Mentoring Chairs by reporting to DESE and the MSCA Governing Board.
- Work with and assist DESE staff in the implementation of the mentoring program.
- Assist DESE staff with related meetings for the Mentoring Program.
- Compile and maintain documents and reports submitted by the regional chairs.

DESE Staff are individuals at the Department of Elementary & Secondary Education and Office of College and Career Readiness who are involved in the leadership of the Career Education Mentoring Program. DESE staff:

- Facilitates meetings for District and Regional Chairs.
- Provides assistance to identify new counselors.
- Provides ongoing management of the program.
- Negotiates issues that arise throughout the year for both mentees and mentors.
- Communicates with district administrators to inform and thank them for support of the mentoring program.
- Updates the mentoring program manual.
- Manages contractual documents for payments and reimbursements.
- Facilitates an end of year review reflection.

MENTEES/MENTORS SHOULD KEEP A LOG

Keeping a log helps keep track of knowledge acquired over time and can be a record of data, thoughts or activities.

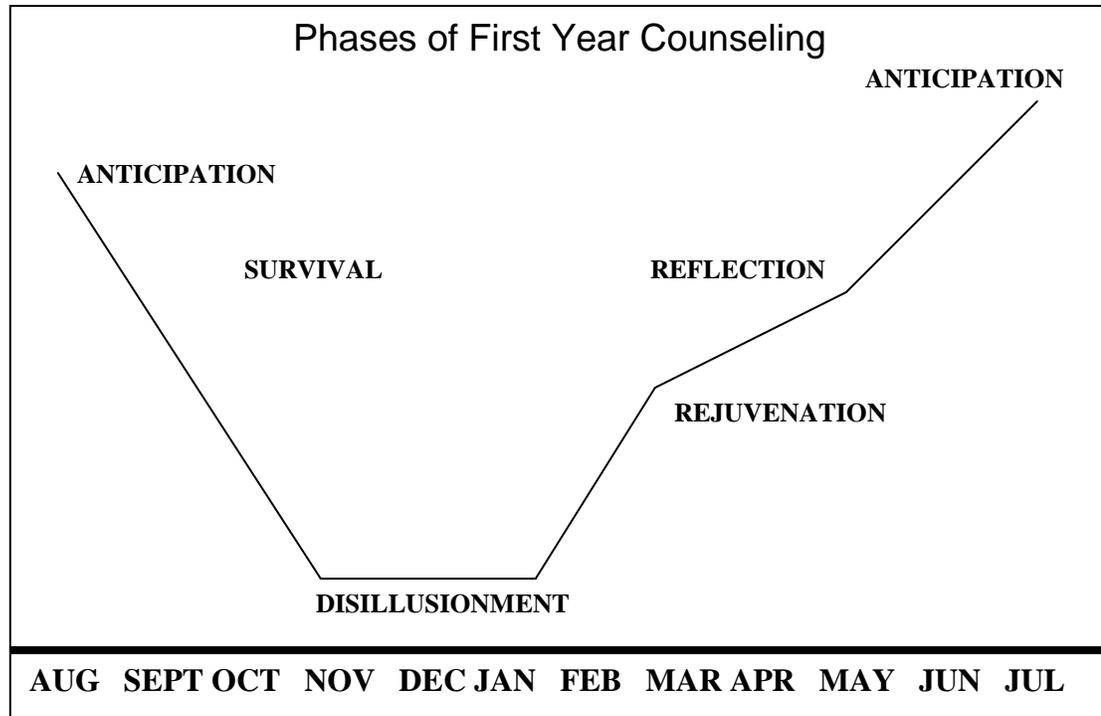
It answers the question of what did you do and when did you do it!

Document your WINS!

Mentees/Mentors in the School Counseling mentoring program should keep a log of contacts, meetings, activities, thoughts, etc. regarding their experience of the school counseling mentoring program.

PHASES OF FIRST YEAR COUNSELING

The school year has ups and downs! In looking at the Phases of First Year, one can better understand what may be happening at various times throughout the school year. It may offer some insight as to why new counselors may be feeling the way they are. The following chart shows the phases as they occur during the year followed by a description of each phase. It is interesting to talk about these phases and how they change for a more experienced counselor (Lipton & Wellman, 2003).



Source: Lipton & Wellman (2003)

Anticipation: The new counselor begins to anticipate the happenings of the first year of work. When entering a school counseling program, the counselor holds a commitment to make a difference. This is a very large goal, and counselors are often vague and rather idealistic about how they will accomplish this goal.

Survival: Realities are setting in around the middle of September and October. New counselors are faced with many different problems for the first time and have no past experience to help solve them. Most counselors feel they are not only trying to keep up with their responsibilities, they don't have time to reflect on their work or have time for preparations.

Disillusionment: This happens around the middle of October and runs into January. This is the "hit-the-wall" time after working nonstop from the beginning of school year. This stage varies in intensity and length. Novice counselors begin to second-

guess their abilities, commitment and worth in the school counseling field. Counselors' health may become affected during this time because of fatigue. Many events are occurring at this time such as back-to-school night, evaluations with administrators, and school conferences. This phase is usually the toughest challenge to overcome.

The mentor can share materials and offer tips for managing this phase. Support the mentee in examining what has been accomplished and what may be unnecessary or ineffective routines. Acknowledge the mentee's feelings of inadequacy and do not diminish them by suggesting that these feelings will just go away.

Rejuvenation: A winter break will mark a transition in the pace of the school year. Being with family and friends over the break helps the counselor become grounded again. Many times, there will be a clearer understanding of the realities of the classroom and new counselors will begin to sense their accomplishments. The rejuvenation phase usually lasts into spring. There is a sense of urgency as the year is coming to an end and responsibilities must be accomplished.

Reflection: The last weeks of the first year are good for reflecting and taking stock of accomplishments. Mentors are essential in helping new counselors remember how far they have come, what they have learned, what they can modify and what can be postponed.

Taking 15-20 minutes per week to write down thoughts about school counseling can bring practice into focus. Reflective dialogue with a colleague is one way of looking at the practice of school counseling. Another way is through journal writing of reactions to happenings. Notes about experiences do not have to be formal writings.

One reflective process is P+M-I* developed by Edward DeBono to provide a simple framework for reflection and self-assessment. It is as simple as having three columns to record thoughts: P+ would be the positives, M- would be the negatives and I* are the interesting or intriguing ideas that are neither plus nor minus. This process can be utilized by both the mentor and the mentee to reflect on something related to mentoring, school counseling practice or even parent conferences (Lipton & Wellman, 2003).

As the reflection notes are reviewed, recurring practices and thoughts about counseling become more obvious. These writings provide a better understanding of school counseling practices (Udelhofen & Larson, 2003).

MENTORING PROGRAM ACTIVITIES

The mentoring experiences are to support activities of a school counseling program. A sample listing of suggestions is provided, but the mentee and mentor may propose other activities that are pertinent to the mentee's counseling responsibilities. The DESE staff and Regional Chairs are available to help teams design the Individual Mentoring Plan.

INDIVIDUAL MENTORING PLAN: This plan is used by both first and second year participants and can be revised at any time during the year. The goal is to plan experiences that are to support the mentee in accomplishing relevant activities and to promote success. Completing the Individual Mentoring Plan identifies experiences and responsibilities to be addressed.

MENTORING ACTIVITIES: The Mentoring Program provides support and guidance for new counselors by completing relevant activities with assistance from the mentor. All mentoring activities are planned around school counseling program standards. A sample listing of suggestions is provided, but the mentee and mentor may propose other activities that are pertinent to the mentee's counseling responsibilities.

MENTOR/MENTEE WORKING AGREEMENT: This checklist helps establish structure for the mentoring team. It is completed as part of the introductory meeting for first year participants. It is used to establish communication norms, identify possible areas of interest to the mentee, and report and record activities.

MENTOR/MENTEE VISIT: The visit can be in person or through a virtual meeting. A visit provides an opportunity to gather more information, observe how things are organized and review resources. This is another opportunity for the mentor and mentee to dialogue, share resources, and check progress in working together.

Consider arranging the visit on a scheduled professional development release day unless the visit is to observe student/counselor interactions. The visit is to support the needs of the mentee and not for evaluating.

The purpose of the visit needs to be determined prior to making the visit. The visit can be made to either team member's school. When making the visit, check in at the office, where the host team member will meet the guest and make introductions to the hosting administrator. It is important to plan this visit and follow with a reflection of what was gained.

The visit may address many things, but the primary purpose is to support the needs of the mentee. Here are some suggestions for the visit:

- Identify any concerns to be addressed prior to the visit
- Begin the visit on a positive note
- Tour the facilities
- Examine school counseling program organization, curriculum and resources
- Discuss previously determined topics
- Talk about balancing career and personal life
- Address needs or concerns (workload, time management, accountability, etc.)
- Allow time to reflect together

Mentor / Mentee Working Agreement Year One

Complete during introduction to program.

Mentor: _____

Mentee _____

Use as a guide to develop the Individual Mentoring Plan.

TASKS	DECISIONS
<p>What time(s) in your schedule will be the best opportunity for communicating?</p>	
<p>Do you have all the necessary contact information (phone, fax, home phone, e-mail, directions to school)?</p>	
<p>How often and where will you meet/communicate to discuss necessary issues and review progress on experiences?</p>	
<p>What are the main concerns the mentee has about implementing the school counseling curriculum based on the comprehensive school counseling content standards (academic, career, and social-emotional development)?</p>	

<p>What are the main concerns the mentee has about implementing the Individual Planning Component (assisting all students with planning, monitoring, and managing their own learning as well as their career development)?</p>	
<p>What are the main concerns the mentee has about the Responsive Services Component (individual counseling, crisis counseling, consultation, small group counseling, and referrals)?</p>	
<p>What are the main concerns the mentee has about the Systems Support (program evaluation, time on task, professional development)?</p>	
<p>What are the main concerns the mentee has about certification?</p>	

Overview of Year One Assignments

Mentees should complete the required forms for each assignment giving a copy to their mentor who will forward to the appropriate regional mentor chair as applicable.

1. Principal/Counselor Agreement (Assignment 1) Due: October 15

2. CSIP Plan (Assignment 2) Due: November 1

Locate your school district's Comprehensive School Improvement Plan (CSIP). Make note of goals, objectives, strategies, and action steps that relate to the School Counseling Department in your school. Note how these goals, objectives, strategies, and action steps relate to student outcomes including student achievement. What other counseling goals, objectives, strategies, and action steps are needed in your CSIP based on student needs in your school?

3. Calendaring (Assignment 3) Due: November 15

Create a year-long calendar for your comprehensive school counseling program that includes activities designed to develop student skills within the three (3) content areas of the Comprehensive School Counseling Program: Academic Development, Career Development, and Social-Emotional Development. Be sure to identify system support activities.

4. School Counseling Activity (Assignment 4) Due: December 15

Create a school counseling activity (direct services) that includes a rationale relating activity goals, a general description of the activity, expected outcomes from the activity, and a plan for evaluation using student data.

5. Mentor/Mentee Visit and Report (Assignment 5) Due: February 1

6. MSIP Checklist / IIR (Assignment 6) Due: March 15

Complete the Internal Improvement Review (IIR) document to review your school district's level of implementation of the comprehensive school counseling program. After completing the IIR, revise or create an annual comprehensive school counseling program evaluation plan. The evaluation plan is to be based upon program objectives aligned with the CSIP, student performance data, identified instructional competencies/learner objectives and any areas of improvement needed as determined through completion of the IIR.

7. Program Review Reflection (Assignment 7) Due: May 1

***Keep a log of contacts, meetings, activities, thoughts, etc. regarding your school counseling mentoring program.**

**Office of College and Career Readiness
Year One
INDIVIDUAL MENTORING PLAN**

Mentor _____

Mentee _____

Mentor School _____

Mentee School _____

Mentor Email _____

Mentee Email _____

Mentor Phone _____

Mentee Phone _____

Mentoring Assignments	Target Date	Check completed	Comments
Mentor/Mentee Information Appendix A	9/10		To be submitted to Regional Chair no later than the second Friday in September.
Mentor / Mentee Working Agreement AND Mentor Beliefs Inventory			Complete during mentor/mentee regional introductory meeting, whenever that date is scheduled. Most overview trainings are completed by the end of September.
Assignment 1: Principal/Counselor Agreement	10/15		
Assignment 2: CSIP Plan	11/1		
Assignment 3: Calendaring	11/15		

Mentoring Assignments	Target Date	Check completed	Comments
Assignment 4: School Counseling Activity	12/15		
Assignment 5: Mentor/Mentee Visit Report	2/1		
Assignment 6: MSIP Checklist / IIR / Evaluation Plan	3/15		
Assignment 7: Program Review Reflection	5/1		<i>This assignment MUST be emailed ONLY to the DESE Assistant Director of School Counseling Chrissy.bashore@dese.mo.gov</i>

**If a date falls on a weekend, assignment is due the Monday following that weekend.*

CSIP Year 1 / Assignment 2

Due November 1

Mentor:	Mentee:
Assignment 2	
<ol style="list-style-type: none">1. Locate your school district's Comprehensive School Improvement Plan (CSIP).2. Reflect on how the CSIP goals relate to your role as a school counselor.	

Due: November 1

Submit one copy to MSCA Regional Mentor Chair
And retain one copy for your file.

Calendaring Year 1 / Assignment 3

Due November 15

Mentor:	Mentee:
Assignment 3	
1. Create a year-long calendar for your comprehensive school counseling program	
Reflection:	

Due: November 15

Submit one copy to MSCA Regional Mentor Chair
And retain one copy for your file.

Counseling Activity Year 1 / Assignment 4

Due December 15

Mentor:	Mentee:
Assignment 4	
<p style="margin-left: 40px;">1. Create a school counseling activity (direct services) that includes a rationale relating activity goals, a general description of the activity, expected outcomes from the activity and a plan for evaluation using student data.</p> <p>Reflection:</p>	

Due: December 15

Submit one copy to MSCA Regional Mentor Chair
And retain one copy for your file.

Visit Report

Year 1 / Assignment 5

Due February 1

Mentor:	Mentee:
Date of Visit:	
Type of Visit: <input type="checkbox"/> Mentee's school <input type="checkbox"/> Mentor's school <input type="checkbox"/> Phone or Virtual Conference	
Topics and strategies discussed during conference:	
Curriculum	
<input type="checkbox"/> Classroom Observation	
<input type="checkbox"/> Other _____	
Responsive Services	
<input type="checkbox"/> Small Group/Individual Counseling	
<input type="checkbox"/> Other _____	
Individual Student Planning	
<input type="checkbox"/> Career Planning/Exploration	
<input type="checkbox"/> Other _____	
System Support	
<input type="checkbox"/> Discussion of the Internal Review Document (IIR)	
<input type="checkbox"/> Other _____	
Additional Comments:	

Due: February 1

Submit one copy to MSCA Regional Mentor Chair
And retain one copy for your file.

Overview of Year Two Assignments

Evaluation is a key component of a comprehensive school counseling program. Year Two Assignments are focused on conducting and evaluating an action research project.

Working from the model of *Program (Comprehensive Curriculum) + Personnel (School Counselors) = Results*, school counselors evaluate their programs to improve counseling services for all students, to advocate with policymakers for the support needed to fully implement effective programs, and to increase one's ability to be reflective, investigative practitioners.

Action Research Based Evaluation (previously referred to as PRoBE, Partnerships in Results Based Evaluation) helps school counselors recognize the importance of evaluating their programs. Results based evaluations are action research models that train school counselors in investigating a topic of concern, reviewing literature, implementing interventions to address the topic, and determining if chosen interventions make a difference.

As communication vehicles, action research educates stakeholders about the vital function of a counselor program making differences in students' lives.

The following assignments are to be completed by Year Two Participants.

- Assignment #1: Action Research Training (11-15)**
- Assignment #2: Action Research Topic Selected (12-15)**
- Assignment #3: Mentee/Mentor Visit Report (2-15)**
- Assignment #4: Action Research Completion with Technology (4-15)**
- Assignment #5: Program Review Reflection (5-1)**

***Keep a log of contacts, meetings, activities, thoughts, etc. regarding your school counseling mentoring program.**

**Office of College and Career Readiness
Year Two
INDIVIDUAL MENTORING PLAN**

Mentor _____ Mentee _____

Mentor School _____ Mentee School _____

Mentor Email _____ Mentee Email _____

Mentor Phone _____ Mentee Phone _____

Mentoring Goals/Activities	Target Date	completed*	Comments
Mentor/Mentee Information Appendix A	9/10		To be submitted to Regional Chair no later than the second Friday in September.
Assignment 1: Action Research Training	11/15		
Assignment 2: Action Research Topic Selected by Mentor and Mentee	12/15		
Assignment 3: Mentor/Mentee Visit Report	2/15		
Assignment 4: Action Research Completion (with Technology)	4/15		
Assignment 5: Program Review Reflection	5/1		This assignment MUST be emailed ONLY to the DESE Assistant Director of School Counseling chrissy.bashore@dese.mo.gov.

**If a date falls on a weekend, assignment is due the Monday following that weekend.
The Individual Mentoring Plan does not need to be submitted to the Regional Chair.*

Action Research Training Year 2 / Assignment 1

Due: November 15

Mentor:	Mentee:
<p style="text-align: center;">Action Research Training (Online)</p> <p style="text-align: center;">Reflection: How and where did you receive an overview and resources to assist you in completing an Action Research Project?</p>	

Due: November 15

Submit one copy to MSCA Regional Mentor Chair
And retain one copy for your file.

Action Research Topic Selection Year 2 / Assignment 2

Due: December 15

Mentor:	Mentee:
<p>The second year program focuses on an action research project to assist counselors in results-based evaluations of interventions.</p> <p>Select a topic for your Action Research Project :</p>	
<p>Explain the reason for choosing the specific topic:</p>	

Due: December 15

Submit one copy to MSCA Regional Mentor Chair
And retain one copy for your file.

Visit Report Year 2 /Assignment 3

Due: February 15

Mentor:	Mentee:
Date of Visit:	
Type of Visit: <input type="checkbox"/> Mentee's school <input type="checkbox"/> Mentor's school <input type="checkbox"/> Phone or Virtual Conference	
Topics and strategies discussed during conference:	
Curriculum	
<input type="checkbox"/> Classroom Observation	
<input type="checkbox"/> Other _____	
Responsive Services	
<input type="checkbox"/> Small Group/Individual Counseling	
<input type="checkbox"/> Other _____	
Individual Student Planning	
<input type="checkbox"/> Career Planning/Exploration	
<input type="checkbox"/> Other _____	
System Support	
<input type="checkbox"/> Discussion of the Internal Review Document (IIR)	
<input type="checkbox"/> Other _____	
Additional Comments:	

Due: February 15

Submit one copy to MSCA Regional Mentor Chair
And retain one copy for your file.

Action Research Project Year 2 / Assignment 4

Due: April 15

Mentor:	Mentee:
<p>Action Research Project</p> <p>Submit a completed Action Research Presentation using an electronic format (Power Point, Prezi, Movie Maker etc.).</p> <p>Submit this form with your Action Research Presentation.</p> <p>The projects are electronically filed for DESE review and to satisfy the project requirement for mentorship training and participation.</p> <p>With the submission, participants are giving their permission for the possibility of their projects being chosen to be showcased for training purposes, during Counselor Educator Meetings, and during professional organizational conferences/meetings.</p> <p>If you prefer for your project NOT to be shared as an outstanding example of a project, please indicate on this form.</p> <p>_____ I give permission for my Action Research Presentation to be used (if chosen) for training, meetings and /or conferences.</p> <p>_____ I DO NOT give permission for my Action Research Presentation to be used (if chosen) for training, meetings and/or conferences.</p>	

Due: April 15

Submit one copy to MSCA Regional Mentor Chair
And retain one copy for your file.

APPENDIX A

New Counselor Mentoring Program 2016-2017 Mentor/Mentee Contact Information

Check one: Year ONE: _____ Year TWO: _____

I. MENTEE CONTACT INFORMATION:

Name: _____

Personal Email: _____

Home/Cell Phone Number: _____

School District Name and County Code: _____

School Building Name: _____

School Email: _____

School Superintendents Name and Email: _____

School Principals Name and Email: _____

Grade Level(s) you are currently counseling: _____

II. MENTOR CONTACT INFORMATION:

Name: _____

Home Address: _____

Home City, State and Zip Code: _____

*Social Security Number: (if under contract) _____

Home/Cell Phone Number: _____

Personal Email: _____

School District Name and County Code: _____

School District Phone Number/Email: _____

Grade Level(s) you are currently counseling: _____

**DESE requests the Mentor/Mentee Information Form (Appendix A in Manual) to be completed by all participants. Mentor and mentee are to submit ONE completed form for each mentor/mentee pairing. Mentors are to provide their Social Security Numbers to receive payment for their supervision services (if under contract). If you prefer NOT to include your SS# on the form, please contact Loree Libbert at Loree.Libbert@dese.mo.gov to let her know how you would like to submit that information.*

APPENDIX B

The Mentor Beliefs Inventory

Year One: Training

This inventory is designed for mentors to assess their own beliefs about mentoring and professional development. The inventory assumes that mentors believe and act according to three theoretical orientations to mentoring, but that one usually dominates. The inventory is designed to be self-administered and self-scored. Mentors are asked to choose one of two options. A scoring key follows.

Instructions: Put a 1 in the box next to either A or B for each item. You may not completely agree with either choice, but choose the one that is closest to how you feel.

1.
 - A. Mentors should give mentees a large degree of autonomy and initiative within broadly defined limits.
 - B. Mentors should give mentees directions about methods that will help them improve.
2.
 - A. It is important for mentees to set their own goals and objectives for professional growth.
 - B. It is important for mentors to help mentees reconcile their personalities and work styles with the philosophy and direction of the school.
3.
 - A. Mentees are likely to feel uncomfortable and anxious if their mentors do not tell them what they will be focusing on during a school visit.
 - B. Observations of mentees are meaningless if mentees are not able to define with their mentors the focus of the visit.
4.
 - A. An open, trusting, warm, and personal relationship with mentees is the most important ingredient in mentoring.
 - B. A mentor who is too personal with the mentee risks being less effective and less respected than a mentor who keeps a certain degree of professional distance from the mentee.
5.
 - A. My role during mentoring meetings is to make the interaction positive, to share realistic information, and to help the mentee plan their own solutions to problems.
 - B. The methods and strategies I use with mentees in a meeting are aimed at reaching agreement over the needs for future improvement.

6. In the initial phase of working with a mentee:
 - A. I develop objectives with the mentee that will help accomplish mentoring goals.
 - B. I try to identify the talents and goals of individual mentees so they can work on their own improvement.

7. When several mentees have a similar problem, I prefer to:
 - A. Have the mentee form an ad hoc group to help them work together to solve the problem.
 - B. Help mentees on an individual basis find their strengths, abilities and resources so that each one finds their solution to the problem.

8. The most important clue that an entry-year workshop is needed occurs when:
 - A. The mentor perceives that several mentees lack knowledge or skill in a specific area, which is resulting in low morale, undue stress, and less effective practice.
 - B. Several mentees perceive the need to strengthen their abilities in the same area.

9.
 - A. Practicing mentors should decide the objectives of any entry-year workshops since they have a broad perspective on mentees' abilities and the school's needs.
 - B. Mentors and mentees should reach consensus about the objectives of any entry-year workshop.

10.
 - A. Mentees who feel they are growing personally will be more effective than mentees who are not experiencing personal growth.
 - B. Mentees should employ methods that have proven successful over the years.

11. When I observe a mentee scolding a student unnecessarily:
 - A. I explain, during a post observation conference with the mentee why the scolding was excessive.
 - B. I ask the mentee about the incident, but do not interject my judgments.

12.
 - A. One effective way to improve mentee performance is for mentors to formulate clear professional improvement plans for mentees.
 - B. Professional improvement plans are helpful to some mentees but stifling to others.

13. During a preobservation conference:
 - A. I suggest to the mentee what I could observe, but I let the mentee make the final decision about the objectives and methods of observation.
 - B. The mentee and I mutually decide the objectives and methods of observation.

14.
 - A. Improvement occurs very slowly if beginning teachers are left on their own, but when a group of beginning teachers and their mentors work together on a specific problem, they learn rapidly and their morale remains high.
 - B. Group activities may be enjoyable, but I find that providing individual guidance to a mentee leads to more sustained results.

15. When an entry-year program meeting is scheduled:
 - A. All mentors who participated in the decision to hold the meeting should be expected to attend it.
 - B. Mentors, regardless of their role in calling for or planning the meeting, should be able to decide if the workshop is relevant to their personal or professional growth and, if not, should not be expected to attend.

Scoring Key

Step 1. Circle your answers to the inventory in the following columns:

Column 1	Column 2	Column 3
1B	1A	
	2B	2A
3A	3B	
4B		4A
	5B	5A
6A		6B
	7A	7B
8A		8B
9A	9B	
10B		10A
11A		11B
12A	12B	
	13B	13A
14B	14A	
	15A	15B

Step 2. Tally the number of circled items in each column and multiply by 6.7.

2.1 Total responses in Column 1 _____ x 6.7 = _____

2.2 Total responses in Column 2 _____ x 6.7 = _____

2.3 Total responses in Column 3 _____ x 6.7 = _____

Step 3. Interpretation: Refer to the Three Approaches to Mentoring on the following page to gain insight into your scores.

Three Approaches to Mentoring Interpretation

Instructions: The following brief descriptions of the three approaches to mentoring provide a general overview of each approach. After reading each description, reflect on your scores in terms of whether you believe they are personally valid.

2.1 Directive Approach: The product you obtained in Step 2.1 is an approximate percentage of how often you are likely to take a *directive approach* to mentoring rather than the other two approaches.

Mentors with high directive scores may tend to believe that mentees are best supported when their mentors provide professional direction that is grounded in their veteran knowledge and experiences. Consequently, such mentors may feel more comfortable when providing strategic or technical advice.

2.2 Collaborative Approach: The product you obtained in Step 2.2 is an approximate percentage of how often you are likely to take a *collaborative approach* to mentoring rather than the other two approaches.

Mentors who take a predominantly collaborative approach to the mentoring process may tend to believe that mentees benefit most when their mentors relate to them as professional peers. Consequently, such mentors may feel most comfortable when engaged in collegial dialogue or collaborative problem-solving.

2.3 Nondirective approach: The product you obtained in Step 2.3 is an approximate percentage of how often you are likely to take a *nondirective approach* to mentoring rather than the other two approaches.

Mentors who prefer a nondirective style of mentoring may tend to believe that mentees profit most when their mentors provide them with the professional autonomy to find their own way and solve their own problems. Such mentors may feel most comfortable when listening to or encouraging mentees as they seek their own solutions to professional dilemmas.

Source: Adapted from Glickman (1985), pp. 81-84.

Appendix C

Mentoring Program Grievance Process

The state mentoring program is designed to promote growth and learning for the mentee and the mentor in a collaborative working relationship. If the collaborative relationship is compromised due to concerns involving the mentoring program, the grievance process should be initiated in order to resolve the issue.

The grievance procedure shall be conducted with the highest level of sensitivity to the privacy of all concerned. All participants in the process are expected to treat as highly confidential any evidence presented and the deliberations occurring at all stages.

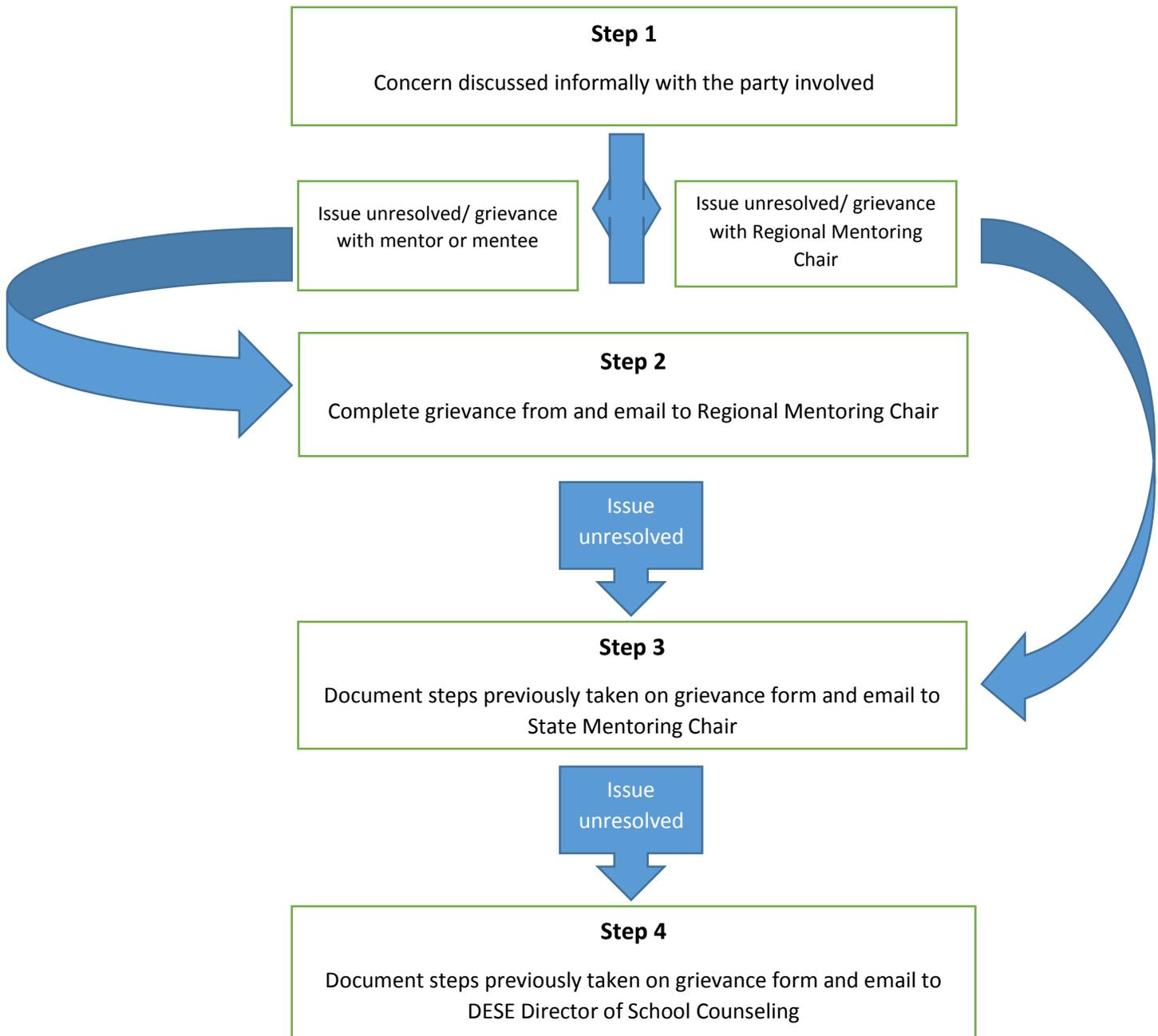
Step 1 - The mentor or mentee with the concern should first attempt to informally discuss the concern directly with the party involved (mentor, mentee, or Regional Mentoring Chair). We hope that most issues will be resolved in this manner, but if the attempt does not remediate the issue and the concern is with the mentor or mentee, **Step 2** of the grievance process should be initiated. If the concern or grievance is with the Regional Mentoring Chair and the Step 1 attempt to remediate was not successful, the mentor or mentee should **skip Step 2** and advance to **Step 3** of the grievance process.

Step 2- If the concern or grievance is not successfully remediated through Step 1 of the process, the mentor or mentee with the concern or grievance should complete a grievance form (add link here) and email it to the Regional Mentoring Chair to attempt remediation. The Regional Mentoring Chair should work to adequately resolve the issue, but if the attempt is unsuccessful, the mentor or mentee should advance to **Step 3** of the grievance process.

Step 3- If the concern is not successfully remediated through Step 2 of the process, the mentor or mentee with the concern should indicate that Steps 1 and 2 were initiated on the grievance form and forward it to the State Mentoring Chair to attempt remediation. The State Mentoring Chair should work to adequately address the issue, but if it is not successfully resolved, the mentor or mentee should advance to **Step 4** of the grievance process.

Step 4- If the concern or grievance is not successfully remediated through the first phases of the grievance process, the mentor or mentee with the concern should initiate the final phase of the process. The mentor or mentee should indicate that Steps 1-3 were initiated on the grievance form and forward it to the DESE Director of School Counseling in order to attempt remediation. The DESE Director of School Counseling will work with all parties involved to remediate the issue.

Mentoring Grievance Process Flowchart



School Counseling Mentoring Program Grievance Form

Name:

MSCA Region:

(Central, Jefferson County, Greater Kansas City, Kansas City, Mid-Missouri, Northeast, Northwest, St. Louis City, St. Louis Suburban, Southwest, Southeast, South-Central)

Steps previously taken (highlight all that apply): Step 1, Step 2, Step 3

Please describe, in detail, the nature of the issue. Include the name and mentoring program position of the person with which you have a grievance:

REFERENCES and RESOURCES

Daresh, J. C. (2003). *Counselors mentoring counselors*. Thousand Oaks CA: Corwin Press, Inc.

Jonson, D. F. (2002). *Being an effective mentor*. Thousand Oaks CA: Corwin Press, Inc.

Knowles, M. S. (1978). *The adult learner: A neglected species*. Houston: Gulf

Lipton, L. & Wellman, B. (2003). *Mentoring Matters: A practical guide to learning focused relationships*. Sherman CT: MiraVia, LLC.

Portner, H. (2002). *Being mentored: A guide for mentees*. Thousand Oaks CA: Corwin Press, Inc.

Udelhofen, S. & Larson, K. (2003). *The mentoring year*. Thousand Oaks CA: Corwin Press, Inc.

Talking Points for the Missouri Comprehensive School Counseling Program Principal-Counselor discussion for the Annual Agreement

Section 1 - Mission Statement

The counselor will:

- Share school counseling program mission statement. If one is not available, refer to the school mission statement.
- Discuss how the school counseling program impacts the school's mission statement.

Section 2 – Program Goals

The counselor will:

- Review the school's Comprehensive School Improvement Plan (CSIP) before the meeting.
- Identify and share school counseling program goals focusing on achievement, attendance, behavior and/or school safety. Goals should support the CSIP goals based on district/school data.
- Discuss program goals with the principal detailing the activities that promote the goals found in the school counseling curriculum, individual student planning, and responsive services.

Section 3 – Use of Time

The counselor will:

- Present the state recommended time percentages and activities related to direct and indirect services for program planning and school support. Recommended times are shown on the front of the agreement. You can also reference the MCSCP Manual.
- Ensure that the administrator understands the program components (Curriculum, Individual Student Planning, Responsive Services and System Support).
- Explain that in order to fully implement the program 80-85% of the school counselors time should be spent in direct services (Curriculum, Individual Student Planning, and Responsive Services) and 15-20% of the counselors time should be spent in indirect services (System Support).
- Discuss the actual school counseling program percentages within the school.
- Discuss "Barriers to Implementation" and brainstorm strategies with the administrator to minimize the impact of barriers to the program (test coordination, 504 Coordinator, extra duties, etc.)

Section 4 – Professional Development

The counselor will:

- Discuss selected areas of growth and professional development plan.
- Share professional affiliations and memberships which enhance professionalism and the program.

Section 5 – Professional Collaboration and Fair Share Responsibilities

The counselor will:

- Discuss committees on which the counselor serves and faculty/staff shared responsibilities.
- Discuss how these assignments/memberships support school, district and program goals.

Section 6 – Budget and Resources

The counselor will:

- Discuss current budget for the school counseling program and how the budget impacts student services.
- Discuss any needed resources (i.e. personnel/materials).
- Discuss the school counselor's schedule and time availability.
- Discuss facility accommodations for the school counseling program.