



TEACHER MENTORING TO ENHANCE INSTRUCTIONAL COMPETENCY

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NDE: STANDARD 3

Instructional Leadership

The principal provides leadership to ensure the implementation of a rigorous curriculum, the use of effective teaching practices, and accountability for results.

PROJECT OVERVIEW

Veteran teachers within a school have a wealth of knowledge and experience in the classroom that can benefit novice teachers. Our project seeks to capitalize on this knowledge and experience by establishing mentor relationships between veteran teachers and novice teachers in their first three years of teaching.

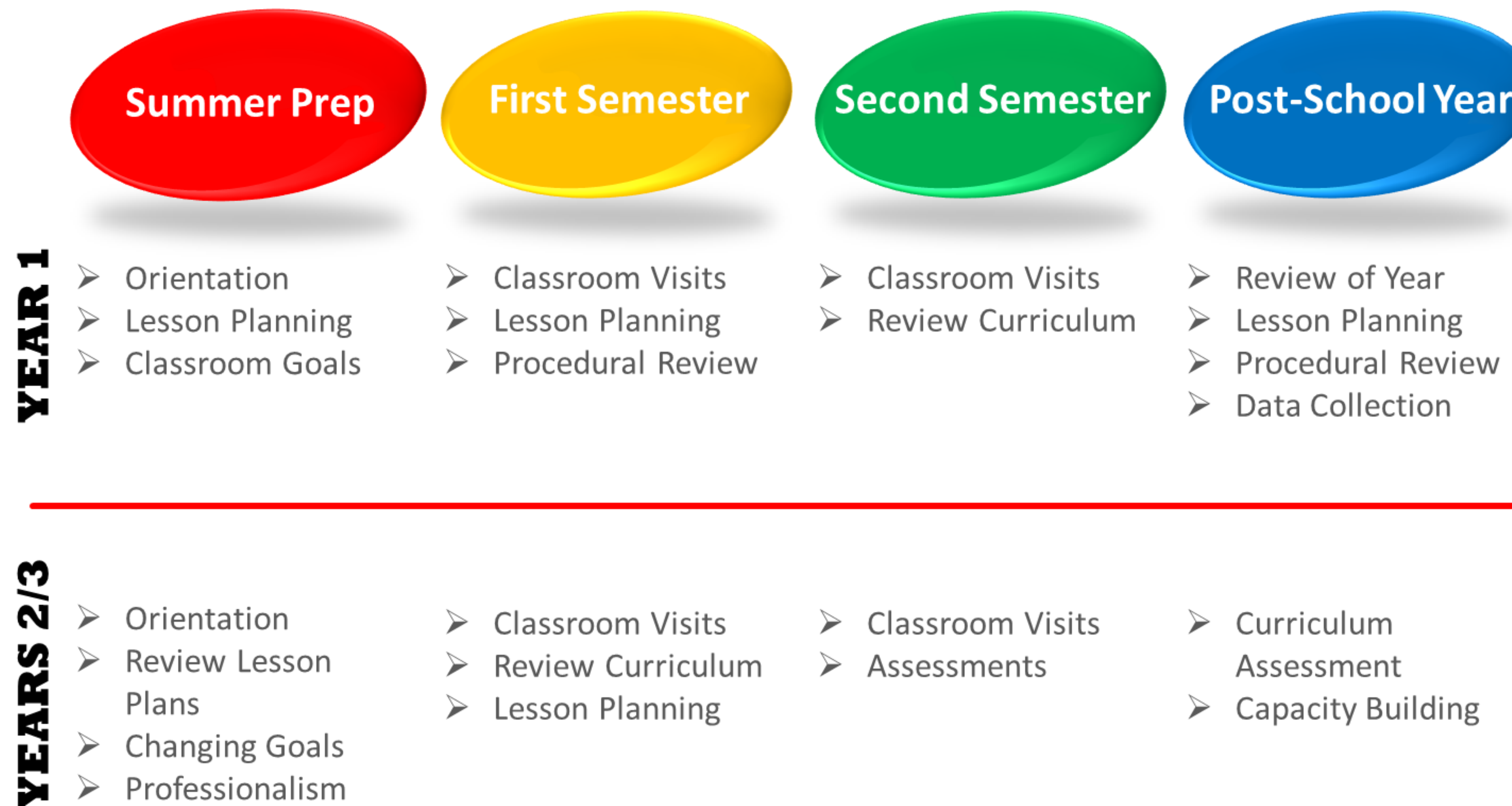
Specific to our schools, theology faculty members are mostly Catholic priests with degrees in areas other than education. The input of teachers with more training in education could be beneficial for skills like:

- Classroom management
- Lesson planning and assessment
- The use of school and community resources

RESOURCES

- Qualified veteran teachers (one per new teacher)
- Costs of orientation program
- Peer observation forms/materials
- Availability during planning periods

Mentoring Timeline



ACTION PLAN

Principal assigns mentor to each new teacher

- Considers schedule, personality, and strengths and weaknesses

The mentoring relationship will consist of:

- Summer orientation
- Classroom observations
 - Modeling by mentor
 - Observation of mentee with feedback
- One-on-one collaboration
 - Sharing of resources
 - Help in setting priorities and goals
 - Classroom management
- End-of-the-year assessments
 - Curriculum
 - Data collection

Frequency of Meetings

- Twice per month in August and September
- Once per month October through May
- Additional meetings as needed



LITERATURE REVIEW

Some research has shown that mentoring can help in the retention of new teachers (Waterman, S., & Ye, H., 2011). We assume in this project that teacher retention is positively correlated to increased instructional competency. In the two models studied by Hallam, Chou, Hite & Hite (2012), the average length of mentorship was 2.5 years. Hallam also found that proximity and personal relationship between mentor and mentee was necessary for success. "Mentors are most effective when they are also trusted friends" with "mutual awareness, openness, respect" (Ibid, p. 247). Mertz (2004) stated that it was important to clearly define the role of the mentor. The mentor and mentee must have similar expectations for the relationship to increase instructional competency. Richter, et al. (2013), found that quality is more important than frequency in a successful mentoring relationship.

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