

Administration on
Children, Youth, and
Families (ACYF)



Putting
the
PRO

in Protégé:

*A Guide to Mentoring in
Head Start and Early Head Start*

Putting the PRO in Protégé: A Guide to Mentoring in Head Start and Early Head Start was developed by the American Institutes for Research under contract to the Head Start Bureau, Administration for Children and Families, U.S. Department of Health and Human Services under Contract No. 105-94-2020, Delivery Order 105-98-2080.



DEPARTMENT OF HEALTH & HUMAN SERVICES

Administration for Children and Families
Administration on Children, Youth and Families
330 C Street, S.W.
Washington, D.C. 20447

March 16, 2001

Dear Colleagues:

Putting the PRO in Protégé: A Guide to Mentoring in Head Start and Early Head Start is designed to help grantee and delegate agencies design new mentoring programs or improve existing mentoring efforts. It describes basic principles, key components, and necessary supports to create and sustain effective mentoring. It also offers helpful examples from effective local initiatives throughout the country.

Putting the PRO in Protégé fits well with Head Start's overall goal of continuous program improvement. Mentors provide ongoing on-the-job support, guidance, and coaching to staff as they work to implement the Head Start Program Performance Standards and to serve an increasingly diverse set of young children and families. Mentoring strategies can complement and enhance other forms of staff development, including college classes, workshops, feedback, coaching from supervisors, and technology-based resources for training. Mentoring programs provide an additional level of responsibility, recognition, and career development for experienced staff.

Mentoring programs are a versatile strategy for local agencies as they implement recent efforts to enhance the quality and outcomes of Head Start child development and education services. Mentor teachers support colleagues who are completing college degrees in early childhood education - helping them meet the requirements for each course while balancing the demands of jobs, families, and college studies. Mentoring strategies help staff and parents improve their skills in observing and assessing child progress and accomplishments described in the Head Start Child Outcomes Framework. Mentoring helps staff understand and implement new research-informed ideas and practices, including those presented by the faculty at the *National Head Start Child Development Institute*.

You will find *Putting the PRO in Protégé* helpful in your efforts to enhance program quality and to develop more effective teams of staff and managers.

Sincerely,

Douglas Klafehn
Acting Associate Commissioner
Head Start Bureau

Table of Contents

	Page
Chapter I: Introduction	1
The Nature of Mentoring Relationships	2
Mentoring for Head Start and Early Head Start	3
Principles of a Quality Mentoring Program	4
Features of This Guide	6
Chapter II: Planning and Evaluating a Mentoring Program	7
Setting Goals	7
Mentoring Goals	9
Orientation	9
Improving and Building Skills	9
Retention	9
Accreditation	10
Developing an Implementation Plan	12
Evaluating the Process and Impact of Mentoring	12
Process Evaluation	13
Outcome Evaluation	14
Putting It All Together: Planning and Evaluation	17
Chapter III: Mentors and Protégés: Identification, Selection, and Matching	19
Mentors' Roles	19
Characteristics of a Good Mentor	20
Mentor Skills	21
Educational Background and Experience	21
Identifying and Selecting Mentors	23
Should Mentors Be Current Teachers?	24
Should Mentors Supervise Protégés?	24
Selection Processes	27
Identifying and Selecting Protégés	27
Potential Protégés	29
Protégé Selection	30
Determining Mentor/Protégé Ratios	31
Matching Mentors and Protégés	32
Determining the Length and Frequency of Mentoring Relationships	33
Frequency and Duration of Contact	34
Communication Between Mentors and Protégés	35
Duration of the Mentoring Relationship	36
Putting It All Together: Mentors and Protégés—Identification, Selection, and Matching	37

	Page
Chapter IV: Mentor Training and Follow-up Support	39
Orientation or Preservice Training Processes	39
Mentor Training Curricula	40
Ongoing Support for Mentors	42
Formal Support	42
Informal Support	43
Putting It All Together: Mentor Training and Follow-up Support	44
 Chapter V: Mentoring Content and Strategies	 47
Areas of Early Childhood Teacher Competency	47
Methods for Identifying Individual Teacher Goals and Mentoring Content	50
Agency’s Overall Program Goals	50
Assessment	50
Observations	51
Protégé Self-Assessment	52
Supervisory Recommendations	52
The Dynamic Process of Goal Setting	53
Mentoring Strategies	55
Observations and Conferences	56
Modeling Behavior	57
Videotaping	60
Participant/Observer	60
Journals	60
Developmental Portfolios	62
Resource Sharing	62
Other Mentoring Activities	62
Putting It All Together: Mentoring Content and Strategies	64
 Chapter VI: Agency Commitment and Support	 65
Integrating Mentoring Into Other Head Start and Early Head Start Systems	65
Committing Resources	67
Money	67
Staff	68
Time	71
Putting It All Together: Agency Commitment and Support	71

	Page
Appendices	
Appendix A: Head Start Act: Mentor Teachers	A-1
Appendix B: A Comprehensive Look at Mentoring in Selected Programs	B-1
Appendix C: An Overview of Key Mentoring Features in Selected Organizations	C-1
Appendix D: Take Stock! A Strategic Planning Tool	D-1
Appendix E: Budget Template for Mentoring	E-1
Appendix F: Mentor Training Curricula	F-1
Appendix G: Annotated Bibliography	G-1
Appendix H: References	H-1

Promoting continuous quality improvement and building local capacity are primary goals of Head Start and Early Head Start. Developing teacher and home visitor capacity is key to promoting high-quality educational services and to improving child outcomes. An excellent way to enhance teacher capacity and to promote developmentally appropriate practice is through mentoring. The individualized nature of mentoring makes it a particularly valuable approach for all teachers and home visitors, whether they are new to the profession or have years of experience. Mentoring provides a model of on-the-job training, guidance, and apprenticeship that is well suited to staff in Head Start and Early Head Start.

The purpose of this publication is to provide a hands-on mentoring guide for grantee and delegate agencies and their partners in early childhood education. It discusses the nature of the mentoring relationship and provides a rationale for why mentoring is appropriate for teachers, teaching teams, and home visitors in Head Start and Early Head Start programs. The guide is designed to help managers, supervisors, and mentors plan, implement, and evaluate mentoring. It can also help agencies make decisions about integrating mentoring with their organizational structures, resources, and needs.

In addition, the guide is useful for mentors. The section on mentoring content, for example, provides information on ways to identify the focus of the mentoring, while the section on mentoring strategies describes effective ways in which mentors can work with protégés (the most commonly used term for the person who is being mentored) to develop and enhance the protégés' skills. The guide also discusses the nature of the mentoring relationship to help mentors, as well as protégés, understand that relationships change over time as protégés become more skilled and self-confident. The guide draws on research in the field and on the experiences of Head Start agencies, Head Start Quality Improvement Centers, and other organizations that have implemented mentoring programs.

Although teachers and home visitors are the focus of this guide, we recognize that mentoring can be effective at other levels within

¹See Appendix A for the complete Head Start Act legislation on the definition and requirements of mentor teachers.

A mentor teacher is... an individual responsible for observing and assessing the classroom activities of a Head Start program and providing on-the-job guidance and training to the Head Start program staff and volunteers, in order to improve the qualifications and training of classroom staff, to maintain high-quality education services, and to promote career development in HeadStart programs.

Head Start Act¹

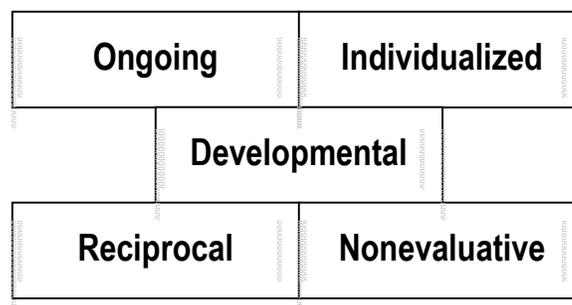
Remember: The word teacher as used in this guide includes individual teachers, teaching teams, family child care teachers, and home visitors.

Everyone knows what to call a mentor... but what do you call a person who has a mentor? Mentee, apprentice, mentoree, student, learner, or peer are some common terms. This guide uses protégé, which Webster's Dictionary defines as someone "**whose welfare, training or career is promoted by an influential person.**"

organizations. For example, organizations can apply the concepts to teacher aides, service area managers, or directors.

The Nature of Mentoring Relationships

Mentoring for Head Start and Early Head Start can be seen as a relationship between new or current teachers or home visitors and more experienced individuals that has the following characteristics:



- ◆ **Ongoing:** The mentoring relationship occurs over a period of time, and it changes as the protégé emerges as a more competent, self-confident, and self-reflective practitioner. The ongoing nature of the relationship reinforces good practices.
- ◆ **Individualized:** The content areas and strategies on which mentoring is based are tailored to the needs of the individual protégé and program.
- ◆ **Developmental:** Mentoring builds on the strengths of individual teachers and home visitors and enhances areas that need improvement. The focus of the mentoring evolves as new skills and knowledge are gained.
- ◆ **Reciprocal:** The mentor-protégé relationship is reciprocal, since mentors also learn as they gain insight from their protégés and reflect on their own and their protégé’s practices.
- ◆ **Nonevaluative:** Mentoring provides constructive feedback and support for learning and growth. Mentors assess and evaluate protégés, but the feedback is not used to influence employment decisions.

Mentoring can be traced back to Greek mythology and Homer’s tale of Odysseus. When Odysseus left home to participate in the Trojan War, he entrusted Mentor, his friend and advisor, to protect, advise, guide, and train his son Telemachus.

Mentoring for Head Start and Early Head Start

Mentoring is ideally suited to the Head Start philosophy and approach to staff development. Consider the following:

- ◆ **Mentoring fits in with Head Start Program Performance Standards that require grantee and delegate agencies to implement a formalized approach to staff training and development.** Mentoring offers an approach to teacher training within the context of the teaching environment and emphasizes excellence in daily practice. It increases the internal capacity of grantee and delegate agencies to meet the Program Performance Standards.
- ◆ **Mentoring supports Head Start’s concept of career ladders.** Mentoring is one way to recognize experienced staff for their expertise. Being a mentor teacher requires an additional set of responsibilities for staff who take on the role. Mentoring offers the possibility of new rewards, such as salary increases and promotions, additional training opportunities, the ability to attend conferences, and the opportunity to meet with other master teachers. Mentoring also helps protégés advance on the career ladder as their knowledge and skills are enhanced.
- ◆ **Mentoring reflects the principles of adult learning that guide Head Start training and staff development.** Training in Head Start builds on teachers’ experiences, provides opportunities for peer interaction and problem solving, is relevant to the work in which staff are engaged, and uses a variety of learning strategies. The mentoring process incorporates these principles of adult learning.
- ◆ **Mentoring is a strategy to ensure the implementation of curricula and best practices in teaching and home visiting.** It is a field-based approach to professional development that encourages staff to build their skills in these areas within a supportive environment. By enhancing staff skills, mentoring fosters positive child outcomes and school readiness.

The Advisory Committee on Quality and Expansion recommended that Head Start “develop a new initiative to encourage qualified mentor teachers to support classroom staff.”

Head Start teachers working directly with children should receive adequate levels of observation, feedback, and support to promote developmentally appropriate practice. A sufficient number of master teachers with B.A. degrees in early childhood education or equivalent and appropriate experience should be available to supervise and support classroom staff. In addition to providing more decentralized, qualified supervision to classroom staff, the master teacher position could serve as a career development opportunity for classroom teachers. A “mentor” position should also be developed for home visitors and family service workers.

Reflective practice, defined as the ability to think about one's daily life, is important because it provides an opportunity to—

- ◆ Discuss relevant issues in relation to past and present experiences
- ◆ Set goals and determine areas for improvement
- ◆ Change practices in a supportive and caring environment.

There is no “one size fits all” way to design a mentoring program.

- ◆ **Mentoring fits in well with Head Start’s philosophy of individualizing programs to meet the needs of children and their families.** Head Start promotes individuality and flexibility in many ways. For example, Head Start offers a variety of options for delivering services—center-based, home-based, and family child care—to meet the needs of a diverse population. Mentoring also is individualized to meet the needs of both the program and the protégé. There is no one mentoring model but rather many different approaches depending on the goals of the mentoring relationship, the resources available, the grantee and delegate agencies’ structure, and the like.
- ◆ **Mentoring encourages reflective practice for both mentors and protégés and supports effective practices for Head Start teachers.** Good teachers think about their own practices and use the experience to reshape their behaviors. Mentors ask questions that help protégés think about what is working or not working in the protégés’ learning environment. At the same time, mentors reflect on their own practices and how they can improve them.
- ◆ **Mentoring reflects the philosophy of partnership building that is characteristic of Head Start programs.** Head Start encourages building partnerships within and outside the program. Mentoring is about building relationships among individuals to foster learning while on the job. Mentors model best practices in their own classrooms or work alongside protégés in protégés’ classrooms, family child care homes, or on home visits, demonstrating how skills and practices may be applied.

For these reasons, mentoring is a good match for Head Start and Early Head Start programs.

Principles of a Quality Mentoring Program

Mentoring will not look the same in all grantee and delegate agencies because each organization tailors mentoring to its unique characteristics and needs. There are, however, some underlying

principles that provide the foundation for quality mentoring programs. Effective mentoring requires the following elements:

- ◆ **Collaborative planning and evaluation systems to foster continuous improvement.** Organizations gain buy-in for mentoring by bringing stakeholders into the planning, goal-setting, and evaluating processes. These processes are key to the cycle of continuous program improvement.
- ◆ **Careful selection of qualified mentors.** Capable mentors are key to successful mentoring. Education, experience, and performance are important considerations in choosing mentors.
- ◆ **Specific processes to match mentors and protégés.** Processes will vary. Selecting and matching mentors and protégés depend on the agency’s goals, organizational structure, resources, and protégé needs.
- ◆ **Mentor training and ongoing support.** Individuals who are excellent teachers may need assistance to work effectively with adults. Preservice or orientation training is important for mentors prior to assuming their new roles. Ongoing support for practicing mentors is also essential.
- ◆ **Mentoring content based on recognized early childhood teaching skills and knowledge.** Professional groups within the early childhood community have identified core knowledge and skills that can be the focus of mentoring.
- ◆ **Content and strategies individualized to the needs of protégés.** Once core skills have been identified, mentors use a variety of assessment strategies to tailor the specific content of the mentoring to the needs of individual protégés. The most effective mentoring strategies provide ongoing opportunities for mentor feedback and self-assessment and promote reflective practice among protégés.
- ◆ **Agency commitment and support to the mentoring process.** Agencies must demonstrate commitment to mentoring by committing resources—money, staff, and time—to develop and sustain mentoring.

These principles form the framework for discussing mentoring in this guide.

Features of This Guide

This guide has several features that contribute to its usefulness. First, the chapters are divided into distinct topic areas. Agencies may read the guide from start to finish or simply choose to explore those topics on which they seek further information or guidance.

Second, throughout the text are examples of how mentoring is being implemented in a variety of programs both in Head Start and in other agencies. Sometimes, information is presented in tables so that agencies can compare how different programs are implementing different aspects of mentoring. At other times, information about programs is presented in short vignettes. Appendix B contains an in-depth discussion of several mentoring programs, each with distinct features, to provide agencies with information on different ways to implement mentoring. Appendix C includes a chart that gives an overview of key mentoring features in a variety of agencies.

Third, the guide provides a strategic planning tool, *Take Stock*, to help agencies reflect on their programs and identify options they have in implementing mentoring. *Take Stock* is in Appendix D. Using this tool is meant to be a collaborative activity, so as agencies *Take Stock*, it is important for them to work with teachers, supervisors, parents, and other stakeholders. In addition, throughout the guide the following icon appears:



Take Stock!

This icon presents questions that ask readers to *Take Stock* of their programs and to think about various aspects of mentoring. An effective mentoring program requires careful thought and planning and will be enhanced by input from multiple perspectives.

Getting started: The *Take Stock* questions and considerations in Appendix D are helpful in stimulating thought on how to launch a mentoring program.

Chapter II ♦ *Planning and Evaluating a Mentoring Program*

Mentoring, like any new initiative, will not occur overnight. Planning is key to successfully launching a mentoring program. Planning and process evaluation together form a continuous improvement cycle that strengthens mentoring. Outcome evaluation is also an inherent part of the planning process, since outcome evaluations measure attainment of goals (see pp. 12–16 for a full definition and description of these types of evaluations). Including both kinds of evaluation in the planning process ensures that agencies will identify and collect relevant data from the outset.

The importance of the planning process is emphasized in the Head Start Program Performance Standards and Program Guidance. In elaborating on the standards, the Guidance [(45 CFR 1304.51(a)(1)(i)-(iii))] describes program planning as a “continuous cycle, involving key members of the Head Start community. Planning, therefore, is critical for setting clear program goals and for defining an organized approach to program services driven by the specific priorities of the community.”

The cycle of program planning, implementation, and evaluation is a dynamic process, during which ideas are shared and discussed. To ensure that the organization as a whole moves forward to reach the mentoring goals, agencies may want to form a mentoring advisory committee with representation from all key stakeholders or use an existing education advisory committee. This committee can meet regularly to guide the mentoring process.

This chapter focuses on the key elements of a planning and evaluation process:

- ◆ Setting goals
- ◆ Developing an implementation plan
- ◆ Evaluating how well the mentoring initiative is working and whether it is having an effect on program quality.

Setting Goals

Identifying long-term and short-term goals is an integral part of the planning process. The goal-setting process used for the

Regarding program planning, the Head Start Program Performance Standards say...

- (1) Grantee and delegate agencies must develop and implement a systematic, ongoing process of program planning...1304.51(a)(1)

Note: Planning for a mentoring program is part of the program-planning process.



Take Stock!

If a mentoring advisory committee is formed, who can serve on it to help our agency develop or strengthen our mentoring program? What contributions would they bring?



Take Stock!

Where can our agency get information to help us identify our goals for mentoring? How can these sources help us?

mentoring program will mirror the process used for overall program planning as described in the Head Start Program Performance Standards. The following chart describes how goal-setting principles could apply to mentor program planning.

Goal-Setting Principles	How this principle applies to a mentoring program
<p>Goals stem from a thorough assessment of the agency's program, including:</p> <ul style="list-style-type: none"> ◆ Community assessment ◆ Federal monitoring review ◆ Ongoing monitoring ◆ Self-assessment ◆ Assessment of protégés in the context of specific children and families ◆ Parent and partner agency feedback ◆ Staff evaluations. 	<p>Agencies look at how specific program needs may be met by the kind of professional development and quality improvement that mentoring has to offer. Setting meaningful goals requires a clear understanding of both organizational needs and the purpose of the mentoring initiative.</p>
<p>Goal setting is an ongoing, dynamic process.</p>	<p>Goals are based on needs, but goal setting is not a one-time event. As programs grow and develop, goals may change. Goals are revised on the basis of ongoing evaluation of the mentoring program.</p>
<p>Goal setting helps establish agreed-on priorities.</p>	<p>"Agreed on" priorities help ensure buy-in from all stakeholders. Stakeholders include the agency's management staff, Policy Council representatives, mentors, and protégés. Community representatives are included as appropriate.</p>

As noted, assessment is the first step in the goal-setting process. Allocate ample time for assessment, and gather information from multiple sources.

Mentoring Goals

The primary goal of Head Start mentoring is to improve outcomes for children by enhancing staff skills and program quality. Mentoring can improve program quality by—

- ◆ Helping new staff learn about program policies and procedures during orientation
- ◆ Improving and building the skills of current staff
- ◆ Increasing the retention of qualified staff
- ◆ Assisting programs seeking accreditation.

Orientation

One way to improve program quality is to provide teachers and home visitors from the outset with information they need to perform effectively. In addition to overall information about Head Start, new staff need to learn how the Head Start Program Performance Standards are implemented within a particular agency. Mentoring can be an effective strategy for improving the orientation of new teachers and home visitors.

Improving and Building Skills

The most common reason to start a mentoring program is to enhance staff skills and knowledge that will improve the quality of services for children. Professional development provided through mentoring can improve the quality of teaching and enhance child outcomes. Taking classes, attending workshops, or going to summer institutes often has little impact on teachers' and home visitors' practices because these types of training are not connected to the environment in which they work. They offer few opportunities to *learn by doing* or to *reflect on practice* with their colleagues. Because mentoring is rooted in experience, it can profoundly change what staff actually *do*.

Retention

Mentoring can influence teacher retention in several ways. First, as both new and more experienced teachers improve their skills



Take Stock!

From our assessment, what have we learned about our agency's goals for mentoring? How will we define our mentoring goals?

Mentors can be helpful during orientation because they are—

- ◆ Available on an ongoing basis to answer questions, help solve problems, and provide encouragement and support
- ◆ Nonjudgmental, because their role is to support teachers to do the best that they can do
- ◆ Models of best practices in early childhood education. How better to learn than by watching a master firsthand!



Take Stock!

How can mentoring enhance our program quality?

Staff who feel supported and rewarded by an agency are more likely to remain with the agency.

through mentoring, they are likely to feel more competent and more content as teachers. Both mentors and protégés reap rewards during the mentoring process. Some of these rewards may be tangible, such as salary increases or certificates of achievement. Teachers experience individualized, quality mentoring attention, and they derive intrinsic rewards from learning in a nonevaluative environment. Mentors derive satisfaction from nurturing a teacher's professional growth. The recognition of one's own potential to serve as a mentor also can have a positive impact on teacher retention.

Accreditation

Another quality improvement goal is to have Head Start centers become accredited by the National Association for the Education of Young Children and by other accrediting bodies, such as the National Family Child Care Accreditation Program. Mentoring can help teachers understand accreditation criteria and assess whether these criteria are being met in their center-based and family child care settings. Mentoring, especially from someone who is knowledgeable about and has undergone the accreditation process, can provide important support.

No matter what goals are set for the Head Start program's mentoring approach, it is important to make sure that the choices made serve the desired outcomes. For example, if mentoring is used to orient new teachers, the mentors need to be experienced, expert professionals who are available during the crucial first few days on the job. If the mentor's role is to work with experienced teachers, mentors must understand how to give feedback to teachers who may feel that they "know" all about best practices in early childhood education. The chart on page 11 highlights mentoring goals that some programs have set.

Using Mentoring to Support Program Quality

Program Goal	Description	Sample Programs That Have Addressed This Goal
<p>Orientation</p>	<p>Mentors are available to new teachers just starting out to provide advice, assistance, and support. Mentors serve as models of best practices and help new teachers learn how best to do their jobs.</p>	<p>At the Upper Des Moines Opportunity, Inc. Head Start in Iowa, mentors at the <i>same job level</i> pair with new teachers from their first day. The new person shadows the mentor for up to a week, and then the mentor becomes a resource for the new teacher.</p> <p>The PACE Head Start in Bedford, Massachusetts, offers a “Big Sister” mentoring program as part of its orientation and supervision of new teachers. During the new teacher’s 90-day probationary period, veteran lead teachers from other classrooms serve as mentors. The mentoring program assists management staff in making appropriate decisions about the evaluation and retention of new teachers.</p> <p>In the Lee County Pre-K Head Start program, the Florida-wide mentoring program for all new teachers is extended to the early childhood education environment. Mentors are trained in collegial coaching techniques. As mentors, they help develop new teachers’ professional skills in such areas as room arrangement, classroom discipline, and curriculum work. Mentors also shepherd new teachers through routine paperwork requirements and the like.</p>
<p>Quality Improvement</p>	<p>Mentors not only provide professional support but also spread the word about best and effective practices in early childhood education. Good mentors help teachers apply theory to practice. Mentoring for quality improvement means working with new and experienced teachers and individualizing the learning to meet their needs.</p>	<p>The Miami Valley Child Development Centers in Ohio use mentoring to improve teaching quality by setting up opportunities for peer-to-peer mentoring. Teachers in this Head Start program are represented on a <i>teacher steering committee</i>, which organizes workshops of interest to the staff. At these workshops, education staff have the opportunity to share ideas and learn from one another. Through this peer-mentoring process, teachers can troubleshoot, problem solve, and support each other in implementing their solutions. This contact improves their teaching, which means better outcomes for the children.</p> <p>The Northwest Arkansas Family Child Care Association launched a mentoring program to help family child care teachers become accredited. The Homes Uniquely Giving Support (H.U.G.S.) program provided accreditation training to all protégés and mentors on one Saturday morning each month over a six-month period. The program trainer and the project coordinator provided the training, and mentors served as facilitators for the protégés they mentored. The more experienced family child care teachers mentored the less experienced family child care teachers in areas identified as needing improvement for accreditation.</p>

Developing an Implementation Plan

Once the agency has defined its mentoring goals, it is time to write an implementation plan that describes the agency’s approach to mentoring. Effective implementation plans include strategies and timelines and identify the person(s) responsible for carrying out each step. The agency’s mentoring advisory committee can use this plan on a regular basis to make sure that implementation is on target—meeting projected timelines—and that personnel have completed their assigned roles and responsibilities. As the planning and evaluation cycle continues, this plan is continually monitored and updated to reflect any changes in implementation strategies, timelines, or responsibilities.

Head Start agencies are required to engage in a continuous improvement cycle through the ongoing monitoring and self-assessment systems they must establish in accordance with Section 45 CFR 1304.51(i)(1) of the Head Start Program Performance Standards.

In evaluating the mentoring program, consider collecting information from some or all of the following sources:

- ◆ Records (staff evaluation forms, program plans for child development services, weekly or monthly work plans, periodic assessments, etc.)
- ◆ Observational tools, such as the *Early Childhood Environment Rating Scale (ECERS-R; 1997)*, *Infant/Toddler Environment Rating Scale (ITERS)*, *The Classroom*, *Family Child Care* or

(continued on page 13)

Evaluating the Process and Impact of Mentoring

Evaluation is a crucial component of any mentoring program. A good evaluation lets an agency know that it is running the program effectively and that the program is doing what it was designed to do. Having data to show that mentoring works also puts an agency in a better position to seek and win external funding for this and other initiatives.

There are essentially two kinds of evaluations. One of these is called a *process* (or *formative*) evaluation. This kind of evaluation looks at how a program is being implemented. It provides information that is useful for improving the program. The other kind of evaluation is called an *outcome* (or *summative*) evaluation. This kind of evaluation looks at the impact the program is having.

Whatever the goals of the evaluation, the time to decide on how best to measure the success of a program is at the beginning. One simple strategy is to collect information from protégés, mentors, program administrators, and the mentoring advisory committee at the beginning, middle, and end of a program year strategy because—

- ◆ Information collected at the beginning of the year sets baselines to show where the programs started.
- ◆ Mid-year evaluations show whether the program is on the right track and allow any necessary adjustments to be made.

- ◆ End-of-year evaluations demonstrate whether the mentoring program has had any effect and can help in determining whether to continue the program, with or without additional adjustments.

Because the kinds of information that process and outcome evaluations collect are different, each evaluation is discussed separately below.

Process Evaluation

A process evaluation provides information that is useful in improving the program. It also can show how the supports that agencies have implemented for mentoring are being used. For example, a process evaluation might ask the following:

- ◆ Are mentors actually meeting with their protégés as planned?
- ◆ If not, what obstacles are keeping them from doing this?
- ◆ How can the obstacles be overcome?

Process evaluations can also answer questions such as these:

- ◆ Do the teachers need substitute coverage or release time?
- ◆ Are mentors obtaining the kind of follow-up support they need? If not, why not?
- ◆ Are attendees satisfied with the workshops related to mentoring that they are attending?

The way to uncover this kind of information is, quite simply, to *ask* the people involved. Information can be collected through informal discussions, written questionnaires, structured interviews, and focus groups. Using well-established questionnaires or observation tools is a good idea for at least two reasons: (1) it is easier—there is no use reinventing the wheel by making up a questionnaire—and (2) the quality of the questionnaire (its reliability and validity in technical terms) is usually already established.

Ideally, a neutral party should collect and confidentially summarize the evaluation information. In this way, people participating in

(continued from page 12)

Socialization Observation Instruments and the Home Visit Observation Instrument from the Head Start Program Instrument for Systems Monitoring, or PRISM

- ◆ Protégés, mentors, supervisors, and parents
- ◆ Mentor program coordinator, service area manager, Head Start Director, and Regional Head Start Quality Improvement Center
- ◆ The program's PRISM results and ongoing monitoring and self-assessment processes
- ◆ An outside consultant, if applicable.

Remember, multiple sources of information lead to a more accurate picture.



Take Stock!

How can our agency evaluate the mentoring process? Who should be involved?

An evaluation, even an informal one, is integral to an agency's continuous improvement process and can lead to important changes in programs.

As a result of its first-year evaluation, the **Community Action Program of Evansville (CAPE) Head Start** in Indiana found that some parts of the program weren't working. The program

(continued on page 14)

(continued from page 13)

then made the following changes:

- ◆ Changing from no extra pay for mentors (only a trip to the National Head Start Association conference) to a yearly stipend
- ◆ Making *Mentor Teacher* a step on its five-step career ladder for teachers
- ◆ Changing from having the mentor and protégé in different classrooms and at different sites to placing them in the same classroom
- ◆ Adding extra training for mentors and even sending them to out-of-town workshops.

The **Associated Day Care program** in Massachusetts conducted an evaluation with program directors, mentors, and protégés. As a result of the evaluation, the program hired substitutes to release mentors for two full days of mentoring each month.

Consider the following outcomes:

Program outcomes

- ◆ Improved organizational communication
- ◆ Increased organizational commitment to teachers
- ◆ Improved morale
- ◆ Cost-effective professional development
- ◆ Staff retention

(continued on page 15)

the program can be honest and not worry about hurting anyone's feelings or reputation.

Agencies can use the instruments that Federal monitoring review teams use as models of how to conduct a process evaluation of the mentoring initiative. The Federal monitoring review process stresses multiple modes of inquiry as suggested above. The process gathers information through group and individual interviews, observation, and document reviews. Two Core Questions in the Federal monitoring review instrument are devoted to evaluation. One looks at ongoing monitoring and the other deals with self-assessment. The two Core Questions focus on measuring progress and effectiveness in meeting goals and objectives, as well as on collaborative participation in the evaluation process.

Outcome Evaluation

An outcome evaluation focuses on whether the program is achieving its goals. To start, look at the issues and needs identified at the outset of the planning process. What are the goals of the program? If the mentoring initiative was designed to retain skilled, effective teachers, for example, the outcome evaluation looks at whether being a mentor (or a protégé) improves job satisfaction and retention.

One principle to keep in mind in designing an outcome evaluation is that no one piece of information can prove that mentoring has made a difference. Protégés alone, for example, can't tell the whole story. Nor can mentors alone. To get the overall picture, it is necessary to look at mentors, protégés, and other teachers; program administrators; and children and perhaps families.

Because people's responses are affected in different ways by *the way* a question is asked, a well-conceived evaluation not only asks multiple people to tell their stories, but also collects information from many different sources, using a variety of collection methods. For example, although a questionnaire might contain appropriate questions, people might be rushed when filling it out and might not take the time to write all they know. An interview can be a way to let people provide information about mentoring outcomes in a relaxed, open way.

The kinds of questions asked in an outcome evaluation depend on the goals of the mentoring program. Questions may include the following:

- ◆ Are teachers interacting more sensitively with children?
- ◆ Are teachers more confident in their professional roles?
- ◆ Are teachers using space appropriately?
- ◆ Are children showing progress on their ongoing assessments?
- ◆ Are children acquiring the social and emotional skills that they will need for school success?

Another effective way to assess mentoring outcomes is through observation. Observing teachers provides different information than does asking teachers about what they are doing. A number of agencies use the *Early Childhood Environment Rating Scale-Revised*, the *Infant/Toddler Environment Rating Scale*, the *Early Childhood Observation Instrument*, or the *Assessment Profile for Early Childhood Programs* to assess pre- and post-mentoring practices.

Observations should occur at the beginning of the year to obtain baseline data. Then midcourse and final observations can be compared with the initial observation to see what has changed. Observers need to be trained before using any of these observation instruments. Information collected through observations during the program's annual self-assessment process is also useful.

The ongoing assessment of children's skill development also provides valuable data on mentoring outcomes. For example, such assessments provide valuable information about children's progress in a variety of developmental areas. Parents also are good sources of information about their children's attitudes toward Head Start and Early Head Start and about what their children are accomplishing in the program. Parents may also be able to provide information on changes they have noticed in their child's classroom as a result of mentoring.

When possible, a *comparison group* can be a powerful evaluation tool. Comparison groups show whether any improvements achieved

(continued from page 14)

Mentor outcomes

- ◆ Professional advancement
- ◆ Revitalized interest and commitment to work
- ◆ Personal fulfillment

Protégé outcomes

- ◆ A feeling of being supported and acknowledged at work
- ◆ More effective interactions with children
- ◆ Engages in reading activities to develop early literacy

Child outcomes

- ◆ Better verbal skills
- ◆ More cooperative behavior
- ◆ Fewer problem behaviors
- ◆ Broader vocabulary
- ◆ Improved literacy or pre-literacy skills
- ◆ Improved numeracy or other mathematical skills

Observation gives you a richly detailed picture of—

- ◆ How teachers are implementing a given curriculum
- ◆ How they manage children's behavior
- ◆ How they accomplish transitions
- ◆ How they make decisions.



Take Stock!

How can our agency determine whether we have met our goals for mentoring?

Doing a formal evaluation is not easy. It takes time, energy, and creativity. The results pay off, though, when an agency not only can say that it has done something well but can prove it.

One part of doing an evaluation really well is finding something to compare findings against. Some ideas include the following:

- ◆ **Network!** Find a Head Start administrator or manager who isn't doing a mentoring program and who might let a staff member drop by to observe teachers who are not mentoring or being mentored.
- ◆ **Ask!** Because Head Start is a National Laboratory for early childhood education and development, in many places, people are collecting information about comparable programs.
- ◆ **Search!** Graduate students are often looking for research projects. Head Start programs can provide a research laboratory for these students.
- ◆ **Wait!** If outside information isn't available, use before-and-after data to make internal comparisons. Take measurements weekly or monthly for a while, then start the mentoring program. Compare "after" data with the "baseline" measurements.

are in fact due to the mentoring program and not to something else, like time, attention, or natural development. Here are two examples of how some programs have used comparison groups:

Program	How they used comparison groups
California Early Childhood Mentor Teacher Program	Evaluators compared their protégés with two different comparison groups: community-based child care teachers and student teachers in a college lab school practicum. Because they included these groups, the evaluators were able to show that mentors' classrooms were indeed of higher quality than were those in the general community and that protégés were more effective teachers than the community comparisons.
Montana Beginning Teacher Support Program	This mentoring program for new teachers in public schools included a comparison group of 21 unmentored teachers who were otherwise similar to the protégés. Program administrators were able to show better retention among protégés than among members of the comparison group (91% of protégés stayed with their teaching careers, compared with 73% of the comparison group members).

There is no question that evaluation is seen by some as an "added burden" or as "gravy" for any program initiative. However, evaluation establishes accountability. Accountability doesn't have to mean that the system is punitive. It means that the agency—

- ◆ Is responsible for what it delivers
- ◆ Wants to correct problems early
- ◆ Is interested in continuous quality improvement
- ◆ Is ready to stand by what it does.

Evaluation is an effective way of supporting accountability.

Putting It All Together: Planning and Evaluation

Quality mentoring is a result of thoughtful planning and continuous improvement. Planning ensures that the program starts off on the right foot. Evaluation is the way to “learn by doing,” to measure progress against goals, and to determine whether the program is effective. Evaluation feeds back into the planning cycle. Evaluation results serve as the basis for changes that make the program more effective. Involving staff, mentors, protégés, Policy Council members, parents, and outside consultants, as appropriate, ensures that the “best thinking” has gone into the design, implementation, and evaluation of the program and that all relevant stakeholders buy into the program.

Chapter III ♦ *Mentors and Protégés: Identification, Selection, and Matching*

Agencies determine the structure of their mentoring programs on the basis of the goals of their program, the program setting, their own organizational structure and resources, and the needs of their staff. The system for identifying, selecting, and matching mentors and protégés can be nested within the agency's overall human resources management system. Each structure has advantages and disadvantages, depending on its "fit" with the organization. Some of the most important questions to consider are included in the sidebar on this page.

This chapter looks at the factors that agencies need to consider in putting together a mentoring program:

- ◆ Understanding the roles that mentors play and the characteristics of effective mentors
- ◆ Identifying and selecting mentors
- ◆ Identifying and selecting protégés
- ◆ Determining mentor/protégé ratios
- ◆ Matching mentors and protégés
- ◆ Determining the length and the frequency of mentoring interactions and the duration of the mentor-protégé relationship

Mentors' Roles

Mentoring is a complex process, and mentors play a variety of roles at different times. Thinking about the many roles that mentors play is the first step in defining mentor competencies. The chart on

Individualizing mentoring to meet agency needs requires thinking about the issues:

- ◆ How to select mentors
- ◆ How to select protégés
- ◆ How to match mentors and protégés
- ◆ What ratios are best
- ◆ How mentors and protégés will work together
 - How often
 - How long
 - Where
- ◆ What other responsibilities mentors will have
- ◆ Whether mentors will be current center-based or family child care teachers

Mentor Qualifications:

- ◆ Strong educational background
- ◆ Knowledge of mentoring content areas
- ◆ Skills and experience in working with adult learners
- ◆ Related professional experience
- ◆ A commitment to a code of conduct in which all interactions with the protégé are conducted in a professional manner and all information about the protégé is handled confidentially

Mentors' Roles	
Advisors	Mentors advise protégés as they learn new skills or new roles.
Confidantes	Mentors provide personal and emotional support to protégés, making sure that confidentiality is a given within the relationship.
Facilitators	Mentors help protégés solve problems by helping them see alternative solutions. Asking open-ended questions, brainstorming, and journal writing are techniques that mentors can use as they encourage self-reflection in their protégés.
Connectors	Mentors open doors. They introduce protégés to people they need to know—either other people within the organization or important outside contacts. Mentors also connect protégés to such resources as books, journals, articles, or workshops. One important role that Head Start mentors can play is to help connect their protégés to institutions of higher learning where they can earn A.A. or B.A. degrees.
Change agents	Mentoring is all about change. Mentors are change agents in two ways: they promote both individual growth and organizational change.
Learners	Mentors are leaders in a community of learners. Mentors act as role models through their own openness to learning new things, with and from their protégés. Together, they engage in a process of problem solving and self-reflection, demonstrating that learning is a lifelong process.

page 20 shows some examples of the roles that mentors play.

Characteristics of a Good Mentor

Having competent mentors, with strong content knowledge, excellent interpersonal skills, and the ability to handle issues raised in a changing relationship, is crucial to the success of a mentoring program. Individuals who are excellent teachers, center directors, home visitors, or family child care teachers aren't necessarily good mentors. Good mentors have mastered the art, skills, and techniques of working effectively with adults. They are able to use their knowledge and expertise to create a learning environment for their protégés.

Mentor Skills

A mentoring program is built on the shoulders of competent mentors, capable of forming strong, supportive relationships with protégés. Head Start mentors, therefore, need to be skilled in working with both children and adults. As mentors, they use their skills with children to model best practices in the center-based and family child care setting. They put their understanding of adult learners into practice as they help their protégés become masters of these best practices in their own right. The chart on page 22 defines the skills and knowledge areas needed by competent mentors.

Educational Background and Experience

Qualified mentors need a strong educational background and relevant experience with children and adults. Their education grounds them in a theoretical understanding of child development, early childhood education, family support, and so forth, that they can pass on to their protégés. Their experience with young children enables them to help protégés translate theory into practice. Expertise in adult learning helps them learn how to do both.

In defining mentor qualifications, keep in mind the qualifications for content area experts and for education and child development services staff that are spelled out in the Head Start Program Performance Standards (45 CFR 1304.52(d) and 1304.52 (d)(1)). Mentor qualifications include education and experience in child development, support for adult learners, and supervision. In addition, mentors require experience with the appropriate age group (infant and toddler, preschool, or mixed age groups) for which they are mentoring. Because mentors have had the experience of being teachers, they are in a good position to empathize with the needs and challenges of the teachers they are mentoring.

On page 23, the Stanislaus County Office of Education Teaching Center in California (formerly Stanislaus County Migrant Head Start) provides an example of how mentor qualifications are defined.



Take Stock!

What competencies and backgrounds will mentors in our agency have?

In regard to qualifications of content area experts, the Program Performance Standards say...

Education and child development services must be supported by staff or consultants with training and experience in areas that include the theories and principles of child growth and development, early childhood education, and family support. In addition, staff or consultants must meet the qualifications for classroom teachers as specified in section 648A of the Head Start Act and any subsequent amendments regarding the qualifications of teachers.

(45 CFR 1304.52 (d)(1))

Skill/Knowledge Areas	Mentors...
Interpersonal	<ul style="list-style-type: none"> ◆ Are amiable, patient, compassionate, empathic, and honest ◆ Are self-confident ◆ Are open and friendly.
Communication	<ul style="list-style-type: none"> ◆ Can pick up on and understand protégés' verbal and nonverbal cues ◆ Recognize and understand different communication styles ◆ Are skilled in conflict resolution.
Listening	<ul style="list-style-type: none"> ◆ Are active listeners ◆ Listen for what is not said, as well as for what is said.
Content Area	<ul style="list-style-type: none"> ◆ Are experts in the areas in which their protégés require assistance ◆ Have a broad knowledge base in their field ◆ Keep up with current trends and the latest research.
Awareness of Diversity	<ul style="list-style-type: none"> ◆ Are sensitive to protégés' individual learning styles ◆ Are comfortable with people of diverse backgrounds ◆ Can accept different points of view.
Reflective Supervision Skills	<ul style="list-style-type: none"> ◆ Engage in self-reflection ◆ Have strong skills in observing and giving feedback ◆ Build on past experience to advise and assist protégés with their current dilemmas.

Stanislaus County Office of Education Teaching Center (CA)	
Personal Requirements	<ul style="list-style-type: none"> ◆ Be 18 years old or older. ◆ Be proficient in English. Bilingual skills are highly desirable. ◆ Demonstrate exceptional teaching and care giving and communication skills.
Experience Requirements	<ul style="list-style-type: none"> ◆ Have worked in a migrant Head Start Program for at least three (3) years. ◆ Have worked in the position in which they will mentor for at least three (3) years.
Education Requirements	<ul style="list-style-type: none"> ◆ Hold an A.A. degree or higher in the field of child development. ◆ Have a California Child Development Permit. ◆ Have completed college courses in specific areas of the desired mentor position.

Each agency needs to think about the roles that mentors will play in the mentoring relationship and the qualities and skills that mentors need to carry out these roles effectively.

Identifying and Selecting Mentors

Organizations vary in how they identify and select mentors and protégés. Depending on size, geographic location, and so forth, some agencies may be able to identify mentors internally, whereas others have to look outside their agencies. In some cases, mentoring may already be occurring informally within an agency, and these “natural mentors” may form the beginning of a mentoring pool. Agencies also can tap the expertise of experienced teachers who are ready for a new challenge.

Two questions need to be resolved by agencies in selecting mentors. The first is whether mentors should be current center-based or family child care teachers. The second is whether mentors should also supervise their protégés. These questions are discussed next.



Take Stock!

What are some issues our agency may face in identifying and selecting mentors?

Should Mentors Be Current Teachers?

In designing a mentoring program, it is important to decide whether mentors should be current center-based or family child care teachers. On the one hand, mentors who continue to teach have opportunities to model best practices and may have greater credibility. On the other hand, mentoring may be more efficient and able to reach more people with dedicated, full-time mentors. The following charts provide some things to think about in making this decision.

Mentors as Teachers
<ul style="list-style-type: none"> ◆ Mentors who are active teachers are able to model best practices in teacher-child interaction, curriculum choice and use, classroom design, and other aspects of teaching. ◆ Mentors who are full-time teachers may be more credible to protégés. They remain in touch with issues with which protégés may be struggling. ◆ Mentors who remain as teachers in center-based or family child care settings increase teaching capacity—more children are taught by the agency’s best teachers.

Mentors as Mentors Only
<ul style="list-style-type: none"> ◆ Mentors have more time to spend with protégés. They can focus their energy on their protégés, rather than split their resources between protégés and children. ◆ Mentors who are full-time increase mentoring capacity; more protégés are mentored. ◆ Mentors have time to perform other activities to enhance their mentoring, such as looking for resources, reviewing new videos, and planning mentoring sessions.

As with any issue, input from supervisors, teachers, mentors, and protégés themselves is especially valuable in making this decision.

Should Mentors Supervise Protégés?

Mentoring and supervision have different functions. Supervisors have the power to hire, evaluate, and fire staff. Mentors, in contrast, do not have authority over staff. Rather, they seek to promote staff

development through coaching. The box below highlights some of the differences between mentors and supervisors.

Supervisors...	Mentors...
Rate employees' behavior and evaluate overall job performance.	Are confidantes who work with protégés, improving their job performance through the development of a close, intimate relationship.
Observe employees in relation to a set standard.	Observe protégés on a more personal and individual level that takes into account the protégé's stage of professional development.
May be too removed from the center-based or family child care setting and have more difficulty relating to protégés' concerns.	Can relate to protégés' concerns because they have probably had to deal with the same or similar situations.

The mentoring relationship is most valuable when it is nonevaluative and confidential. Protégés must feel comfortable sharing their strengths and weaknesses with their mentor, without fear of being judged. They must feel safe enough to take risks, to admit mistakes, and to ask simple questions. Some feel strongly that this relationship cannot be developed with a mentor who also has authority over the protégé. Others believe that supervisors who use “reflective supervision” techniques make excellent mentors.

If mentors and supervisors are different people, both must understand the roles, responsibilities, and boundaries of their positions. At the same time, they need to work in tandem with each other, complementing each other's roles. For example, it is important for supervisors to “check in” with the mentor to recommend mentoring strategies or to stay aware of the protégé's progress in reaching mentoring goals. Also important, if mentors and supervisors are different people, is avoiding the “good guy/bad guy” trap, with mentors being seen as supportive and nurturing, whereas supervisors, who bear the responsibility for performance appraisals, promotion, hiring, and firing, are cast in a negative light.

Reflective supervision is a term borrowed from the medical, mental health, and social work fields. In these fields, supervisors meet regularly with staff to help them reflect on their work experiences and their reactions to these experiences.

The approach is one of respectful collaboration, dealing openly and honestly with issues that arise in the course of dealing with complex work situations.

Promoting reflective practice is the heart of mentoring—whether done by a mentor-supervisor or a mentor-mentor!

Supervisors must respect the confidential nature of the mentor-protégé relationship, but feel comfortable knowing that they will be made aware of any issues that put children and families at risk. Mentors may sometimes be asked to intervene when protégés are having difficulties with a supervisor. In these cases, mentors can help protégés learn to use appropriate communication channels or can help them practice conflict resolution skills. However, it is important that mentors not take sides with protégés against their supervisor. Understanding the similarities and differences between mentoring and supervision and the interplay between the two helps agencies decide which model works best for their structure.

Each agency needs to resolve the issues related to mentoring and supervision on the basis of its supervisory structure, potential mentors, and target protégés. Some programs—depending, for example, on size and location—may not have the luxury of separating mentoring and supervisory roles, even if they wanted to. Regardless of how agencies resolve issues related to mentoring and supervision, it is important that mentor-supervisor dialogue be done openly and with sensitivity. Below are examples of how some Head Start programs have resolved the issue.

Program	Are Mentors Also Supervisors?
Bi-County Community Action Program Head Start Program (MN)	Yes. Three classrooms at this program's Bemidji site are involved in a mentoring program in which the classroom coordinator supervises and mentors three classroom teams.
Miami Valley Child Development Centers Head Start Program (OH)	Yes and No. Some mentors have supervisory responsibilities, while others don't. The staff development coordinator and the four staff members she supervises in the human resources department serve as mentors. In addition, management staff (program developers for Early Childhood Development, Family and Community Partnerships, and Health/Disabilities) often take on a mentoring role.
Stanislaus County Office of Education Teaching Center (CA)	No. This program uses a teaching center model. Protégés travel to the mentoring site from around the country, almost always without their supervisors. Mentors participate in the initial assessment of each protégé and document ongoing progress, but they do not evaluate protégés in a supervisory sense.

Selection Processes

Some organizations have a structured or formal process for selecting mentors. Others, especially those that choose mentors from within the organization, have a less formal process, one that is based on recommendations by supervisors or colleagues who know the potential mentors well.

The selection process that many organizations use includes the following elements:

- ◆ A formal application, which may include a statement from applicants explaining why they want to be a mentor and describing the skills they believe they would bring to the role
- ◆ Recommendations by people who know the applicant's work well, such as supervisors, colleagues, parents, the program director, and so forth
- ◆ A formal observation of the applicant's classroom, often using a standardized observation tool such as the *Early Childhood Environment Rating Scale*
- ◆ A selection committee that reviews the application and chooses the mentors.

The chart on the following page shows the mentor selection processes at five organizations.

Identifying and Selecting Protégés

Although new teachers are an obvious focus for mentoring, an agency can benefit from considering experienced teachers as potential protégés as well. In addition, Head Start programs have many teachers who are transitioning to new roles in the agency. For example, teachers may move from infant/toddler classrooms to preschool classrooms or vice versa. These teachers, too, are a natural fit for mentoring.



Take Stock!

How will our agency identify and select mentors?



Take Stock!

How will our agency identify and select protégés?

Mentor Selection Processes

Agency	Application Process	Other Requirements	Final Selection
New Horizons Training Center, Macon Program for Progress (NC)	There is no formal application process.	Mentors come from within the program. Committee members are familiar with potential mentors' strengths and weaknesses. The ability to communicate and interact with children and adults is the primary criterion.	A committee composed of the program's educational coordinator, program directors, and trainers identifies and selects potential candidates.
CAPE Head Start (IN)	Formal application includes a letter of interest describing the strengths the candidate would bring to the mentoring program; references from a parent and a director; and an essay on why the candidate wants to be a mentor.	Candidates complete the NAEYC Early Childhood Observation themselves and are also rated by outside observers. Candidates and observers meet to resolve discrepancies.	
California Early Childhood Mentoring Program		Candidates must complete a college course, "The Mentor Teacher," before applying. Candidates undergo a site review, including observation using the <i>Early Childhood Environment Rating Scale</i> .	A selection committee reviews candidates' applications and credentials. Mentors are certified for three years.
Stanislaus County Office of Education Teaching Center (CA)	Formal application includes educational background, employment history, and brief statements of career goals and interests.	A test of English proficiency and basic skills is required.	A committee of parents, staff from the Stanislaus County Child and Infant Care Associates, and staff from the Stanislaus County Office of Education selects mentors.
Greater Boston Early Childhood Mentoring Program (MA)	Application includes information on professional background and years of experience; references; and a narrative explaining why candidates want to be mentors, what strengths they bring to the project, and responses to other interview questions.	Candidates are observed, using the <i>Early Childhood Environment Rating Scale</i> .	Selection is based on a point system with particular weight given to candidates' observed behaviors in interacting with children and their classroom practices.

Potential Protégés

New Staff

New teachers are in the midst of what has been called the “survival stage” of teacher development. They are navigating through the many difficulties of being beginning teachers—handling challenging child behaviors, conducting parent conferences, planning curriculum and activities, and dealing with other complex issues. A mentor can provide a life raft for these new teachers during the crucial first year of teaching.

Experienced Staff

An experienced teacher may volunteer to be a protégé, or a supervisor may ask the teacher to try it out. Experienced teachers who self-select may have passed through the “survival stage” of teacher development and entered what Lilian Katz calls the “consolidation stage.” During this stage, teachers begin to identify problems that they would like to solve. Having a mentor may be particularly helpful for teachers in this stage of growth, because mentors can guide them through problem solving, explore resource materials, and help them build reflective practice.

Other experienced teachers who volunteer to be protégés may be in the “renewal stage,” which usually begins during the third or fourth year of teaching. In this stage of development, teachers are likely to be able to identify issues they want to work on. They are likely to approach the mentor, rather than have the mentor take the initiative in the relationship. They are looking for new ideas they might gain from visiting other classrooms or family child care homes, watching videos, being videotaped, or reading articles and books. Teachers at this stage are interested in learning from each other, so collegial mentoring works well.

Not all experienced teachers who might benefit from being mentored will volunteer to be a protégé. Some agencies, therefore, may want to include mentoring on the menu of options for teachers whose performance reviews have revealed some areas that could use professional growth and improvement. In addition, some experienced teachers may feel bored with their jobs and will benefit from some new ways of thinking about what they do. Others may

Teachers, like children, pass through recognized stages of professional development.

And, like children, teachers vary in how long they take to move through each phase. The developmental tasks and training and the mentoring needs of teachers are different in each stage. The stages are as follows:

- ◆ Survival
- ◆ Consolidation
- ◆ Renewal
- ◆ Maturity.

Lilian Katz's Stages of Teacher Development (1972)

The Washington, DC, Public Schools' Head Start Program has four mentors who work with both beginning and experienced staff, gearing their mentoring to each level. Teachers are divided into three levels:

- ◆ Beginning teachers receive more intensive, mentor-initiated mentoring. Mentors really roll up their sleeves and work with these new protégés in their classrooms.
- ◆ More experienced teachers also have mentors. These experienced teachers take the initiative in their mentoring relationships, seeking out their mentor's assistance in solving problems.
- ◆ Mentors serve as a resource for senior teachers who need new ideas and could benefit from "a shot in the arm."

In addition to offering full-time mentors, the program encourages collegial mentoring whereby teachers share their special areas of expertise with their peers.

have learned some bad habits and may require some supervised practice to get back on track. Experienced teachers who have not volunteered to be protégés may resent being mentored, and this attitude may present some challenges for the mentoring relationship. The mentor may need to work hard to build trust and confidence.

Transitioning Staff

Another category of teaching staff who are potential protégés are those making professional transitions. Teachers in a preschool program may decide to move to an infant/toddler program or vice versa. Head Start agencies support career development, so experienced staff may find themselves accepting the challenge of a new position in Head Start—one with greater responsibilities. Assistant teachers may become teachers, for example, or teachers may become home visitors or education managers. These "transitioning" teachers also will profit from mentoring support in their new position.

Protégé Selection

Although agencies may wish that they could provide a mentor for every teacher who wants one, resources and logistical considerations often put a cap on the number of protégés an agency can realistically support. In such cases, agencies need to develop criteria to narrow the pool of potential protégés and to design a process for selecting protégés that is similar to the process for selecting mentors. Protégés may have to complete an application, meet certain qualifications, be observed using an objective observation tool, or be willing to take a college course. Supervisor recommendations may be a factor. Whether an agency needs a formal process depends on its potential protégés and whether it has a sufficient supply of qualified, trained mentors to meet the needs of protégés.

How agencies identify protégés varies. The chart on the next page shows how protégés are identified at two Head Start programs.

Program	Identification of Protégés
Upper East Tennessee Head Start Program	The Upper East Tennessee Head Start operates a “Teacher Training” program as a vehicle for recruiting parent volunteers into teaching positions. Parents are selected to participate in the program on the basis of teacher recommendations, submission of an application, and interviews with the Head Start management team.
Stanislaus County Office of Education Teaching Center (CA)	Teachers working in Migrant Head Start programs across the county are invited to apply. The Teaching Center offers scholarships to provide teachers from smaller grantees the opportunity to attend quality training.

Determining Mentor/Protégé Ratios

Just as teacher/child ratios and class size are important considerations for quality programs for children in Head Start, mentor/protégé ratios are important considerations in developing a mentoring program. A ratio of one mentor to one protégé is the most commonly used ratio for part-time mentors, especially those who are full-time teachers as well as mentors.

Some programs create a position for full-time mentors who work with more than one protégé. These mentors may work with protégés individually or as a group. Sometimes the group consists of a classroom team that has as a mentoring goal an increase in the group’s effectiveness in working as a team.

One advantage to having mentors work with protégés as a group is that protégés learn from one another as well as from their mentor. Groups can be designed to bring together people in similar roles with similar cultural experiences and levels of experience or, in contrast, to be as diverse as possible so that they include viewpoints from different ages and genders and from different levels of the organization.



Take Stock!

What mentor/protégé ratios will our agency use?

One useful idea for matching mentors and protégés is to ask protégés what their ideal mentor would be like. A young protégé might enjoy working with an older mentor, thinking to benefit from the wisdom gained from years of experience. Some young protégés, however, might feel that an older mentor might not remember the struggles of being a beginning teacher. Since everyone brings different beliefs and values to a mentoring situation, a good way to find out is to ask!

“We like to match our family child care teachers with mentors who have the same kind of home. We try not to match teachers who have a ‘homey home’ with teachers whose home is set up more like a classroom.”

N.W. Arkansas FCC Association Mentoring Program (H.U.G.S.)

One way to cope with mentoring relationships that don’t work out is by designing a “no-fault divorce” that allows mentors and protégés to end a mentoring relationship in a graceful way.

Matching Mentors and Protégés

Both tangible and intangible factors make the mentor-protégé match successful. Some of these factors are obvious. Age group and the setting in which the mentor and protégé work are two defining factors. Infant and toddler teachers need mentors who have experience with infants and toddlers rather than with preschoolers. The content area in which protégés need mentoring is an important factor in matching mentors and protégés. In some cases, protégés may need mentors with expertise in a specific area. Finding the right match is crucial because mentors serve as models for their protégés.

Location also can be an important factor in matching mentors and protégés, especially if they need to find time to meet together for joint observations, planning, feedback conferences, and so forth, although the creative use of modern technology can overcome geographic barriers. Other factors sometimes considered in making the match include protégé goals, and mentor and protégé age, gender, race, culture, and teaching style.

As in all relationships, the subtle, intangible factors that make a mentor-protégé relationship successful are more difficult to define. Personality, that indefinable gray area, definitely has an impact, but it often is unpredictable. Sometimes mentors and protégés click; sometimes they do not. Some relationships that seem tenuous at the beginning develop well as time goes on, whereas others that seem bound for success veer off course.

Some programs have a formal process for matching mentors and protégés, whereas in other programs, the matching is more informal. The chart on the next page gives two examples of mentor-protégé matching.

Sample Matching Processes	
Maryland Committee for Children	Following their selection, mentors and protégés complete a strengths and weaknesses questionnaire regarding the “core knowledge” areas of training to be covered in the program. They are matched on complementary strengths and weaknesses.
Lee County Pre-K Head Start Program’s APPLES mentoring program (FL)	The program coordinator matches mentors and protégés on the basis of personality, age of children in the class, and specific needs of protégés. Mentors may be at the same site as or at a different location from their protégés.

Even if mentors and protégés are matched informally, the process needs to be spelled out:

- ◆ Will there be a “meet and greet event” so that potential mentors and protégés can get to know one another?
- ◆ Will the agency provide names and profiles of mentors’ skills, areas of expertise, interests, and experience to protégés to help them make appropriate choices?
- ◆ Who makes the first contact?
- ◆ Can either mentors or protégés bow out if they do not feel comfortable with the situation?

Agencies have to design a process that works best for them.

Determining the Length and Frequency of Mentoring Relationships

The frequency, time, and place of mentor and protégé interactions vary according to the protégés’ needs and the organization’s goals. More structured mentoring programs usually require mentors to spend a given number of hours each week or month with their protégés and have guidelines for how to spend that time. Some organizations have mentors and protégés sign mentoring agreements. Less structured mentoring programs may not have any requirements,



Take Stock!

How will our agency match mentors and protégés?

leaving mentors and protégés to work out their own arrangements. As mentor-protégé relationships evolve, the amount of time and frequency of contact will change. As protégés become more skillful, they usually require less of the mentor's time. In developing guidelines, think about the following issues:

- ◆ How often will mentors and protégés meet? Monthly? Weekly? Daily?
- ◆ What kinds of activities will take place during these interactions? (The "Strategies" section of Chapter V gives more in-depth information about how mentors and protégés use their time together.)
- ◆ Will other types of interactions, such as group meetings, telephone consultations, e-mail messages, or chat rooms, be used to supplement mentor-protégé meetings?
- ◆ How will mentoring be documented?

Frequency and Duration of Contact

Factors that influence how often mentors and protégés can meet include the mentor's overall responsibilities, the number of protégés with whom the mentor is working, the protégés' needs, and the location of mentoring.

- ◆ **Mentor's overall responsibilities.** One key factor is the mentor's overall responsibilities. Is the mentor also a full-time teacher who needs to be free from center-based classroom or family child care responsibilities to observe and confer with protégés? Does the mentor have other responsibilities related to the mentoring role, such as publishing a newsletter or identifying resources? How much paperwork is associated with the mentoring role? Mentors with multiple responsibilities need to schedule and clear time to work with their protégés.
- ◆ **Number of protégés.** A second factor is the number of protégés with whom a mentor is working. Is the mentor working with several protégés at one site? Is the mentor working with several sites? Obviously, the mentor's caseload has an impact on the amount of time a mentor has to work individually with each protégé.



Take Stock!

What will be the duration and frequency of the mentor-protégé relationship?

- ◆ **Protégés' needs.** Another factor is the needs of the protégés. New teachers usually need more intensive mentoring than more experienced teachers, which requires a greater time commitment from their mentors.
- ◆ **Location of mentoring.** A fourth factor is the location of the mentoring and whether mentors and protégés are at the same site, are located in close proximity, or must travel to meet. Mentoring can take place at the mentor's site, at the protégé's site, or sometimes at a specially designed teaching site. Again, each option has advantages and disadvantages. If mentors and protégés work at the same site, they may have the option of seizing the "mentoring moment" together, perhaps over lunch or during planning time. But it is sometimes easier to set aside time when a mentor is coming specifically to work with a protégé. Then mentoring has a special time and place and doesn't show up at the bottom of the day's "to do" list, overrun by the seemingly more immediate things that must be checked off first.

Communication Between Mentors and Protégés

Forms of mentor-protégé communication vary. Face-to-face contact can be supplemented or augmented by telephone calls, e-mail, or even interactive video. The form of communication often depends on the time available for mentoring and on the proximity of the mentor and the protégé.

- ◆ **Face-to-face contact.** Where mentors and protégés are located at the same site or in geographically close proximity, interactions generally are face-to-face. In the Canon City Early Head Start Program in Colorado, for example, mentors spend approximately three to ten hours a week mentoring. In addition, they meet individually for one hour once each month, and every six months mentors visit their protégés for a process evaluation.
- ◆ **E-mail.** In programs with a high mentor/protégé ratio, it is not feasible for mentors to meet face-to-face, which necessitates using e-mail to supplement in-person contact. At the Teacher's Network in New York, for example, which has a

The mentoring site for the New Horizons Training Center (NC) is the Training Center facility. Protégés from various programs visit the facility at the start of the mentoring process to meet with their mentor and observe classroom setups and mentor-child interactions. In addition to in-class observations, individual classrooms have observation windows that allow protégés to see classroom interactions without being disruptive. Protégés spend a full day at the facility initially and visit at other times when it is convenient to travel.



Take Stock!

How can our agency support communication between mentors and protégés?

mentor/protégé ratio of 1:30, mentoring is accomplished largely through e-mail. This approach fits well with a goal of the mentoring—helping teachers integrate technology into the curriculum.

- ◆ **Interactive video.** When mentors and protégés are geographically dispersed, programs use technology to supplement in-person contact. At the New Horizons Training Center in North Carolina, the Training Center’s classrooms are equipped with ceiling microphones and a camera that can zoom in on various activities. Four or five remote protégé sites can view the Training Center classroom at one time in real time. After the observations, mentors and protégés reflect on and discuss what the protégés observed. Discussions occur by means of distance technology. At a later date, mentors and protégés may meet in person. Protégés and mentors also maintain telephone contact.

Duration of the Mentoring Relationship

Another variable in mentoring programs is the duration of the mentoring relationship. Some organizations have a finite time for the mentoring to take place. For example, in the Associated Day Care Services, mentoring lasts for seven months. The Stanislaus County Office of Education Teaching Center in California runs 11 one-week training sessions each year, with continued telephone contact as needed. In other organizations, mentoring continues until the goal or goals are accomplished.

In thinking about this issue, it is important to remember that change takes time and that relationships develop and deepen over time. Although the issue of the duration of the mentoring relationship is certainly intertwined with the issue of resources, developing skills in reflective practice won’t happen overnight. It is important to design the program to make sure that protégés have mentoring support until they feel secure.

In some cases, mentoring continues after the formal mentoring relationship ends. In **Stanislaus County (CA)**, for example, mentors remain in contact with their protégés, helping them to accomplish the goals protégés identify at the end of the weeklong training.

Putting It All Together: Mentors and Protégés—Identification, Selection, and Matching

A mentoring program can be put together in many ways. The most important element is having qualified mentors who can play a variety of roles. This section looked at issues to consider in identifying, selecting, and matching mentors and protégés. These issues include such important concerns as whether mentors should be current teachers or supervisors, mentor/protégé ratios, and how mentor-protégé interactions are structured. Each agency must decide how to make its mentoring program fit the agency's unique needs and goals.

Chapter IV ♦ *Mentor Training and Follow-up Support*

Training and follow-up support for mentors are essential to developing and sustaining mentoring relationships. This chapter describes some of the ways in which organizations have designed training and follow-up support for mentors:

- ◆ Orientation or preservice training processes
- ◆ Mentor training curricula
- ◆ Ongoing support for mentors.

There are many options to consider in each category. Agencies need to identify the options that work best for them.

Orientation or Preservice Training Processes

The way orientation or preservice training for mentors is carried out varies from organization to organization. There appears to be no set length of time for orientation training. Some organizations offer a weekend retreat or a weeklong seminar. Others spread out the training over several weeks, with mentors attending classes for several hours each week. The duration of the training depends on staff schedules, the time and resources that organizations have available, and the person who does the training. The following are some points for agencies to consider as they design mentor training programs.

- ◆ **Timing of mentor training.** Organizations often provide mentor training after mentors are identified and selected. The California Early Childhood Mentoring Program, however, offers a mentor training course before teachers volunteer or are selected as mentors. The rationale for the timing of the course is to help teachers gain a clearer understanding of what mentoring involves before they decide whether they want to become mentors.
- ◆ **Affiliations with local colleges.** In some cases, organizations affiliated with local colleges give mentors course credits for participating in the training program or tuition vouchers for participating in the mentoring program. Some organizations give scholarships to mentors to defray the cost of tuition and books.

Training and support for mentors are powerful when they—

- ◆ Are practical and related to specific topics
- ◆ Offer opportunities to discuss concerns
- ◆ Are followed up by activities that allow practice of new skills and knowledge
- ◆ Are arranged at times and places that do not conflict with other demands
- ◆ Occur frequently enough to sustain interest and engagement
- ◆ Provide rewards, such as credit or increased compensation.



Take Stock!

What are the different ways in which our agency can provide mentor training?

In one variation of the **train-the-trainers model**, the program selects an initial group of three or four individuals to be trainers and to serve as mentors to the mentors. A “mentor expert” initially trains the group. After the training, the “mentor expert” provides feedback on the training processes used in the training and helps the group develop a training design for working with other mentors.

Mentor training activities may include

- ◆ Self-assessments
- ◆ Reflective writing
- ◆ Case studies
- ◆ Small-group problem-solving sessions and role plays
- ◆ Large-group discussions and minilectures
- ◆ Guest speakers
- ◆ Audiovisual presentations
- ◆ Demonstration teaching by mentor with assessment.



Take Stock!

On what topics will our mentor training focus?

- ◆ **Source of mentor training.** Sometimes orientation training is provided by outside consultants or local colleges; in other cases, organizations develop in-house mentor training experts and employ a “train-the-trainers” model. In such a model, one or more staff persons are trained initially and they, in turn, train other staff. The advantage of such a system is that it builds in-house capability for providing ongoing support, coaching, and periodic training for mentors.
- ◆ **Audiences for mentor training.** In many cases, organizations train mentors as a group separate from protégés. In some cases, protégés are invited after the initial training sessions. Training mentors and protégés together offers another opportunity for participants to work with their partners and also serves as a way of “kicking off” the mentoring process and ensuring that all participants receive the same information about the mentoring program.
- ◆ **Mentor training strategies.** Mentor training generally includes individual, small-group, and large-group learning activities. What is important is that the training promotes reflective practices.

Mentor Training Curricula

Mentors need to master a whole set of topics and skills to make them effective in their roles. The chart on page 41, Common Mentor Training Areas, provides an overview of these topics and skills.

Training topics focus on enhancing mentors’ skills in working with adults—understanding how adults learn and the stages of adult and teacher development—and their ability to communicate and problem-solve with their protégés. Training also focuses on different strategies for mentoring and for promoting reflective practice.

Organizations implementing mentoring use several mentoring curricula. One frequently used curriculum is *The Early Childhood Mentoring Curriculum: A Handbook for Mentors* published by the Center for the Child Care Work Force. Like many other mentor training curricula, this handbook focuses on knowledge and skills in such areas as adult development and learning styles, communication

Common Mentor Training Areas

Topics

Introduction to Mentoring

- ◆ Goals and purposes of the mentoring program
- ◆ Definition of mentoring
- ◆ Roles and responsibilities of mentors and protégés
- ◆ Mentor-protégé relationships
- ◆ Balancing mentoring responsibilities with other responsibilities
- ◆ Assessing mentoring behaviors

Adult Learning Theory

- ◆ The stages and phases in adult development
- ◆ Teacher development
- ◆ Characteristics of adult learners
- ◆ Learning styles

Reflective Practice

- ◆ Definition
- ◆ Strategies to enhance reflection

Diversity

- ◆ Recognizing diversity
- ◆ Understanding differences in order to respect differences

Change Process

- ◆ The mentor as a change agent
- ◆ Stages of change through which protégés progress
- ◆ Changes in the mentoring process over time

Skills

Supervisory Skills

- ◆ Setting short- and long-term goals
- ◆ Setting limits on inappropriate or unsafe practices
- ◆ Reinforcing mutual respect and trust
- ◆ Collaborating for conflict resolution
- ◆ Accepting feedback from protégés
- ◆ Setting schedules

Communication Skills

- ◆ Active listening
- ◆ Assertion
- ◆ Conflict resolution and negotiation
- ◆ Collaborative problem solving
- ◆ Writing
- ◆ Sharing information verbally and nonverbally

Modeling Skills

- ◆ Learning how to model practices
- ◆ Getting feedback on practices

Observation and Conferencing Skills

- ◆ Pre- and post-observation conferences
- ◆ Observations
- ◆ Data collection activities

Self-Assessment Skills

- ◆ Strategies for conducting self-assessments: journal writing, portfolios, self-assessment checklists
- ◆ Classroom and home quality assessment tools

Leadership and Advocacy skills

- ◆ Guiding and supporting staff
- ◆ Promoting quality in early childhood programs



Take Stock!

What kind of ongoing support can our agency provide for mentors?

and interpersonal skills, observation and coaching strategies, and diverse populations. Most curricula include multiple training sessions and use a variety of individual, small-, and large-group learning activities.

Appendix F describes potential curricula for agencies to consider or to use as resources in setting up mentor training programs.

Ongoing Support for Mentors

Ongoing support for mentors is particularly important because the mentoring process and relationship evolve over time. Mentors may need help in shifting focus when their protégés feel more confident in their practices and require different kinds of support. Mentors need assistance in figuring out how to form working relationships with protégés as protégés grow and change. In addition, mentor-protégé pairs can encounter interpersonal difficulties that require additional assistance.

Like orientation, ongoing mentor support also varies. Support can be either formal or informal.

Formal Support

Formal support for mentors can occur in a variety of ways. Consider some of these:

- ◆ **Meetings.** Agencies can schedule times for mentors to meet with specific individuals, such as the person responsible for the mentoring program or the trainer who provided the orientation training. Meetings may be weekly, biweekly, or monthly, depending on the availability of the teacher and the commitments of the mentors. These meetings, lasting a few hours, provide opportunities to discuss such matters as strategies for mentoring, progress of individual protégés, difficulties encountered in the mentoring process, mentoring resources, or other issues identified by the mentors. They offer an opportunity for mentors to network and learn new skills. Agencies may want to regularly schedule meetings for mentors in conjunction with annual retreats or other teacher events.

- ◆ **Internet chat rooms.** Sometimes mentors' schedules or geographic locations make it difficult to meet with other mentors or with the individuals responsible for coordinating the mentoring. As a supplement to face-to-face contact, chat rooms enable mentors to connect with their colleagues and to discuss issues that concern them. They also are a way to share new resources. The person responsible for coordinating the mentoring may want to monitor the chat room to address issues that arise.
- ◆ **Mentor newsletters.** Newsletters are a great way of sharing ideas and finding out about new resources. They can focus on different topics, reinforce what participants learned in mentor training programs, and offer helpful strategies for dealing with difficult mentoring relationships. Newsletters can be disseminated in hard copy or electronically.
- ◆ **Pairing experienced and new mentors.** As mentoring expands, agencies can pair more experienced mentors with new mentors. This system helps new mentors become acclimated to their role and gives them the support and strategies they need to become more effective mentors. Depending on the size of the agency and the program structure, the experienced mentor may be on site or a phone call away.

Informal Support

Other forms of support are less formal. For example, mentors may meet on their own at a mutually agreeable time to share concerns, work through problems, and provide encouragement and recognition. The frequency with which they meet depends on their own program schedules. Experienced mentors also can informally team-up with new mentors, and the teams can meet informally as a support group. Individuals responsible for the mentoring program also can provide ongoing, informal support. Meeting informally is easiest when mentors and coordinators are at the same site.

Communication between mentors and the individuals responsible for the mentoring program may be oral, in the form of personal meetings or telephone conversations, or written, in the form of

Mentors and mentor coordinators can communicate using confidential dialogue journals.

In their journal, mentors reflect on their experiences as mentors and on their changing relationships with protégés. In a dialogue journal, mentors' entries are written on one side of the page; coordinators' nonjudgmental comments on the other side. Journals can be submitted to the coordinator on an agreed-upon schedule. Dialogue journals can be used between mentors and protégés as well.

dialogue journals or e-mail messages. The way in which mentors communicate depends on the learning style of both the mentor and the protégé. The sidebar on this page gives an example of how mentor dialogue journals can be used as a means of communication.

The chart on pages 45 and 46 provides an overview of the ways selected organizations provide training and ongoing support. The content of the mentor training is similar in the programs cited.

Putting It All Together: Mentor Training and Follow-up Support

For mentoring programs to be effective, it is important to invest in mentor training. Effective mentors possess a core set of knowledge and skills that include a knowledge of adult learners and communication and problem-solving skills. Several curricula are available to support training. Like any good training, mentor training is not a one-time event. Mentors, like protégés, need ongoing support to hone their skills. Support can take the form of mentor seminars or institutes; the pairing of new and experienced mentors; and interactions between mentors and mentor coordinators in person, electronically, or through written communications.

Mentor Training and Follow-up Support

Program	Source and Duration of Mentor Training	Content of Mentor Training	Follow-up Support
New Horizons Training Center, Macon Program for Progress (NC)	Training is conducted by the Center's Training Director and Master Teacher, both of whom participated in national training on <i>the Early Childhood Mentoring Curriculum</i> (Bellm, Whitebook, & Hnatiuk, 1997). Training occurs over three days, with mentors spending three to four hours each day in training.	Topics include adult development and learning styles; reflective practices; diversity; the change process; and a focus on such skills as observation and conferencing, communication, modeling, and self-assessments.	Ongoing and informal support is provided. The Training Director serves as a "mentor to the mentors," providing feedback on the mentors' performance and addressing concerns that mentors may raise. Observation windows within each classroom of the training facility allow the Training Director to observe the mentor unobtrusively at any time.
City of Denver Head Start (CO)	Mentors participate in a 40-hour mentor training workshop.	Topics include foundation and knowledge of mentoring (adult learning patterns, teacher stages of development, learning styles, reflective practice, respecting diversity); how to establish a professionally supportive relationship (roles and responsibilities of mentoring, mentoring strategies); working through difficulties to establish effective communication (active listening, problem solving process); impact of mentoring on the early childhood profession; and the rewards of mentoring.	Mentors participate in a three-hour training session quarterly and in monthly meetings.
Associated Day Care Services, Greater Boston Early Childhood Mentoring Program (MA)	Training is provided through a weeklong seminar at Wheelock College for which mentors receive two college credits. <i>The Early Childhood Mentoring Curriculum</i> is used.	Topics include five core areas of knowledge: adult development, reflection in education, respecting diversity, the change process, and leadership and advocacy. Skill areas include communication, modeling, observation, coaching and reflective conferencing, giving and receiving feedback, conflict resolution, self-assessment, and avoiding burnout.	Mentors participate in monthly three-hour seminars for each of the seven months the mentoring relationship exists. They receive two college credits and release time. Protégés participate in four of these seminars. Associated Day Care Services also provides a resource room for mentors, with training videos and books that mentors can use.

Mentor Training and Follow-up Support (continued)

Program	Source and Duration of Mentor Training	Content of Mentor Training	Follow-up Support
California Early Childhood Mentoring Program	Before being selected as a mentor, candidates must take a college course called "The Mentor Teacher." Depending on the number of hours of the class, candidates receive two or three credits.	Topics include supervisory skills and training in using an objective quality assessment tool.	Mentors meet for two hours each month over a 10-month period with the program coordinator. (This person may be the college mentoring coordinator, the regional mentoring coordinator, or the teacher of the protégé's class.) Additionally, mentors annually complete six hours of professional development that they have designed. They have the option of attending a two-day annual mentor institute. Mentors receive a base stipend of \$500 a year for participating in mentor meetings and professional development activities.
Northwest Arkansas Family Child Care Association, Homes Uniquely Giving Support (H.U.G.S.)	Training is provided through a six-week course (two hours a week) through the University of Arkansas School of Human and Environmental Science. Mentors receive continuing education credits. <i>The Early Childhood Mentoring Curriculum</i> is used.	Topics include adult development, learning styles, reflective practice, anti-bias, process of change, and skills for effective mentoring.	Mentors meet one Saturday each month with the mentor coordinator and the trainer from the University of Arkansas School of Human and Environmental Science. Protégés are included in the sessions that focus on accreditation. Time is set aside for mentors to network with one another and to gain individual assistance from the trainer or the mentor coordinator. The mentor coordinator also prepares lunch for the group.
State of Wisconsin, Department of Work-force Development, Child Care Careers Project	Mentors attend a two-credit mentor seminar at their local technical college. The course may be offered as a weeklong intensive course or as an ongoing course with weekly meetings.	Topics include adult development, anti-bias curriculum, communication skills, the <i>Early Childhood Environment Rating Scale</i> , conferencing skills, and reflective practice.	

Chapter V ♦ *Mentoring Content and Strategies*

Mentoring content falls within a core set of knowledge and skills identified by professional groups within the early childhood community. These are the skills necessary to support children’s growth and development and to improve child outcomes. Within this framework, however, the specific focus of mentoring varies with each mentor-protégé pair. Particular content is largely determined by the goals that the mentor-protégé pair mutually agree on, or that a supervisor recommends.

Effective mentoring strategies fall within recognized professional development approaches that reflect the principles of adult learning. The selection of specific strategies depends on the protégés’ learning styles, the content of the mentoring, and the time and resources of the agency.

This chapter looks at mentoring content and mentoring strategies:

- ◆ Areas of early childhood teacher competency
- ◆ Methods for identifying individual teacher goals and mentoring content
- ◆ The dynamic process of goal setting
- ◆ Mentoring strategies

Areas of Early Childhood Teacher Competency

Various agencies and organizations concerned with early childhood development have established areas of competency for teachers. Their work provides a framework for defining content areas for mentoring and for setting goals with protégés.

The Head Start Program Performance Standards are a good starting point. The Standards themselves define what teachers must do to support children’s growth and development in Head Start. The Guidance to the Program Performance Standards is rich in illustrations of how the standards can be implemented. The sidebar on this page contains one example.

The objective of education and early childhood development is to provide all children with a safe, nurturing, engaging, enjoyable, and secure learning environment in order to help them gain the awareness, skills, and confidence necessary to succeed in their present environment, and to deal with later responsibilities in school and in life. Each child is treated as an individual in an inclusive community that values, respects, and responds to diversity. The varied experiences provided by the program support the continuum of children’s growth and development, which includes the physical, social, emotional, and cognitive development of each child—Introduction, *Head Start Program Performance Standards* (45 CFR 1304.21).

To support each child’s individual pattern of development and learning, the Head Start Program Performance Standards Guidance (45 CFR 1304.21(c)(1)(I)) say to—

- ◆ Plan periods of time for children’s sustained involvement in teacher planned and/or self-chosen tasks
- ◆ Plan opportunities for children to work alone and with other children
- ◆ Recognize and respond to children’s individual interests and learning styles, including visual, tactile, or auditory
- ◆ Plan activities that enable children to develop emerging skills and practice existing skills.

Similarly, organizations such as the National Association for the Education of Young Children (NAEYC) have set goals and competencies for early childhood teachers that could be considered a basis for mentoring goals and content. The chart on the following page presents ways in which the early childhood profession has defined the knowledge and skills necessary for all early childhood teachers to acquire and master to enhance child outcomes. These competencies provide guidelines for developing the content areas of a mentoring program.

Goals for Early Childhood Teachers	
Head Start Program Performance Standards	<p>The <i>Head Start Program Performance Standards</i> tell us that the education and child development services program must be supported by staff who are knowledgeable about and experienced in—</p> <ul style="list-style-type: none"> ◆ Theories of child growth and development, early childhood education, and family support ◆ The goals and underlying philosophy of Head Start. <p>Staff must know how to support children’s social and emotional development, help children develop cognitive and language skills, and promote children’s physical development.</p>
National Association for the Education of Young Children (NAEYC)	<p><i>Appropriate Practice in Early Childhood Programs</i> includes a discussion of “teaching to enhance development and learning.” This discussion indicates that teachers should—</p> <ul style="list-style-type: none"> ◆ Respect, value, and accept children and treat them with dignity at all times ◆ Make knowing each child well a priority ◆ Create an intellectually engaging and responsive environment to promote each child’s learning and development ◆ Make plans to enable children to attain key curriculum goals across various disciplines ◆ Foster children’s collaboration with peers on interesting, important enterprises ◆ Develop, refine, and use a wide repertoire of teaching strategies to enhance children’s learning and development ◆ Facilitate the development of responsibility and self-regulation in children.
Child Development Associate (CDA) Credential	<p>The CDA national credentialing system defines six competency goals and functional areas for preschool caregivers, infant and toddler caregivers, home visitors, and family child care teachers:</p> <ul style="list-style-type: none"> ◆ Establish and maintain a safe, healthy learning environment ◆ Advance physical and intellectual competence ◆ Support social and emotional development and provide positive guidance ◆ Establish positive and productive relationships with families ◆ Ensure a well-run, purposeful program responsive to participant needs ◆ Maintain a commitment to professionalism.

The Training Guides for the Head Start Learning Community are a good source for mentoring goals. Teacher outcomes are spelled out for each Guide and for each module and activity within the Guide. Mentors can use these outcomes in setting goals with their protégés.

Mentoring can support agency goals in a variety of ways. For example, an agency may use mentoring to support teachers during the transition to a new curriculum. The agency may first sponsor workshops that include discussions of theory as well as examples of how a new curriculum may be implemented. Teachers are assigned further readings and videos. In addition, the agency may design its mentoring program to support teachers as they begin to implement the curriculum in the classroom. Together, mentors and protégés try out different elements of the curriculum, note children's behaviors as they engage in new learning, and identify learning strategies that work best. The mentor and the protégé engage in ongoing discussions of how the new curriculum is working, and the mentor helps the teacher work through issues that arise.



Take Stock!

What strategies can our agency use to identify the content of our mentoring?

In general, the goals established by these experts and professional groups are broad and leave a great deal of room to address specific areas of interest and skill development for protégés.

Methods for Identifying Individual Teacher Goals and Mentoring Content

Specific mentoring content varies depending on both the needs of the protégés and the context and goals of the program. There are several ways to help shape the focus of mentoring:

- ◆ The agency's overall program goals
- ◆ Assessments
- ◆ Supervisory recommendations.

Each of these is briefly discussed below.

Agency's Overall Program Goals

Individual mentoring goals and content are sometimes derived from the agency's overall goals for program improvement. A goal, for example, may be to implement a new curriculum that will enhance developmentally appropriate practice and foster positive child outcomes in center-based and family child care settings. The new curriculum will be launched by a weeklong training conference at the beginning of the year. However, the agency knows that implementing a new curriculum requires intensive follow-up with staff. The sidebar on the left shows how the agency can design its mentoring program to support teachers during the transition.

Assessment

Probably the most helpful way to begin to set teacher goals and establish mentoring content is through assessments. Assessments are useful because they—

- ◆ Encourage protégés to reflect on their teaching experiences, assess their skills, and figure out in what areas further growth is needed
- ◆ Help mentors get to know their protégés on a more personal level

- ◆ Help mentors and protégés establish goals and select appropriate mentoring strategies to achieve those goals.

These assessments can be conducted through observations of protégés or through protégés' own self-assessments. Gathering information through multiple assessments provides a more accurate picture of protégés' strengths and areas in which they need the most help.

Observations

A valuable tool in assessing protégé needs is an observation of the protégé at work. Observations can give a mentor a quick and direct sense of how a protégé is doing. Protégés, especially new teachers, may need help in identifying the skills they need to develop or in prioritizing needs.

Several standardized tools are available for conducting an observation:

- ◆ *The Early Childhood Environment Rating Scale (ECERS)*
- ◆ *The Infant/Toddler Environment Rating Scale (ITERS)*
- ◆ *The Field Advisor Formal Observation Tool for the CDA Credential*
- ◆ *The Assessment Profile for Early Childhood Programs*
- ◆ *The Early Childhood Classroom Observation tool in NAEYC's accreditation system*
- ◆ *The Classroom, Family Child Care or Socialization Observation Instrument or the Home Visit Observation Instrument used during Federal on-site monitoring.*

In addition, mentors can observe protégés informally by using a variety of observation approaches, such as a running observation or a checklist. In any event, a review by mentors of their impressions, comments, and suggestions with their protégés can be an important step toward professional development for protégés.

Stanislaus County Office of Education Teaching Center (CA) (formerly Stanislaus County Migrant Head Start) has a formal assessment process for infant and toddler caregivers and for preschool teachers. Each protégé (trainee) completes a Competency Assessment Documentation Instrument to determine the objectives that he or she will address during the mentoring experience in a particular goal area. The five goal areas are environment, interactions with families, individualization, interactions with children, and developmentally appropriate curriculum. Mentors work with protégés on the particular objectives identified. At the conclusion of the mentoring period, mentor and protégé complete a competency assessment.

Below are a sample goal and objectives.

Goal 1: Develop a safe and healthy environment that supports an infant's or toddler's overall growth and development.

Sample Objectives

Trainee will—

1. Identify safety precautions to follow in an infant/toddler setting
2. Promote good health practices in an infant and toddler setting
3. Compare the feeding routines of the young infant (0–8 mos.), the mobile infant (8–18 mos.), and the toddler (18–36 mos.)
4. Identify developmentally appropriate materials and equipment for an infant and toddler setting.

Protégé Self-Assessment

Observations alone cannot always show what a person finds hard to do or doesn't like doing. They also might not be helpful in determining the protégé's own concerns and burning issues, which are often the best place to begin mentoring.

Several tools are available for protégé self-assessments. *A Journal for Using the Creative Curriculum for Infants and Toddlers* includes a self-assessment tool, as does *Training Teachers: A Harvest of Theory and Practice* (these are identified in the annotated bibliography in Appendix G). *The Early Childhood Mentoring Curriculum* includes a self-evaluation checklist that also might be useful.

No matter what tool they use, mentors encourage protégés to be open and honest in their self-assessments. A self-assessment is a way to help protégés “know themselves” so that the mentoring can be tailored to the protégés' individual needs.

Supervisory Recommendations

The content of mentoring also can be determined or influenced by a supervisor's recommendations. Performance reviews sometimes identify areas for teacher improvement. At other times the supervisor may want staff to develop specific new skills or practices. For example, supervisors may believe that mentoring for new staff should include orienting teachers to a new work environment, understanding program regulations, accessing resources, or working with parents.

However, the role of supervisory recommendations in determining mentoring content is another controversial area in mentoring circles. Some people believe that just as we follow children's leads in developing curriculum in an early childhood classroom, we should follow protégés' leads, rather than supervisors' leads, in determining mentoring content. They believe that self-direction and self-selection lead to stronger professional growth than does a mandate from a supervisor.

The Dynamic Process of Goal Setting

Setting goals for teachers is an ongoing, collaborative process. It involves mentors and protégés working together to identify needs, set goals, and develop a mentoring plan that specifies mentoring strategies, timelines, and responsibilities. In developing the mentoring plan, it is important to take into account not only what the protégé *needs* to learn, but also what the protégé *wants* to learn. Although a mentor or a supervisor may feel that a protégé needs to learn about family-style dining, if the protégé is struggling with “circle time,” this may be where the protégé wants to begin. Mentoring is more likely to be effective when it focuses on content that is immediately relevant to the protégé.

Mentoring content continues to emerge and evolve throughout the mentoring relationship. It is based on the interests and developmental needs of the protégé. As protégés become more capable of reflecting on their own practices and of engaging in open dialogue about the issues they are facing in their center-based or family child care settings, mentoring content becomes less predetermined and more focused on issues that arise during the daily work with children and families.

Mentors and protégés begin to look at *difficult* issues together. In reflecting on their practices, protégés look at their strengths, of course. But they will also talk about things that went awry and areas where they could do better. Reflecting on both the good and the bad, and learning from both, is a goal of mentoring. On page 54 is a table of selected organizations and the content of their mentoring programs. The next section focuses on strategies that mentors can use to promote reflective thinking in their protégés.

Two good examples of formats that can be used as the basis for developing mentoring plans follow:

- ◆ The “Individual Professional Development Plan” in *A Trainer’s Guide to the Creative Curriculum for Infants and Toddlers*
- ◆ The “Individual Training Plan” in *Training Teachers: A Harvest of Theory and Practice*

Note: For more information on these publications, refer to the Annotated Bibliography in Appendix G.

Mentors and protégés grapple with such difficult issues as—

- ◆ What to do when a child is an English language learner but the teacher does not speak the child’s native language
- ◆ How to encourage families to be involved in the Head Start or Early Head Start program
- ◆ The protégé’s feelings about mothers who leave their infants and go off to work
- ◆ How to accurately assess children’s progress and accomplishments towards acquiring print awareness and concepts.

These real-life issues can influence the content of mentoring.

Content of Mentoring in Selected Programs

Program Name	Content of Mentoring
<p>Maryland Committee for Children</p> <p><i>This group operates a mentoring program for center-based and family child care teachers.</i></p>	<p>Mentoring includes, but also goes beyond, the CDA Competency Standards' functional areas:</p> <ul style="list-style-type: none"> ◆ Safe, healthy learning environment ◆ Physical development ◆ Cognitive development ◆ Social and emotional development ◆ Creativity ◆ Program management ◆ Professionalism
<p>Stanislaus County Office of Education Teaching Center (CA)</p> <p><i>This agency uses mentoring in its teaching center.</i></p>	<p>Five topic areas are identified in the Infant/Toddler Caregiver Competency Assessment and Curriculum Manual. Each area has separate objectives:</p> <ul style="list-style-type: none"> ◆ Environment ◆ Interactions with families ◆ Individualization ◆ Interactions with children ◆ Developmentally appropriate curriculum
<p>Wabash Area Development, Inc. (IL)</p> <p><i>This Head Start program has both center- and home-based program options.</i></p>	<p>Mentoring content includes—</p> <ul style="list-style-type: none"> ◆ Helping staff understand how to better meet the needs of their clients ◆ Helping staff understand that developmentally appropriate practices vary from one home to another ◆ Building on strengths rather than looking for deficits ◆ Developing good listening skills for home visitors ◆ Sharing challenges and successes
<p>Upper Des Moines Opportunity, Inc., Head Start (IA)</p> <p><i>This program uses mentoring to build friendships and resource networks among teachers.</i></p>	<p>Mentors assess protégés in the following curriculum areas:</p> <ul style="list-style-type: none"> ◆ Classroom management ◆ Room arrangement ◆ Small-group activities <p>The content of mentoring includes these areas as well as—</p> <ul style="list-style-type: none"> ◆ Selections from Head Start's curriculum resource books, including the <i>Creative Curriculum</i>, <i>High/Scope</i>, and <i>Peaceful Classroom</i> ◆ Writing anecdotal notes according to the High/Scope child observation record

Mentoring Strategies

The mentoring strategies that appear to promote growth and change are those that reflect the principles of adult learning. In other words, effective learning is grounded in real-life teaching experiences, fosters problem solving and reflection, builds on the teacher's knowledge and experiences, and reflects different ways of knowing. See the chart below on Adult Learning and Mentoring.

Adult Learning and Mentoring

Adult Learners...	Mentors...
Are self-directed, learn experientially, and approach learning as problem solving.	Facilitate learning by encouraging protégés to build their own knowledge while providing resources and other supports. They support protégés in working through problems.
Bring to the learning environment a wide range of experiences that have become part of their knowledge base and the way they think about things.	Work with protégés, building new information on the foundation of past experiences and previous knowledge.
Believe that learning must be of value and relevant to their work.	Focus on what is important in protégés' work environment to help them improve practices.
Are goal oriented.	Help protégés set learning goals and objectives from the outset. Together, mentors and protégés assess the progress that protégés are making toward meeting those goals.
Have different ways of learning, such as visual, auditory, and kinesthetic ways.	Use a variety of strategies, such as observations, portfolios, journals, and videotapes, in the mentoring process.

In selecting appropriate strategies, mentors need to take these factors into account:

- ◆ The context of the mentoring
- ◆ The protégé's goals
- ◆ The protégé's learning style
- ◆ The fit between the protégé's style and the mentor's style.

Mentoring strategies include:

- ◆ Hands-on participation
- ◆ Mentor modeling
- ◆ Practice of new skills
- ◆ Demonstration of learned caregiving and teaching skills
- ◆ Self-evaluation
- ◆ Mentor feedback
- ◆ Observations of mentor, children, and support staff
- ◆ Written assignments
- ◆ Simulated activities, such as role plays
- ◆ Videos/resources.

Mentors can foster reflection

in their protégés by asking thought-provoking questions during conferences or by guiding them in writing journal entries. Questions may be open-ended: *Was there anything that occurred recently with a child in your class or with a parent that you have been unable to stop thinking about?* Or questions may be focused: *List three values you are trying to teach the children in your class and discuss the strategies you are using to teach these values.*

The most successful mentoring strategies provide ongoing opportunities for feedback from mentors and for protégé self-assessment. They promote reflective practice so that protégés can understand what they are doing and how they can improve their performance. It is important to consider a variety of mentoring strategies because no one strategy works better than any of the others for all teachers and all programs. Here are some well-regarded strategies.

Observations and Conferences

This strategy uses a combination of mentor-protégé conferences and observations of the protégé's work. Conferences are held both before and after each observation and are essential to the process. This mentoring strategy helps protégés think about what they are doing in the center-based or family child care setting. The three steps in this process follow.

- ◆ **Pre-observation conference.** Protégés and mentors meet before the observation takes place. This meeting allows protégés to tell mentors what skills and practices to focus on and what observation method they prefer (in person, tape recorded, or videotaped). A pre-observation conference is useful in helping mentors gather information before the actual observation. It also can help ease protégés' tension, because they will know beforehand what to expect in the observation.
- ◆ **The observation.** The protégé and mentor may agree on one of the following types of observations. Their selection will depend on the learning goals they have set.
 - **Structured observations** have a narrow focus and provide data on specific behavior. For example, a structured observation might focus on how successful a protégé is at transition times, such as from lunch time to nap time.
 - **Unstructured observations** have a broad focus. In these observations, the mentor views the overall classroom, assesses a variety of behaviors, and provides general information about practices and responses to situations.

- ◆ **The post-observation conference.** After each observation, protégés and mentors meet again to reflect on what occurred during the observation and to provide feedback. These conferences can help protégés assess how well they are achieving their goals and identify strengths and weaknesses and areas in which further practice is required.

Observations and conferences generally occur throughout the mentor-protégé relationship as protégés practice new skills and identify new areas for improvement. The first sidebar on this page provides questions that mentors can use during post-observation conferences to foster reflective practices.

Modeling Behavior

Modeling is another type of mentoring strategy in which protégés actually observe their mentor in action. Modeling is most suitable for protégés who are visual learners—those who learn best by watching others and then practicing the behavior they have seen. It also is used when protégés are experiencing difficulty incorporating new behavior and teaching techniques into their current method of instruction. Observing their mentors helps protégés learn new skills. Modeling occurs in the following ways:

- ◆ **Pre-observation conference.** A pre-observation conference sets the stage for the protégé's observation.
- ◆ **Observation.** Protégés observe mentors in two ways. In one way, protégés are strictly observers. They sit unobtrusively in a corner of the room, view the mentor through a two-way mirror, or watch a video of the mentor. In another way, they are participant observers, team teaching with their mentor. In both cases they take notes—either mentally or in writing—of what they see to spur later discussion.
- ◆ **Mentor-protégé conference.** After the observation, protégés meet with their mentors to discuss what they observed. As with protégé observations, mentors and protégés talk about what the protégé observed, why the mentor used the teaching strategy or technique at that time, and how the protégé might be able to use it as well.

Questions that mentors can ask at post-observation conferences:

- ◆ Why do you think this happened?
- ◆ What did you want to happen?
- ◆ What were you thinking about when this situation occurred?
- ◆ What would you do differently the next time?

Samantha is a new Head Start teacher who is having trouble communicating with the parents of the children in her classroom. Karen, her mentor, asked Samantha to write about a conference Samantha recently had with a new Head Start parent, recording all the questions she asked and the responses she received. Then Karen had Samantha observe and take notes on one of Karen's conferences with a Head Start parent. Following this observation, Karen and Samantha met to compare and contrast the two meetings. They reviewed the notes from both observations, and Karen guided Samantha's thinking about what she might want to do differently. After reflecting on both conferences, Samantha thought that perhaps she hadn't done a good job in establishing rapport at the beginning of the conference. She noticed that she began her meeting by talking about the child, whereas Karen began by asking the parent about how she was doing before slowly working the

(continued on page 58)

(continued from page 57)

conversation into discussing the child. Karen gave Samantha some suggestions for establishing rapport with her Head Start parents. Karen and Samantha also did some role playing, with Karen taking the parent's role. The next week Samantha had another meeting with a Head Start parent and she was able to put into practice the new strategies she had learned from Karen.

- ◆ **Practicing new skills and behaviors.** After seeing and understanding a teaching strategy, protégés put what they have learned into practice. After protégés practice new skills or behaviors, it is important that mentors and protégés talk again, and reflect on how well the new skill or technique worked.

Again, the conference following the observation is important. The protégé needs to understand why a certain technique was used. The conference is also important for answering any questions that protégés have about what they observed.

A variation on the modeling described above is the use of technology to observe mentors or master teachers demonstrating skills in specific areas. A pre-observation conference can be set up through video conferencing, on line, or by telephone. After the observation, protégés can interact with the master teacher in the same manner as in the pre-observation conference. The use of distance learning has a number of advantages. Several protégés may meet with the master teacher at one time. The protégés can learn from the master teacher as well as from one another. Distance learning also reduces travel costs for the mentors or master teachers. Site travel could be expensive for protégés in rural areas.

A mentor observes...

Tamika was a new teacher in the infant room. She was extremely pleased to have Juanita as a mentor. Tamika has three children of her own, but she's finding the change from being a *mother* of infants to being a *teacher* of infants somewhat daunting. Even the simple things that she thinks she already knows how to do, like changing a diaper, seem more complicated in an Early Head Start program.

One of the first training sessions that Tamika attended was on how to change a diaper. The training emphasized that there were steps to be followed exactly in changing diapers and that handwashing was vital to prevent the spread of disease. The training also talked about "bloodborne pathogens" and the need to wear "gloves for blood." Tamika was worried and was concerned that she wouldn't take the gloves off properly.

Soon after this training, Tamika and Juanita had their first meeting. It was clear from the beginning of the meeting that Tamika was very concerned about whether she was following the correct diaper-changing procedures. She and Juanita thought about several things that Tamika could do to learn how to change diapers correctly. Juanita remembered that she had a "cheat sheet" on diaper-changing procedures that she could give to Tamika. She suggested that Tamika make cards with the steps and post them at the diaper-changing station. Tamika also asked Juanita to come in and observe her changing diapers after she had a few more days of practice. They agreed that Juanita would observe diaper changing two days later.

When the time came, Juanita went into Tamika's classroom. She used the "cheat sheet"

she had given Tamika as an observation tool, checking off the diaper-changing steps as she observed them. She was able to observe Tamika do all of the steps correctly, including taking off her gloves properly, except that she forgot to wash the child's hands.

Juanita and Tamika had a chance to meet again later in the day. Juanita shared her diapering observations with Tamika, and Tamika was quite relieved that she had diapered the child correctly. She was sure that she wouldn't forget to wash a child's hands again.

Then Juanita asked Tamika if she was ready to think a little more about diapering now that she knew how to do the procedure correctly. She and Tamika talked about the importance of routines in a baby's life. Diapering, she shared with Tamika, is not only a health procedure, it's also a special time between babies and teachers. Until now, Tamika had been concentrating so hard on the routine side of diapering that she'd been forgetting about making it into a nurturing time between her and the child. Juanita and Tamika talked about things that Tamika could do to enhance diapering for all the babies. Tamika agreed that she would work on talking to the babies during the procedure, telling them what she was doing each step of the way. She said that she used to make diapering into a fun time at home with her own children, but that she wasn't sure that she was allowed to do this in the infant room! Tamika and Juanita agreed that Juanita would observe diaper changing again the following week—but that she would concentrate on the interaction between Tamika and the baby rather than on the procedural aspect of diapering. They set up a time for the observation as well as a time for their next follow-up conference.

Using videotapes

Danielle works in a home-based program with a strong focus on family literacy. She visits Mrs. Ramos and Carlos, her four-year-old son, every week. Danielle and Sula, her mentor, agreed that videotaping might be a valuable strategy to help Danielle improve her home visits. One of the areas that Danielle wanted to work on during the visit was helping Mrs. Ramos find books in Spanish and learn to feel comfortable reading them to Carlos. Mrs. Ramos and Carlos also agreed to be videotaped.

Danielle and Sula sat down together to watch and think about the videotapes. Here are the questions that Sula asked Danielle:

- ◆ How did you try to enhance Mrs. Ramos's skills in reading to Carlos?
- ◆ How did Mrs. Ramos react?
- ◆ How did Carlos react?
- ◆ What worked well in your approach?
- ◆ What could you change to make it work better?

Videotaping

Mentors and protégés can use videotaping in several ways. Protégés or mentors can videotape protégés in their teaching environment, or mentors can tape themselves or other experienced teachers. Viewing the videotapes allows protégés to analyze their own practices or those of others. They can analyze these practices alone, with their mentor, or with their peers. Mentors can pose questions for protégés to consider while they reflect on the videotape.

Participant/Observer

Mentors can work with children in their protégé's teaching environment. In other words, mentors can "roll up their sleeves" and work alongside the protégé. Mentors can then share information about children's responses to the learning activities and what worked and didn't work. Observing and assessing the mentor's interactions with the children can help protégés think about their own behaviors and practices.

Journals

Journal writing is another way for protégés to reflect on their teaching practices and behavior. Journals not only help protégés keep track of what practices work or do not work in their teaching environment, but also allow them to track their own growth and development. They also can be used to jot down questions or ideas to discuss with mentors.

The purpose of the journal, and how it will be used, should be made clear to protégés. Sometimes journals are confidential; at other times, the entries may be shared among protégés. Mentors may suggest areas to address or questions to pose in a journal, or they may leave it to the protégé to decide. The chart on page 61 shows the different ways that journals can foster reflection and improve practices.

Possible Uses of Journals

Written Dialogues

Some protégés feel more comfortable communicating with their mentors in writing. Protégés can write about a teaching strategy they are using that is not working. For example, perhaps the protégé is trying to teach what the number 2 means. The protégé writes down, in detail, the various means she is using to teach this concept, such as setting the table for two, putting two blocks away, or raising two hands to do the hokey pokey and the children's reactions to these activities. In her journal, she asks her mentor for additional ideas. She knows that her children like working in the art area and wants to find out whether there are ways to incorporate the concept in this area. When the mentor returns the protégé's journal, she has included several suggestions for using art to teach the concept of two. After trying out some of these new ideas, the protégé recounts in her journal how they are working with the children and provides another opportunity for the mentor to comment.

Self-Assessment

Protégés may use a journal to write about the mentoring process, including their feelings about their relationship with the mentor and their progress over time. Protégés keep a record of new practices and their professional growth to help foster reflection. They can refer to the journal frequently to see how they have changed and improved over time. These journals are not shown to the mentor, although information in them may be

discussed with the mentor if the protégé wants to discuss it. These journal entries may also include reflections on new theoretical ideas or readings from journals and books the mentor has recommended. In general, this type of journal is for the protégé's own use.

Peer Feedback

Protégés can use journals to get feedback from peers anonymously or otherwise. Protégés lacking confidence may choose anonymity. It is a good idea for mentors to set some ground rules for giving peer feedback: provide constructive alternatives, do not criticize, and the like. A protégé may get useful feedback for handling a particularly frustrating situation. For example, two four-year-old boys are constantly fighting. No matter what the protégé does, she cannot seem to stop the squabbling. In her journal, she describes the situation and how she has tried to handle it. Sharing her journal entry with several peers and asking them to write comments may give her several different perspectives on how to handle the situation.

Mentors can ask protégés the following questions to help them think about the information in their portfolios:

- ◆ Why did you include this entry? What is the most interesting thing about it for you?
- ◆ How does the entry relate to your work and to the other entries you have selected?
- ◆ How does this entry show what you have learned?

Developmental Portfolios

Portfolios are used to document a protégé’s professional growth and achievement. They are a collection of teaching-related materials that may include a variety of teaching “artifacts,” such as teaching plans, child assessment tools, instructional materials, drawings of room arrangements, observations of individual children, write-ups of articles or videos reviewed, letters from parents or supervisors, and the like. Protégés often include their goals as well. To get some ideas for portfolio entries, look at the “Next Steps, Ideas to Extend Practice” sections in the Training Guides for the Head Start Learning Community. Many of them suggest possible portfolio entries.

Portfolio entries allow protégés to document their teaching experiences over time. Reflecting on these experiences, and then reevaluating the information, enables protégés and mentors to assess professional growth and change, and to plan for future professional development.

Resource Sharing

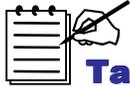
Mentors have many resources to share with their protégés, such as written materials—books or journal articles—audiovisual materials, or referrals to other individuals or child care agencies. Mentors can use these resources as additional information on a certain topic or as a referral for the protégé if the mentor is unable to help the protégé. Mentors keep their collection of resources as current as possible and keep their eyes open for additional materials to add to their collection.

Other Mentoring Activities

The ultimate goal of mentoring is to help teachers and home visitors think about and learn from their own practices. Additional strategies that mentors can use to help promote reflective practice appear in the box on page 63.

A Collection of Mentoring Strategies

- ◆ **Promote self-awareness.** Help protégés think about their own values, beliefs, and filters so that they become more aware of what they bring to a situation. Self-awareness is an important part of reflective practice.
- ◆ **Help protégés see a variety of perspectives.** For example, encourage protégés to visit another early childhood setting. Center-based teachers can visit another classroom, another center, or a home-based setting or family child care home. Many teachers, especially those new to the profession, have never had an opportunity to see a setting other than their own.
- ◆ **Focus together on children.** For example, instead of observing each other, mentors and protégés can observe a child at the same time, with each writing observations. One advantage of this strategy is that protégés don't feel on the "hot seat," as they may when they are being observed. Another advantage is that mentor and protégé can use this technique to solve a real problem that the protégé is having in the classroom.
- ◆ **Role-play a situation before it happens.** For example, before the first home visit of the year, mentor and protégé can role-play a home visit, switching roles back and forth until the protégé feels more comfortable.
- ◆ **Use brainstorming to open up a world of imaginative, alternative ideas.** In brainstorming, ideas are generated but, at least initially, are not evaluated. Use this technique to help protégés come up with alternative solutions to a quandary they are facing. Help them see the potential range of solutions, and then experiment with and evaluate one or more of their ideas.
- ◆ **Promote lively discussions that have no "right" answer.** The early childhood profession abounds with issues that provoke strong feelings. Ask protégés to tackle the issue of whether it's appropriate to use food in an art activity or how they feel about superhero play in the child care setting. This type of discussion can help protégés both clarify their beliefs and articulate their positions—both important parts of reflective practice.
- ◆ **Use the "Coaching Strategies" that are found throughout *The Training Guides for the Head Start Learning Community*.** Each of the Guides in this series includes strategies designed for use by a "coach" or mentor, with either an individual protégé or a small group.
- ◆ **Role-model being a learner.** To model learning as a lifelong process, mentors can learn a brand new skill for themselves. Perhaps they can learn something they've always secretly wanted to learn, such as cooking or in-line skating. These experiences also give mentors a chance to remember what it's like to learn something new.
- ◆ **Use mentoring as a follow-up to formal training opportunities, such as workshops and college courses.** Mentoring can be a powerful tool for helping protégés translate theory into actual practice. At the conclusion of a workshop, take the opportunity to help protégés think about how to apply the workshop activities to their jobs. For example, mentors can link a college course on child development to observing children in the classroom or follow-up a workshop on room arrangement with rearranging a protégé's classroom and observing the impact on children's behavior.



Take Stock!

What mentoring strategies will work in our agency? What can our agency do to support these mentoring strategies?

Putting It All Together: Mentoring Content and Strategies

Although the early childhood profession provides a framework of the knowledge, skills, and abilities important for all teachers of young children, individual mentoring goals and content are determined collaboratively, within the context of the mentor-protégé relationship. The topics that mentors and protégés address grow from their mutual preferences and needs, from their developing relationship, and from agency-desired or National Head Start initiatives and priorities.

During the course of the relationship, mentors will probably enlist several different strategies. The strategies they select take into account the protégés' learning style, the time available for the activities, and the content of the mentoring. It may be helpful during the mentoring relationship to assess the particular strategies being used to make sure that they are actually helping improve the protégés' practices.

Chapter VI ♦ *Agency Commitment and Support*

Previous chapters have laid out the major issues in designing, implementing, and evaluating mentoring. Now it is time to turn to the crucial role that agency commitment and support play in getting mentoring off the ground and making it successful. The Head Start Program Performance Standards underscore the importance of establishing a human resources system and providing agency support for staff development. For example, 45 CFR 1304.52(k)(1)-(3) requires grantee and delegate agencies to provide an orientation for all new staff, consultants, and volunteers, and to implement a structured approach to staff training and development. If mentoring is to become an integral part of grantees' staff development and continuous improvement cycles, then grantee and delegate agencies must provide leadership and support for mentoring programs.

This chapter discusses two ways in which agencies can initiate and support mentoring:

- ♦ Integrating mentoring into other Head Start and Early Head Start systems
- ♦ Committing resources—money, staff, and time—to support mentoring

Integrating Mentoring Into Other Head Start and Early Head Start Systems

To be effective, mentoring needs to be a part of ongoing staff development and human resource systems and part of the overall structure of agencies' programs. Agencies already support staff development in various ways. For example, they send teachers to National Head Start Association conferences or to regional or cluster training workshops provided by Head Start Quality Improvement Centers (QICs) or Disabilities Quality Improvement Centers (DSQICs). Many Head Start grantee and delegate agencies also offer training themselves. To integrate mentoring into the ongoing staff development system, try these approaches:

- ♦ Consider mentoring, and particularly the coaching aspect of mentoring, as a way to enhance the learning that teachers gain from participating in workshops, institutes, and conferences.

Mentoring will have the greatest chances for success when—

- ♦ There is strong leadership
- ♦ There is a climate of trust between administrators and teachers
- ♦ Resources exist to initiate and sustain the program
- ♦ Physical space, schedules, and staff assignments permit peer collaboration.

Consider integrating mentoring into the agency's staff development system to enhance teachers' and home visitors' skills in fostering positive child outcomes, such as—

- ♦ Children's language and literacy
- ♦ Effective approaches for English language learners
- ♦ School readiness

Content areas may be introduced in formal training and reinforced through mentoring.

- ◆ Incorporate mentoring into the written plans that are developed to meet the Program Performance Standards on program planning (45 CFR 1304.51(a)(1)(ii-iii)).
- ◆ Build on the informal mentoring activities that experienced teachers are already doing and provide these mentors with additional skills to enhance their mentoring.

As part of the human resource system, agencies can consider implementing a new step on a career ladder for mentors. This new step can be between a managerial or supervisory level and a lead teacher level. Such an action recognizes and rewards mentors for their expertise and experience in their profession and for their willingness to share what they have learned and serve as models for their colleagues.

The chart below provides examples of how some agencies have begun to implement career ladders.

Career Ladders	
United States Army Child Care System (VA)	Plans to use mentoring to advance the career potential for front-line child care staff. Senior direct-care personnel will soon have the opportunity to qualify for pay raises and advanced professional training as they become mentors.
The California Early Childhood Mentoring Program	Created an “external” mentoring position for child care professionals. Child care teachers in either home or center settings may apply to the program to serve as mentors. They then qualify for stipends on the basis of the number of student teacher protégés placed in their classrooms and on their participation in ongoing professional training.
Community Action Program of Evansville (CAPE) Head Start (IN)	Created a “Mentor Teacher” top step in their five-step career ladder for teachers. Serving in this position involves additional professional training (including out-of-town workshops) and a \$500 stipend.

Committing Resources

Certain activities and areas need to be supported to provide a successful mentoring program. The structure of the mentoring program will, in part, be based on the resources that agencies have to contribute to the development of mentoring. Resources include three things: money, staff, and time.

Money

Budgeting is essential in planning and designing a mentoring program. As a first step, agencies need to figure out how much money they have to put into their mentoring programs. Many Head Start and Early Head Start grantees include mentoring in their operating budgets or use local technical assistance funds. Other grantees request quality improvement funds to help start up the mentoring program and to improve teacher qualifications. Quality improvement funds may be earmarked for several things that tie right into the goals and outcomes of mentoring programs:

- ◆ Increasing salaries to improve staff qualifications
- ◆ Assisting with the implementation of career development programs
- ◆ Recruiting and retaining qualified staff, with preference in awarding salary increases to staff who obtain additional training
- ◆ Training classroom teachers to meet the early childhood development performance standards
- ◆ Improving Head Start teacher training in center-based programs
- ◆ Increasing the number of teachers who meet the statutory requirements of Section 648A of the Head Start Act.

“Agencies need to be creative in looking for additional funds if necessary.” Some organizations fund their mentoring programs through grants from the state or local government, or through private organizations.

Financial resources are important in determining such things as—

- ◆ The number of mentors and protégés that a program can support
- ◆ The kind of training and follow-up activities that mentors receive
- ◆ The type and amount of material provided to assist and enhance the mentoring relationship
- ◆ The kinds of incentives that mentors receive.



Take Stock!

**How can our agency integrate mentoring into our overall program?
What financial resources can our agency tap into to build and strengthen our mentoring program?**

Section 648A of the Head Start Act states that by September 30, 2003, at least half of all Head Start teachers in center-based programs must have an associate, bachelor's, or advanced degree in Early Childhood Education (ECE) or in a related field with preschool teaching experience.

Funds are available for professional development.

Mentoring can occur along with teacher enrollment in a degree program. In fact, success in applying theory to practice is enhanced if the teacher is mentored. It is important for program administrators to find out and let protégés and mentors know what state and Federal incentive and loan forgiveness programs they are eligible for if they enroll in a professional development program at a two- or four-year college.



Take Stock!

What are our potential monetary costs for mentoring?

Staffing Questions

Does the agency have staff who can serve as mentors to teachers, or will the agency need mentors from outside the organization?

Does the agency have a staff person who can coordinate mentoring activities? Will the coordinator's position become a part of another individual's job responsibility or will it become a new position?

There are many things to think about in budgeting for a mentoring program, and some are easy to overlook. For example, if mentors are to observe their protégés and have feedback conferences, agencies need to budget for substitutes to maintain staff/child ratios. Agencies often operate programs at several different sites; therefore, they need to determine the costs for mentors to travel to different sites to meet with protégés. Also, agencies need to calculate the costs associated with training and supporting mentors.

To help agencies budget for mentoring, this guide provides two aids. The first, *Financial Support for Effective Mentoring*, on page 69, identifies some ways in which agencies may financially support mentoring. The second—*Budgeting for Mentoring*—is a budget template that agencies can use to work out the financial costs associated with mentoring in their programs. The budget template is found in Appendix E.

Staff

Human resources are an essential part of mentoring. The size of a mentoring program depends in large part on the number of qualified mentors available. Agencies need to determine whether there are qualified staff within the program who have the content knowledge, skills, and educational experiences to mentor, or whether they need to collaborate with other Head Start programs, child care service providers, or teacher preparation institutions to provide mentoring. Smaller agencies, in particular, may have difficulty finding experienced staff with the time to mentor. Such agencies can consider teaming with staff from nearby Head Start or other early childhood programs to find and share qualified mentors. Agencies with few staff available to serve as mentors can use alternative mentor/protégé ratios, such as matching one mentor with several protégés.

Financial Support for Effective Mentoring

Commit resources to...	
Enable protégés and mentors to meet	<p>Mentors and protégés often run into trouble because they do not have enough time to build a relationship. Provide resources to cover the costs of—</p> <ul style="list-style-type: none"> ◆ Substitutes and release time for mentors and protégés ◆ Travel expenses for mentors and protégés ◆ Technology to enhance distance communication capabilities between mentors and protégés.
Support preservice and orientation training and follow-up activities for mentors	<p>Make sure that the individuals who are selected to serve as mentors receive training and support for their new role. Consider providing resources for—</p> <ul style="list-style-type: none"> ◆ In-house training ◆ Training through other agencies—colleges and universities ◆ Training through a consultant. <p>Ensure that follow-up activities are ongoing.</p>
Reward and recognize mentors	<p>Agencies can recognize and support mentors in a variety of ways:</p> <ul style="list-style-type: none"> ◆ Money—stipend, salary increase, or tuition reimbursement ◆ Promotion—build a step for mentors into the agency’s career ladder ◆ Release time to mentor or to attend training sessions ◆ Recognition—letters of praise; special dinners; small gifts, such as pins, coffee mugs, or business cards. <p>Involve mentors in the selection of incentives to ensure that the incentives are meaningful for them.</p>
Reward and recognize protégés	<p>Good mentoring often means hard work for protégés. Consider acknowledging their efforts with—</p> <ul style="list-style-type: none"> ◆ Money—salary increases if protégés demonstrate improved performance ◆ Release time to participate in mentoring activities ◆ Recognition at the end of formal mentoring, such as letters of commendation or materials that can be used to further enhance protégés’ teaching.



Take Stock!

Who can be responsible for coordinating mentoring in our agency?

In addition to finding qualified mentors, for mentoring to operate smoothly, someone must have day-to-day responsibilities for coordinating the mentoring process. Coordination involves such activities as—

- ◆ Overseeing the selection of mentors
- ◆ Organizing training and follow-up support for mentors
- ◆ Identifying funds to support mentoring
- ◆ Working with mentors and protégés to strengthen relationships and help resolve difficulties
- ◆ Serving as a “mentor to the mentors,” guiding them through the mentoring process, and giving them feedback on their mentoring skills
- ◆ Providing mentors with resource materials and information on workshops or journal articles that might help them improve their mentoring skills
- ◆ Encouraging mentor networking by publishing a mentor newsletter, holding mentor retreats, and arranging release time for meeting informally.

Good communication and organizational skills are essential for this position. Therefore, the individual responsible for mentor coordination should have the minimum qualifications as outlined in the Head Start Program Performance Standards 45 CFR 1304.52 (d)(1) and have an associate, bachelor’s, or advanced degree in early childhood education or a related field. The education services manager may be a possible candidate for this position.

Whether mentor coordination is a full- or part-time responsibility, agencies need to make certain to allocate sufficient funds in the budget and sufficient time in the coordinator’s schedule to carry out his or her responsibilities.

Time

The amount of time that mentors spend on mentoring varies greatly from agency to agency. Time is one element that plays a role in determining mentor/protégé ratios. Agencies must not overload mentors with responsibilities to ensure that they are able to mentor effectively. Mentors need the time to develop solid and lasting relationships with their protégés. Like money, time is something that agencies must budget for, so consider “line items” that might be included in a “mentoring time” budget. Some examples are given in the sidebar.

Putting It All Together: Agency Commitment and Support

Mentoring requires grantee and delegate agency commitment and support to get the process off the ground and promote effective change. Agencies can support mentoring in a variety of ways, depending on their resources and organizational structures. The chart on pages 72 and 73 provides examples of how some agencies support mentoring.

Mentors and protégés need time for—

- ◆ Classroom and home-based visits
- ◆ Observations and feedback conferences
- ◆ Training and follow-up activities
- ◆ Travel
- ◆ Identifying appropriate resources.

How Some Agencies Support Mentoring

Agency	Types of Support			
	Training	Stipends/Rewards	Release time	Mentor Support
New Horizons Training Center, Macon Program for Progress (NC)	There is a three-day orientation training of three to four hours each day. Mentors receive credit hours toward the credential they're working on.	The mentor stipend is based on the level of education of the mentor and the amount of time spent mentoring. Protégés receive a gift valued at \$350 that includes classroom materials and a curriculum that suggests ways to use the materials.	Release time is granted for both mentoring and training activities.	The training director serves as "Mentor of the Mentors."
The Greater Boston Early Childhood Mentoring Program, Associated Day Care Services of Metropolitan Boston (MA)	There is a weeklong orientation training, for which mentors receive two college credits.		Release time is granted for training seminars and for two days of mentoring each month.	There is a monthly three-hour seminar for which mentors receive two college credits and release time. Protégés participate in four of the seven seminars.
Impact II/The Teachers Network (NY)	Mentors are trained annually.	Mentors receive \$1000 each year, training materials and publications, and an annual trip to New York City to the Network Center.		Contact is maintained with mentors through an ongoing listserv and through monthly conference calls with the program coordinators.

How Some Agencies Support Mentoring (continued)

Agency	Types of Support			
	Training	Stipends/Rewards	Release time	Mentor Support
Homes Uniquely Giving Support (H.U.G.S.), Northwest Arkansas Family Child Care Association	A six-week, two-hour training is provided through the University of Arkansas School of Human and Environmental Science.	\$100 is awarded for mentoring support to protégés awaiting accreditation. Mentors receive continuing education credits and \$100 for participation in mentor training.		Accreditation training is offered for mentors and protégés on one Saturday a month over six weeks. Support-group meetings for mentors are held once a month and are facilitated by the program coordinator.
State of Wisconsin, Department of Workforce Development, Child Care Careers Project	The program has a two-credit mentor seminar, for which sites generally pay tuition.	Mentors receive a \$400 to \$500 stipend.		Field instructors work with mentors on an ongoing basis.
Stanislaus County Office of Education Teaching Center (CA) (formerly Stanislaus County Migrant Head Start)	Mentors participate in professional development workshops to enhance their effectiveness as teachers of adults.	Mentors work in one of three Teaching Center sites as part-time teachers/part-time mentors. They receive additional pay for their added mentoring duties.	Mentoring is built into the job description—no additional release time is necessary.	The agency holds mentor workshops regularly.

Appendix A ♦ *Head Start Act: Mentor Teachers*

(b) MENTOR TEACHERS.—

- (1) DEFINITION; FUNCTION.—For purposes of this subsection, the term “mentor teacher” means an individual responsible for observing and assessing the classroom activities of a Head Start program and providing on-the-job guidance and training to the Head Start program staff and volunteers, in order to improve the qualifications and training of classroom staff, to maintain high quality education services, and to promote career development, in Head Start programs.
- (2) REQUIREMENT.—In order to assist Head Start agencies in establishing positions for mentor teachers, the Secretary shall—
 - (A) provide technical assistance and training to enable Head Start agencies to establish such positions;
 - (B) give priority consideration, in providing assistance pursuant to subparagraph (A), to Head Start programs that have substantial numbers of new classroom staff, that are experiencing difficulty in meeting applicable education standards, or that lack staff of a similar cultural background to that of the participating children and their families;
 - (C) encourage Head Start programs to give priority consideration for such positions to Head Start teachers at the appropriate level of career advancement in such programs; and
 - (D) promote the development of model curricula, designed to ensure the attainment of appropriate competencies of mentor teachers in Head Start programs.

Source: Head Start Act, as amended October 27, 1998; Sec. 648A.(b) MENTOR TEACHERS, page 35; U.S. Department of Health and Human Services, Administration for Children and Families, Administration on Children, Youth, and Families, Head Start Bureau.

Appendix B ♦ *A Comprehensive Look at Mentoring in Selected Programs*

No one mentoring blueprint can fit all agencies. Grantee and delegate agencies can support, structure, and evaluate mentoring; provide mentor training; and mentor protégés in a variety of ways. In designing a mentoring program, agencies need to select the mentoring features that best meet the needs of their programs and teachers. This publication has provided guidance through discussions of issues and examples of how agencies can choose to implement different aspects of mentoring. Now it is time to take a closer look at how different Head Start agencies and other organizations design their mentoring initiatives.

These mentoring programs were chosen because they—

- ◆ Represent mentoring in different types of settings, including center-based and family child care
- ◆ Are located in different geographical environments
- ◆ Offer different kinds of agency support
- ◆ Have different ways of identifying and selecting mentor teachers, including formal application and observation process and informal process
- ◆ Represent mentors who have full-time mentoring responsibilities and mentors who are also teachers
- ◆ Have mentors who come from within the agency and who hold positions outside the agency
- ◆ Employ different methods of interaction between mentors and protégés, such as distance technology and face-to-face.

Each highlighted mentoring program contains—

- ◆ A text box summarizing the key characteristics of the mentoring approach. Agencies can select those mentoring programs with characteristics most closely related to their needs or program structure.
- ◆ Descriptions of the following issues: program goals; agency support; program structure (mentor and protégé identification, selection, and matching, and mentor protégé/ratios); mentor training and follow-up support; mentoring content and strategies; and evaluation of mentoring.

Seeing how mentoring works in other settings can help agencies select the mentoring features that will work best for them.

A Comprehensive Look At Mentoring In Several Programs

- ◆ California Early Childhood Mentoring Program, Hayward, California
- ◆ Community Action Program of Evansville (CAPE) Head Start, Evansville, Indiana
- ◆ The Greater Boston Early Childhood Mentoring Program, Boston, Massachusetts
- ◆ Homes Uniquely Giving Support (H.U.G.S.), Fayetteville, Arkansas
- ◆ Macon Program for Progress, New Horizons Training Center, Franklin, North Carolina
- ◆ Washington, D.C., Public Schools Head Start Programs, Washington, D.C.

California Early Childhood Mentoring Program

Program Background

The California Early Childhood Mentoring Program is the largest early childhood mentoring program in the country. It was established in 1988 as a privately funded project, and since 1992 has expanded with funding from the state Child Care and Development Block Grant.

The mentoring program is built upon the State's community college structure. Colleges benefit because those offering programs in early child-hood development need diverse settings for their students' practicum placements. Community child care teachers and providers who are selected as mentors supervise one or more practicum students in their family child care homes or in their centers.

Key Characteristics

- ◆ Protégés are students in community college classes in early childhood education.
- ◆ Mentors have protégés placed in their classrooms or sites as a field placement for credit.
- ◆ Before being selected as a mentor, candidates must complete a college course on mentoring.
- ◆ Cooperation with the area community colleges is an essential element of this program model.

A major strength of the program, according to its director, is that it involves many different players in the community in a collaborative effort to promote quality child care and early childhood education. Community colleges, mentors, and protégés all benefit. This program includes 0–5, 5–12, and before- and after-school care.

Program Goals

- ◆ To enable practicum students (protégés) to complete course requirements with a diverse pool of mentors
- ◆ To promote collaboration among the key players of all child development communities toward the improvement of early care and education
- ◆ To promote the Master Teacher level in the California State Child Development Permit
- ◆ To reduce turnover among child care teachers
- ◆ To use the results of internal and external program evaluations
- ◆ To increase cultural diversity and inclusion in all program activities

Agency Commitment and Support

Mentors receive stipends for—

- ◆ The time they spend mentoring protégés during their coursework
- ◆ The time they spend continuing to mentor protégés who have completed their coursework
- ◆ Their participation in training activities.

The average mentor stipend for the 1997–1998 year was \$1,534.

Program Structure

Mentor Identification and Selection

- ◆ After completing a “Mentor Teacher” course, mentor candidates apply to a local Mentor Selection Committee.
- ◆ A site review is conducted, including an evaluation based on the *Early Childhood Environment Rating Scale—Revised* (Harms & Clifford, 1980). The program also uses the *Family Day Care Rating Scale (FDCRS)*, the *Infant/Toddler Environment Rating Scale (ITERS)*, and the *School-Age Care Environment Rating Scale (SACERS)*, depending on the age group with whom the mentor is working.
- ◆ Mentor certification is for three years, after which mentors must reapply.

Protégé Identification and Selection

- ◆ Most protégés are students.
- ◆ Most protégés are enrolled in community college courses on early childhood education.

Matching Mentors with Protégés

- ◆ The instructors of each community college course make mentor-student teacher protégé matches. Typical considerations include student interest, diversity issues, schedules, and geography.
- ◆ The mentor/protégé ratio is one mentor to one or several protégés; the average ratio is 1 classroom mentor to 2.3 student teacher protégés.

Length, Frequency, and Duration of Mentor-Protégé Relationships

- ◆ Frequency of mentor-protégé interaction depends on the requirements of the course the protégé is taking.
- ◆ Mentoring ordinarily lasts the length of the practicum course (one or two semesters, depending on the college).

Mentor Training and Follow-up Support

Preservice and Orientation Training

- ◆ “The Mentor Teacher” is a college course covering supervision skills and training in applying an objective, quality assessment tool to the classroom. (See Appendix F for an overview of the curriculum.)
- ◆ The course is a prerequisite for mentor selection.

Follow-up Support

- ◆ A two-day mentor retreat is offered each year. Topics include “How to Give an Effective Presentation,” “Advocacy and Legislative Issues,” and “Multicultural Storytelling.”
- ◆ Mentors are required to complete 24 hours of professional development each year.

Mentoring Strategies

- ◆ Mentors model a variety of effective strategies in early childhood education, depending on the type of placement (child care, Head Start, etc.).
- ◆ Other strategies (journals, portfolios, and so forth) depend on the course requirements of the community college.

Evaluation of the Mentoring Program

Formal Evaluation

A formal evaluation published by the National Center for the Early Childhood Workforce in 1995 found the following:

- ◆ Both mentors and protégés were happy with the program.
- ◆ Protégés in the mentoring program were rated by observers as less sensitive to children than were students in community college laboratory practicum placements, although both were rated better on several categories of teacher behavior than were the community comparisons.

Challenges

Growth! Eighteen community colleges were involved in 1992, and now 62 colleges participate. Protégé placements have increased from 58 to 924 over a five-year period. Rapid growth has created several challenges:

- ◆ Increased difficulty collecting data from all participating sites
- ◆ Increased difficulty in providing individualized support to each program
- ◆ Difficulty in monitoring each program’s progress
- ◆ Limited time to coordinate results affects the assurance of accountability. California has contracted for an independent evaluation of all quality-improvement activities.

**For further information,
please contact—**

California Early Childhood
Mentoring
Mentor Program Coordinator
25555 Hesperian Boulevard
Hayward, CA 94545
(510) 786-6638
www.clpccd.cc.ca.us/mentor

Key Characteristics

- ◆ The Mentor Teacher is a step on CAPE's five-step career ladder.
- ◆ There is a formal selection process for mentors. The process includes a letter of interest in mentoring from the candidate; references from a parent, a peer, and the candidate's director; and an evaluation of the mentor that uses the NAEYC Early Childhood Observation Instrument.
- ◆ Protégés and mentors work together in the same classroom.

- ◆ Some decay in effective teaching was noted as lab students and protégés left their practica. At a six-month follow-up, observers rated both groups as competent, but also as more harsh and detached than they were during their training placements. The evaluators attributed this effect to the lower-quality classrooms (more typical of community classrooms) in which these students were employed, compared to their high-quality training sites.

Ongoing Evaluation

- ◆ Student teacher protégés evaluate mentors as part of their course evaluation. When mentors reapply for certification every three years, these evaluations are taken into account.
- ◆ In an in-house evaluation system recently developed, all key players in the program (protégés, mentors, mentor selection committees, and program administrators) evaluate the other players with whom they have had contact.
- ◆ An initial goal of the program was to reduce turnover among child care teachers. In the past year, turnover in mentors' classrooms was a relatively low 14.2 percent, compared to a national average of 31 percent in 1997 for child care teachers in general.

**Community Action Program of Evansville
(CAPE) Head Start**

Program Background

CAPE Head Start's mentoring program has been in existence since 1997. At present, mentors and protégés are all Head Start employees. CAPE, however, hopes to make the program communitywide in the future. Ideally, it would partner with other early childhood service providers and together they would agree on release time and compensation for mentors and protégés. The mentoring committee would be composed of early childhood directors, community representatives, parent representatives, teacher representatives, and a member of the early childhood faculty from the local university.

Program Goals

- ◆ To enable beginning teachers to grow professionally through coaching by a skilled professional
- ◆ To retain experienced teachers in the field by offering them a chance to share their knowledge and skills and to move up a career ladder
- ◆ To allow mentors to sharpen their communication and leadership skills, and to develop skills in training adults
- ◆ To further professionalize the early childhood field

Agency Commitment and Support

- ◆ During the first year, mentors and protégés were sent to the National Head Start Association Conference together.
- ◆ Mentors and protégés are given money to spend on resources to support mentoring.
- ◆ In the second year, CAPE made the Mentor Teacher position the top step on its five-step career ladder for teaching staff and paid each mentor a \$500 stipend for participating in the program. The \$500 stipend is paid once and does not become part of a mentor's regular salary.

Program Structure

Mentor Identification and Selection

- ◆ Mentor candidates must be currently employed teachers who meet one of the following criteria: they must possess (1) a Child Development Associate (CDA) credential and five years' experience in an early childhood classroom; (2) an A.A. with three years' experience in an early childhood classroom; or (3) a B.A. in early childhood with at least one year's experience in an early childhood classroom. *(NOTE: These qualifications were determined prior to the Head Start information memorandum requiring that at least 50 percent of the teachers must have an A.A. or B.A. degree by 2003.)*
- ◆ Mentor candidates must belong to a professional early childhood organization.

- ◆ Mentor candidates must demonstrate an ability to present workshops and training for other staff.
- ◆ Mentor candidates must demonstrate an understanding of how children learn and how to bring out the best in each child. They need to be committed to children and to helping others. They need to be active listeners, flexible, patient, professional, willing and able to take on leadership roles and responsibilities, dependable, able to see their own strengths and weaknesses, nonjudgmental, and able to laugh.

Selection Process

- ◆ The candidates must submit a letter of interest that includes information on their educational background and describes the strengths they would bring to the program. They must also write an essay on why they want to be a mentor.
- ◆ The candidates must provide references from a parent, a peer, and their director.
- ◆ The candidates complete the NAEYC Early Childhood Observation Instrument and are evaluated with the same instrument by an impartial observer. They meet with the observer to discuss any discrepancies.
- ◆ The candidates must be willing to undergo training at the college level.

Protégé Identification and Selection

- ◆ In the first year, teachers applied to become protégés and were chosen by a selection committee. Most protégés were new teachers.
- ◆ In the second year, teachers who were almost ready to become Lead Teachers were matched with mentors to help them learn the extra skills needed to become excellent Lead Teachers.

Matching Mentors with Protégés

- ◆ All mentors and protégés fill out a survey. Matches are based on the type of program they are from (full day, double session, and so forth) and similar interests and temperaments.

- ◆ Protégés are matched with mentors who are strong in the skills needed by the protégé.
- ◆ The program has four mentors. The mentor/protégé ratio is one-to-one.

Length, Frequency, and Duration of Mentor-Protégé Relationships

- ◆ Mentors and protégés meet daily.
- ◆ Mentors and protégés work together in the same classroom.
- ◆ The mentor-protégé relationship lasts for a full year. CAPE hopes to produce new, well-prepared Lead Teachers each year from the process. In some cases, relationships may continue for a second year.

Mentor Training and Follow-up Support

Preservice and Orientation Training

- ◆ Mentors and protégé child development center directors participate in eight hours of training. The training is open to anyone, not only those individuals selected to be Mentor Teachers.
- ◆ Mentors are trained with the help of two texts: *The Early Childhood Mentoring Curriculum Trainer's Guide* and *The Early Childhood Mentoring Curriculum Handbook for Mentors*.

Follow-up Support

- ◆ The mentor, the protégé, and the child development specialist meet twice each month to discuss progress, successes, and concerns. The evaluation of the process is ongoing.
- ◆ Mentors are encouraged to meet together to discuss their successes and concerns. The program is looking into arranging time for the protégés to meet as a support group.

Mentoring Content

- ◆ Protégés' needs are identified by the Child Development Specialist's observation and evaluations from previous years.

Challenges

- ◆ Time is the greatest challenge. CAPE tried to solve this problem by putting the mentor and the protégé in the same classroom this year because they could not create enough release time last year to have an effective program.
- ◆ The program does not have enough mentors.

For further information, please contact—

Community Action Program of
Evansville (CAPE) Head Start
27 Pasco Avenue
Evansville, IN 47713
(812) 452-3133

- ◆ Mentoring often focuses on behavior management and modification, individualizing for children, professionalism, and using developmentally appropriate practices.

Mentoring Strategies

- ◆ Mentors observe protégés and later meet with protégés to provide feedback on what they observed.
- ◆ During mentor-protégé meetings, goals are established so that protégés know what they are working toward.

Evaluation of the Mentoring Program

Strategies

- ◆ The program has not been formally evaluated by an outside evaluator. However, the program uses an ongoing process evaluation to continually assess and improve its mentoring.
- ◆ Currently, CAPE is using observation, conferencing, mentor networking, and the results of its onsite review to assess the mentor’s performance. They also plan to use parent questionnaires, protégé questionnaires, and a formal self-evaluation.

Changes in the Program

- ◆ Mentors receive a stipend. Prior to the process evaluation, mentors received no additional pay. They were compensated for their time with a trip to the National Head Start Association Conference. Protégés attended the conference with them.
- ◆ Mentor Teacher became a step on the agency’s five-step career ladder.
- ◆ The mentor and protégé work together in the same classroom instead of in different classrooms and, in some cases, at different sites.
- ◆ Mentors receive extra training and may be sent to workshops out of town.

The Greater Boston Early Childhood Mentoring Program Program

Program Background

Associated Day Care Services of Metropolitan Boston operates seven center-based, birth-to-five child care programs. Their mentoring program, which has been in operation for three years, is funded through a State Department of Education grant of approximately \$66,500 that came through the Boston Community Partnership. Grant funds support training, substitutes, stipends, program administration, and equipment and supplies identified during the mentoring process that can help improve protégé performance.

Although protégé needs drive the mentoring process, the mentor is responsible for formalizing the areas on which the mentoring will focus. In addition to working with protégés, mentors share information about the areas on which the mentoring is focusing with the protégé's program director so that the director is brought into the loop.

Program Goals

- ◆ To recognize experienced teachers and to give them an opportunity to move up the career ladder
- ◆ To establish a pool of mentors for teachers in programs throughout the city to improve classroom quality and to facilitate program accreditation

Agency Commitment and Support

- ◆ Mentors receive training at the beginning of the mentoring program, and follow-up support and training throughout their time as mentors.
- ◆ The program provides mentors with a resource room where training videos, books, and other materials are kept to assist them throughout the mentoring process.
- ◆ Mentors receive a stipend of \$500. They are given release time to attend training seminars and to mentor two days of each month.

Key Characteristics

- ◆ Mentors are classroom teachers who come from programs outside of the protégés' program.
- ◆ The formal mentor-selection process includes observations based on the *Early Childhood Environment Rating Scale—Revised*.
- ◆ Mentor training occurs through a college, and mentors receive two college credits.
- ◆ The follow-up support that mentors receive includes seminars in which protégés also participate.
- ◆ Mentoring occurs over a seven-month period.
- ◆ There is a communication loop between mentors and program supervisors.

Program Structure

Mentor Identification and Selection

- ◆ Lead teachers are selected from NAEYC-accredited early child care programs throughout the Boston area.
- ◆ A committee composed of representatives from the Boston Community Partnership selects mentors through a formal multistep process. Observers use a standardized observation tool to evaluate candidates. The next step is an application process that asks candidates for their professional background and years of experience; references; a narrative explaining why they are interested in becoming a mentor and the kinds of strengths they bring to the project; and responses to other interview questions.
- ◆ The program uses a point system that attaches points to different aspects of the selection process. Particular weight is given to the candidates' observed behavior in interacting with children and to their classroom practices.

Protégé Identification and Selection

- ◆ Protégés are new and experienced staff.
- ◆ Protégés are from different programs throughout Boston.
- ◆ Teachers volunteer to be protégés.
- ◆ Supervisors recommend teachers for mentoring.

Matching Mentors with Protégés

- ◆ Four criteria are used: (1) age of the children in the class, (2) geographical proximity, (3) cultural background and experience, and (4) strengths of the mentor and needs of the protégé.
- ◆ The mentor/protégé ratio is one-to-one. In the first year, 12 mentors were trained; in the second year, 16; and in the third year, 13.

Length, Frequency, and Duration of Mentor-Protégé Relationships

- ◆ Mentoring occurs over seven months.
- ◆ Mentors conduct two full-day visits (every other week) each month at the protégé's site.
- ◆ Offsite mentoring has several advantages for mentors:
 - It provides a learning experience for mentors, enabling them to meet with other teachers and gain an understanding of the issues that other programs face.
 - It provides a cross-cultural experience.
 - It enables mentors to give their full attention to the protégés and not be torn by the other responsibilities they have at their own program site.

Mentor Training and Follow-up Support

Preservice and Orientation Training

- ◆ Mentor candidates receive training that is based on *The Early Childhood Mentoring Curriculum* (Bellm, Whitebook, & Hnatiuk, 1997).
- ◆ Mentors receive two college credits for participation in a weeklong seminar.
- ◆ The training focuses on five core areas of knowledge: adult development, reflection in education, respecting diversity, the change process, and leadership and advocacy. Skill areas that are tied into the core areas include communication, such as active listening and collaborative problem solving; modeling; observation, coaching, and reflective conferencing; giving and receiving feedback; conflict resolution; self-assessment and self-evaluation; and avoiding burnout.

Follow-up Support

- ◆ Mentors attend three-hour monthly seminars at a central site (Associated Day Care Services) over the seven months of the mentoring relationship. The seminars occur during one of the days allocated for working with protégés.
- ◆ Mentors receive two college credits and release time from their classroom responsibilities for participation. The seminars provide an opportunity for mentors to talk about issues they encounter during the mentoring process.
- ◆ Protégés participate in four of the follow-up seminars: training on the *Early Childhood Environment Rating Scale*; understanding inclusion, diversity, differences in the early childhood setting; leadership and advocacy; and developing skills in working with children.

Mentoring Content

- ◆ The focus of mentoring is determined through the results of the *Early Childhood Environment Rating Scale* or the *Infant/Toddler Environment Rating Scale*.
- ◆ Common topics include interactions between adults and children, age-appropriate curriculum development and implementation, setting up the appropriate physical environment, and developmentally appropriate practices.

Mentoring Strategies

- ◆ Both the mentor and the protégé are trained on the *Early Childhood Environment Rating Scale—Revised* or the *Infant/Toddler Environment Rating Scale*, as appropriate. The scale is used to assess the protégé’s classroom and serves as a needs assessment for mutually planning the mentoring focus.
- ◆ Mentors hold reflective conferences with protégés, helping them come to their own conclusions about what changes are needed.
- ◆ Mentors observe their protégés and give them feedback.

- ◆ Mentors model classroom techniques for their protégés.
- ◆ Mentors provide their protégés with resources.

Evaluation of the Mentoring Program

- ◆ Program directors, mentors, and protégés evaluate the mentoring process. One change in the program as a result of a previous evaluation was the hiring of substitutes to release mentors for a full day of mentoring.
- ◆ Mentors and protégés complete a self-evaluation checklist that helps them identify how they have changed over the course of the mentoring relationship.

Homes Uniquely Giving Support (H.U.G.S.)

Program Background

The Northwest Arkansas Family Child Care Association (NWAFFCCA) services 100 homes in four counties in rural Arkansas. The Association has been involved in several mentoring programs, including a pilot program that focused on accreditation for family child care homes that was supported by the Levi-Strauss Corporation and Arkansas' Division of Child Care and Early Childhood Education of the Department of Human Services. In-kind contributions were received from the University of Arkansas Family Child Care Project and the NWAFFCCA. The pilot program has been followed by another mentoring program that guides family child care teachers through a self-study process for national accreditation or State quality approval and helps family child care teachers select equipment for child care enhancement grants.

Program Goals

- ◆ To help family child care teachers become nationally accredited or receive State approval
- ◆ To help family child care teachers access appropriate equipment and materials for their family child care homes

Challenge

Funding is insufficient.

For further information, please contact—

Associated Day Care Services of
Metropolitan Boston
95 Berkeley Street, Suite 306
Boston, MA 02116
(617) 695-0700

Key Characteristics

- ◆ Mentors are family child care teachers.
- ◆ The mentoring depends on grant funding.
- ◆ The mentoring focuses on accrediting family child care homes or selecting equipment for child care enhancement grants.

Agency Commitment and Support

- ◆ Mentors receive follow-up support and training throughout their time as mentors.
- ◆ Mentors have a stipend. The amount of the stipend depends on the level of grant funds.
- ◆ The program is administered by the program administrator, who is employed by the NWAFFCCA.

Program Structure

Mentor Identification and Selection

- ◆ Mentors must have achieved national accreditation, State approval, or a CDA credential in family child care within the four-county area covered by the grant.
- ◆ There is no formal application process. Notices about the program are sent to accredited family child care teachers when new mentors are needed. A list of criteria for mentors is included. Those who qualify and are interested will self-select to participate in the program.

Protégé Identification and Selection

- ◆ Family child care teachers volunteer to serve as protégés.
- ◆ Family child care teachers are recruited for the program at general Association membership meetings and through a monthly newsletter, *H.U.G.S. News and H.U.G.S. Briefs*.

Matching Mentors with Protégés

- ◆ Mentors are asked which family child care teachers they would like to mentor and which they would not want to mentor.
- ◆ Special circumstances of mentors are taken into consideration, such as the availability of substitutes for the mentor's own home, geographic proximity, style of home (classroom or "homey" home), and ages of children.
- ◆ The mentor/protégé ratio varies from one-to-one to one-to-four, depending on the availability of the mentor and the mentor's willingness to work with more than one protégé.

Length, Frequency, and Duration of Mentor-Protégé Relationships

- ◆ The frequency of contact between the mentor and the protégé is based on the needs of the protégé.
- ◆ Mentoring occurs at the protégé's site and at the mentor's site and also at monthly trainings.

Mentor Training and Follow-up Support

Orientation and Preservice Training

- ◆ Mentors attend an orientation where they learn more about the program and their responsibilities.
- ◆ Additional training is provided through monthly support group meetings and telephone support from the administrator.

Follow-up Support

- ◆ The NWAFFCA is responsible for follow-up support.
- ◆ Monthly meetings are conducted.

Mentoring Content

- ◆ The program administrator conducts a needs assessment for all protégés to determine the areas on which the mentoring should focus.
- ◆ The information from the needs assessment is shared with the mentors. Topics vary from protégé to protégé.

Mentoring Strategies

- ◆ Protégés are observed in their homes. Feedback includes mock observations conducted by trained observers.
- ◆ Mentors model new techniques for their protégés.
- ◆ Mentors and protégés maintain telephone contact.

Challenge

Both mentors and protégés may find it difficult to visit one another's homes unless they have substitutes. If substitutes are unavailable onsite, visits may have to be conducted after hours.

For further information, please contact—

Northwest Arkansas Family
Child Care Association
12518 Paige Lane
Farmington, AR 72730
(501) 267-2212

Key Characteristics

- ◆ Mentors are experienced classroom teachers who work with protégés at a training facility rather than at the protégé’s program site.
- ◆ Mentoring is provided for both new and experienced teachers.
- ◆ Mentoring can take place through distance learning.
- ◆ Mentor training occurs in-house through experienced trainers.
- ◆ The Training Director serves as a “mentor to the mentors.”

Evaluation of the Mentoring Program

The mentoring program is evaluated at the end of the grant period through a written evaluation by the protégé and the mentor.

Macon Program for Progress New Horizons Training Center

Program Background

The New Horizons Training Center is a training facility for Early Head Start program staff and part of the Macon Program for Progress. The mentoring program, which began in April 1997, is funded through Smart Start, the North Carolina governor’s initiative to bring resources to local groups to enhance the well-being of children and families. Funding in the first year was approximately \$60,000. In the initial year the program had 10 mentors and 60 protégés. In the second year, there were 30 protégés.

Program Goals

- ◆ To enhance the quality of care for infants and toddlers
- ◆ To reduce staff attrition by providing support for teachers and other early childhood staff

Agency Commitment and Support

Types of Support

- ◆ Mentors gain recognition and receive a stipend that is based on their level of education and the amount of time they spend mentoring.
- ◆ Mentors gain credit hours toward the North Carolina Early Childhood Credential for which they are working.
- ◆ Mentors are given release time.
- ◆ Training and follow-up support are provided.
- ◆ Protégés receive a mentoring gift valued at \$350 that includes toys and curricula with suggested ways of using the materials. A manual describes the kinds of activities that

can be implemented with children from infancy to three years of age.

- ◆ Protégés also receive \$100 to order literacy-related books from specified catalogs.
- ◆ Grant funds cover such costs as stipends, substitutes, travel and per diem allowances, support staff, and the Center's master teacher's preparation time.

Integration Within the Staff Development Program

- ◆ The issues identified after the evaluation of mentor training have been incorporated into Region IV training.
- ◆ The topics for more general training that have come out of mentoring include reframing discipline, designing and implementing curricula that are age-appropriate, and understanding the value of groups and helping children decide when to participate.

Program Structure

Mentor Identification and Selection

- ◆ Mentors all come from the New Horizons Training Center facility.
- ◆ Potential candidates are identified and selected by a committee comprising the Director of Head Start, the Education Coordinators for birth to three and three to five, and the Regional Training Coordinator, all of whom are familiar with the teaching staff and know the candidates' strengths and weaknesses. The skills that the committee sees as most important are the ability to communicate and interact with children and adults.
- ◆ Participation as a mentor is voluntary, and there is no formal application process. Notices are sent to accredited providers when new mentors are needed. A list of criteria for mentors is included. Those who qualify and are interested will self-select to attend the training.

Protégé Identification and Selection

- ◆ Protégés volunteer or are selected by a supervisor to participate in the mentoring to build skills.
- ◆ Flyers with information about the mentoring program are distributed by New Horizons to early childhood programs throughout the seven counties and the Eastern Band of Cherokee in the region. The objective is to have protégés from every part of the service area.
- ◆ Protégés complete an application that identifies the areas in which they would like to be mentored.
- ◆ Mentoring is targeted to both new and experienced teachers.

Matching Mentors with Protégés

- ◆ Protégés are matched with mentors on the basis of areas of similarity, such as age, gender, culture, race, language, teaching and learning styles, and age group of children and the content area on which the protégé needs to focus.
- ◆ Geographical proximity is not an issue because the mentoring takes place at the New Horizons Training Center site either through face-to-face contact or through distance learning. The Training Center is near the mentor's classroom.
- ◆ Each mentor is responsible for six protégés, but the program staggers the times that protégés visit the mentor's classroom.
- ◆ Mentors work with two protégés in each session of mentoring over three different months.

Length, Frequency, and Duration of Mentor-Protégé Relationships

- ◆ The mentoring site is the Training Center facility. The facility is linked to other programs through two-way audio-visual technology that allows for real-time interactions. The facility classrooms are equipped with ceiling microphones and a camera that can zoom in on various activities. Four or five sites can view the facility classroom at one time. To view the mentor's classroom, protégés can go to an Informa-

tion Highway or Community Link site within their county. Protégés from various sites see live demonstrations of particular practices in the infant/toddler classroom. After the observations, mentors and protégés reflect and discuss what the protégés observed and the rationale for implementing certain practices. Protégés can request distance learning at any time so that the mentoring is ongoing.

- ◆ Protégés visit the facility for a full day at the start of the mentoring process to meet with their mentor and observe classroom set-ups and mentor-child interactions. In addition to in-class observations, individual classrooms have observation windows that allow protégés to see classroom interactions without being disruptive.
- ◆ Protégés visit at other times when it is convenient for them to travel. Travel, however, is reduced through the use of technology.
- ◆ Most of the communication between mentors and protégés occurs through technology and through telephone contact.
- ◆ The length of time that protégés are mentored varies, depending on the needs of the protégés and the relationship built between protégés and mentors.
- ◆ The challenge of the mentor-protégé relationship is to build a trusting relationship without any supervisory connotations.

Mentor Training and Follow-up Support

Preservice and Orientation Training

- ◆ Mentors receive training in using the *Early Childhood Mentoring Curriculum* (Bellm, Whitebook & Hnatiuk, 1997).
- ◆ The training director and the master teacher participate in national training on the *Early Childhood Mentoring Curriculum* before conducting the training.
- ◆ Initial training occurs over a three-day period, with mentors spending three to four hours each day in training.

- ◆ Training topics include effective communication, guidance skills, reflective practice, leadership skills, and adult education. Opportunities are provided for open-ended feedback.
- ◆ Substitutes are provided for the mentors' and protégés' classrooms from a pool of previously selected substitutes who have been approved by the policy council board.

Follow-up Support

- ◆ The training director serves as a “mentor to the mentors,” providing feedback on the mentors' performance and addressing concerns of the mentor. The observation windows within each classroom allow the training director to unobtrusively observe the mentor at any time.
- ◆ Mentors also audiotape their classrooms to allow them to reflect on their behavior and practices in the classroom.
- ◆ Support is ongoing.

Mentoring Content

- ◆ Protégés identify on their application form the specific areas of concern in which they would like to be mentored.
- ◆ The protégé's supervisor may make recommendations of areas for mentoring.
- ◆ The content of mentoring is individualized to the protégé.
- ◆ Some topics have included designing and implementing age-appropriate curriculum, behavior management, and stages and ages of child development. The latter topic is a focus for teachers who have moved from infants to toddlers or vice versa, or who are new to these age groups.
- ◆ In general, content focuses on applying theory to practice and on understanding what it means to be a professional.

Mentoring Strategies

- ◆ A variety of mentoring strategies are used.
- ◆ Mentors model effective practices for protégés. Protégés can discuss these practices one-on-one with the mentor during children’s naptime.
- ◆ Protégés are encouraged to take notes and to keep a journal that includes questions for the mentor.
- ◆ Videotaping of protégés and mentors is used as a basis for reflection and discussion.

Evaluation of the Mentoring Program

- ◆ Mentor performance is assessed through observations of mentors’ classrooms. The classrooms’ special observation windows and the presence of the mentor trainer on site make it easy to observe the mentors.
- ◆ An informal evaluation was conducted as part of the overall Smart Start evaluation. As a result of the observation, the revised *Infant/Toddler Environment Rating Scale* is used in all classrooms.

Washington, D.C., Public Schools Head Start Programs

Program Background

The Washington, D.C., Public Schools Head Start Programs’ mentoring system grew out of the need to increase opportunities for collegial growth and support for teachers. Previously, the program relied on resource teachers to perform roles similar to that of the mentor. Teachers needing help would use the resource teachers to gain the necessary assistance. As the program’s funding increased, the program created full-time positions for mentors to be paired with a supervisor. The mentors may mentor any individuals who work under this supervisor. There are four mentors, and each supervisor is responsible for 14 to 20 classrooms.

Challenges

- ◆ Lack of funds for mentoring
- ◆ Time spent traveling to mentoring site
- ◆ Multiple responsibilities affect mentors’ ability to build relationships and follow up with protégés.

For further information, please contact—

Macon Program for Progress
New Horizons Training Center
Box 700
Franklin, NC 28734
(828) 349-4291
Fax: (828) 524-0823

Key Characteristics

- ◆ Mentoring is a full-time responsibility.
- ◆ Mentors are responsible for many staff (from 7 to 10) at one time.
- ◆ New staff may be identified for mentoring by the supervisor; other staff members also may be identified or may request a mentor for assistance.
- ◆ Mentors are paired with supervisors.

Program Goals

- ◆ To improve the quality of teaching and the quality of the learning environment in the classroom
- ◆ To increase the amount of individual support that teachers receive from education staff

Agency Commitment and Support

- ◆ The mentors receive a stipend for mentoring, but it is no more than they would receive as Head Start teachers with 12 or more years of experience.
- ◆ Mentors meet with one another on a weekly basis to discuss what's working well for them and what's not in terms of their relationship with their protégés.
- ◆ Mentors work closely with the supervisors with whom they are paired.
- ◆ Funding for the mentoring program comes from the Head Start grant funds.

Program Structure

Mentor Identification and Selection

- ◆ Mentors must possess a bachelor's degree in early childhood education and have additional course work. They must have 5 years of classroom experience (currently all mentors have 12 or more years of experience), demonstrate an interest in mentoring, and have previously received a rating as an outstanding teacher.
- ◆ Mentors should be knowledgeable in the theory and practice of early childhood education; possess good communication skills; recognize that although they have been selected as mentors they may not know all the answers; and be willing to take the time to develop strong relationships with teachers that foster reflection.
- ◆ Mentors are either identified by the program director or self-selected. However, they must meet the criteria above and be interviewed.

Protégé Identification and Selection

- ◆ Protégés are classroom teachers and family child care staff.
- ◆ Protégés either are identified by the supervisor or request a mentor for assistance in a specific area.

Matching Mentors with Protégés

- ◆ Mentors are paired with a supervisor and are assigned to the individuals who work under that supervisor. Mentoring occurs on a supervisor's recommendation or when an individual requests assistance.
- ◆ The mentor/protégé ratio varies. About 60 percent of the time, mentors work with seven protégés. However, they may work with more protégés if the need arises.

Length, Frequency, and Duration of Mentor-Protégé Relationships

- ◆ Each mentor-protégé relationship is unique; the mentors spend a different amount of time with each protégé, depending on the protégé's needs. New staff members may require more time than more experienced staff members, who may seek out the mentor for assistance only once.
- ◆ Sometimes mentors will have protégés observe more experienced teachers working in a particular area in which the protégé needs assistance.
- ◆ Protégés can observe several teachers.

Mentor Training

- ◆ The program does not provide any formal training for the mentors.
- ◆ The program relies on the mentor's experience and attendance at workshops.

Mentoring Content

- ◆ The specific needs of the protégé determine the content.
- ◆ Either the protégé or the supervisor can identify the content.

Challenges

- ◆ The program does not have enough mentors.
- ◆ More training is needed on the mentoring process.
- ◆ A better mentor-protégé matching process is needed. The question that is raised is, What do you do if you don't like the mentor you are assigned to?

For further information, please contact—

D.C. Public Schools Head Start Programs
Far S.E. Career Development Center
1200 12th Place, S.E.
Washington, DC 20020
(202) 698-1033

Mentoring Strategies

- ◆ Mentors use a combination of strategies that include demonstrations, observations, modeling, and peer coaching.
- ◆ Mentors “roll up their sleeves” and work in the protégé’s classroom.

Evaluation of the Mentoring Program

- ◆ The program has not been formally evaluated.
- ◆ Mentors give the Head Start Director a list of objectives that the mentors want to accomplish during the year. At the end of the year they are evaluated on their success in meeting these objectives.

Appendix C ♦ *An Overview of Key Mentoring Features in Selected Organizations*

This appendix provides a brief overview of some key elements of mentoring in agencies that were identified earlier in this publication. These elements are in chart form to allow an easy comparison of organizations. Topics included in the overview are agency support, mentoring structures, and mentor training and follow-up. The chart includes contact information for follow-up purposes. Agencies need to think about which mentoring approaches will work best for them, given their unique program structure and needs.

An Overview of Mentoring in Several Programs

Head Start

- ♦ Adams County Head Start, Gettysburg, Pennsylvania
- ♦ Bi County Community Action Program Head Start, Ah Gwah Ching, Minnesota
- ♦ Denver City Head Start, Denver, Colorado
- ♦ Early Head Start Program, Canon City, Colorado
- ♦ Lee County Pre-K Head Start Program; Apples Program for New Teachers, Lee County, Florida
- ♦ Miami Valley Child Development Centers, Dayton, Ohio
- ♦ Region I Head Start Quality Improvement Center, Newton, Massachusetts
- ♦ Region VII Mentor/Protégé Development Program Head Start Quality Improvement Center, Raytown, Missouri
- ♦ Stanislaus County Head Start, Modesto, California
- ♦ Tri-County Head Start, Paw Paw, Michigan
- ♦ Upper East Tennessee Head Start, Teacher Training Program, Kingsport, Tennessee
- ♦ Upper Des Moines Opportunity, Inc. Head Start, Graettinger, Iowa
- ♦ Wabash Area Development, Inc., Enfield, Illinois

Other Child Care Agencies

- ◆ Kinder Care, Portland, Oregon
- ◆ Maryland Committee for Children, SMILE Program, Baltimore, Maryland

Other Programs

- ◆ Army Child Care, Alexandria, Virginia
- ◆ Impact II-The Teachers Network, New York, New York
- ◆ State of Wisconsin, Department of Work Force Development, Madison, Wisconsin
- ◆ U.S. Department of Labor, Bureau of Apprenticeship and Training, Washington, D.C.

Head Start Agencies

Program Name	Organizational Support	Mentoring Structure	Training and Follow-up
<p>Adams County Head Start</p> <p>Box 3757 Gettysburg, PA 17325</p> <p>(717) 337-1337</p>	<p>The supervisor oversees the mentor-protégé relationship.</p> <p>Merit pay increases are granted for some excellent Head Teachers if the budget allows.</p>	<p>Protégés are new teachers (Assistant Teachers) and are paired with mentors (Head Teachers).</p> <p>Mentors and protégés work together on a daily basis.</p>	<p>The supervisor conducts in-house mentor training on how to coach and mentor.</p>
<p>Stanislaus County Office of Education Teaching Center (formerly Stanislaus County Migrant Head Start)</p> <p>1324 Celeste Drive Modesto, CA 95355-2402</p> <p>(209) 558-4030</p>	<p>Mentors receive a larger salary than nonmentors with the same years of experience.</p> <p>Mentors are granted release time. A substitute is hired to teach the mentor's class when the mentor works with the protégé.</p> <p>Mentors work closely and meet frequently with the project specialist who oversees the mentoring program. The project specialist observes the mentor and the protégé and provides the mentor with resources.</p>	<p>Protégés are new child care teachers. They may be teachers, site directors, or family service workers from all different programs. Protégés complete an application. Mentors are experienced child care teachers who complete an application and are interviewed.</p> <p>Mentors are responsible for one protégé and occasionally two.</p> <p>Mentors work with one protégé for one full week on a daily basis.</p> <p>After the week ends, mentors and protégés maintain contact by phone.</p>	<p>Mentors attend training once a year in Stanislaus County.</p> <p>Mentors receive up-to-date resources to help them with their mentoring.</p>
<p>Tri-County Head Start</p> <p>775 Hazen Street Paw Paw, MI 49079</p> <p>(800) 792-0366</p>	<p>Mentors work directly under the Education Service Manager.</p> <p>Mentors have frequent meetings with the Education Service Manager.</p>	<p>Protégés are either new or experienced teachers. Mentoring is part of the job requirement for education service staff.</p> <p>Each mentor works with several protégés.</p> <p>Mentors meet two hours a month with their protégés.</p>	<p>In-house training is conducted every two weeks on adult development or program development.</p>

Head Start Agencies (continued)

Program Name	Organizational Support	Mentoring Structure	Training and Follow-up
<p>Upper East Tennessee Head Start, Teacher Training Program</p> <p>P.O. Box 46 Kingsport, TN 37662</p> <p>(423) 246-6180</p> <p><i>This mentoring program is for Head Start parents who wish to teach.</i></p>	<p>A pay increase is offered for mentors.</p>	<p>Protégés are Head Start parents. Mentors are Lead Teachers with several years' experience.</p> <p>Each mentor works with one protégé.</p> <p>The mentor-protégé relationship lasts one school year.</p>	<p>There are mentor workshops in managerial skills, but no specific curricula are in place.</p>
<p>Denver City Head Start</p> <p>280 14th Street Denver, CO 80202</p> <p>(303) 640-6033</p>	<p>Mentors receive a \$500 stipend.</p> <p>Protégés receive a \$200 stipend.</p> <p>There is a part-time mentor coordinator.</p> <p>Additional stipends are paid to staff mentoring more than one protégé.</p>	<p>Protégés are both new and experienced family service workers and teachers. Mentors are experienced staff and child care teachers from other organizations.</p> <p>Mentors and protégés meet monthly and have weekly telephone calls.</p> <p>Mentors work with one or two protégés.</p> <p>The relationship lasts six months.</p>	<p>Mentors participate in a weeklong training in Denver.</p> <p>The training content was developed by Denver City Head Start. Topics include the foundation and knowledge of mentoring; establishing relationships; and effective communication strategies with protégés.</p>
<p>Upper Des Moines Opportunity, Inc. Head Start</p> <p>101 Robins Avenue Graettinger, IA 51342</p> <p>(712) 859-3885, ext. 318</p>	<p>Mentors receive a stipend.</p> <p>The program holds an annual dinner meeting for mentors.</p>	<p>Protégés are new teachers. Mentors are experienced teachers in the program.</p> <p>Each mentor works with one protégé through classroom visits and telephone calls.</p> <p>The relationship lasts one year.</p>	<p>Mentors receive training by the education coordinator during a one-hour in-service program.</p> <p>Mentors receive a letter high-lighting the key points of the mentoring program.</p>

Head Start Agencies (continued)

Program Name	Organizational Support	Mentoring Structure	Training and Follow-up
<p>Bi County Community Action Program Head Start (MN)</p> <p>P.O. Box 99 Ah Gwah Ching, MN 56430</p> <p>(218) 751-4631</p>	<p>Mentors have a higher job classification than other staff.</p>	<p>Protégés are new teachers, but the mentor works with the entire classroom team. The mentor is the Classroom Coordinator, who supervises and mentors three staff teams in addition to other responsibilities.</p>	<p>There is ongoing in-house staff training for mentors.</p>
<p>Miami Valley Child Development Centers</p> <p>215 Horace Street Dayton, OH 45407-3318</p> <p>(937) 226-5664</p>	<p>Teachers are granted release time for workshops and for Teacher Steering Committee meetings.</p>	<p>Teachers attend a Lead Teacher Steering Committee, which meets monthly to plan workshops in which mentoring occurs.</p> <p>Protégé-mentor roles are flexible. A teacher may mentor a peer in one content area and be mentored in another. Relationships are ongoing.</p>	<p>The Teacher Steering Committee workshops combine ongoing professional development with peer mentoring.</p>
<p>Early Head Start Program in Canon City, CO</p> <p>1401 Oak Creek, Grade Road Canon City, CO 81212</p> <p>(719) 269-1523</p>	<p>Mentors are given a raise.</p>	<p>Protégés are new staff (mandatory). Mentors are teachers with four to five years of experience.</p> <p>Mentors and protégés meet once a month and have telephone contact.</p> <p>Mentors are responsible for 10 protégés.</p>	<p>Mentors are trained in reflective supervision.</p> <p>Mentors meet as a group monthly or bimonthly.</p>

Head Start Agencies (continued)

Program Name	Organizational Support	Mentoring Structure	Training and Follow-up
<p>Lee County Pre-K Head Start Program</p> <p>APPLES Program for New Teachers</p> <p>Lee County, FL (941) 332-2512</p>	<p>Mentors receive a stipend of \$305.</p> <p>Release time is granted for mentoring.</p>	<p>Protégés are teachers who are new in general, who are new to the district, or who are changing the age or grade level they teach. Mentors are teachers from the Head Start program.</p> <p>Mentors each work with one protégé. Mentors and protégés meet frequently. The relationship lasts one year.</p>	<p>Mentors attend a two-day course on collegial coaching.</p>
<p>Wabash Area Development, Inc.</p> <p>110 Latham P.O. Box 70 Enfield, IL 67835 (618) 963-2387</p>	<p>Mentors receive recognition. Twice a year staff are brought together to share their experiences with the mentoring program.</p> <p>Mentors may attend workshops and national or local conferences.</p>	<p>Protégés are new teachers, all of whom are mentored. Mentoring is optional for experienced staff. Mentors are experienced staff: home visitors who mentor other home visitors; site supervisors who mentor other site supervisors or home visitors; or program coordinators who mentor other program coordinators, home visitors, or site supervisors.</p> <p>Mentors and protégés meet when available.</p> <p>Observation and conferencing strategies are used.</p> <p>Each mentor works with one protégé.</p>	<p>Mentors receive current and up-to-date information to support their teaching and mentoring practices.</p>

Head Start Agencies (continued)

Program Name	Organizational Support	Mentoring Structure	Training and Follow-up
<p>Region I Head Start Quality Improvement Center</p> <p>55 Chapel Street Newton, MA 02158-1060 (617) 969-7100</p>	<p>The Head Start Quality Improvement Center (HSQIC) pays for two days of the mentor-consultant's time.</p>	<p>Protégés are new managers. Mentors are consultants.</p> <p>Mentors provide two days of onsite mentoring, usually at the protégé's site, with follow-up telephone calls.</p> <p>Mentors work with one protégé.</p> <p>The relationship lasts up to six months.</p>	<p>Mentoring tips are provided.</p> <p>There is no formal training.</p>
<p>Region VII Mentor/Protégé Development Program</p> <p>Head Start Quality Improvement Center</p> <p>6608 Raytown Road Suite 102 Raytown, MO 64133 (816) 356-5373</p>	<p>The program pays for two visits for the mentor to visit the protégé and for the protégé to visit the mentor.</p> <p>The mentor's time is paid at the rate of \$225 a day.</p>	<p>New Head Start directors, component coordinators, or area managers may apply to be protégés.</p> <p>Mentors are consultants identified by the HSQIC.</p> <p>Each mentor works with one protégé.</p> <p>There are four site visits plus telephone contact.</p> <p>The relationship lasts one year.</p>	<p>Mentors are paid to attend a two-day training in communication skills.</p> <p>Mentors are sent a letter and the program's guidebook.</p>

Other Child Care Agencies

Program Name	Organizational Support	Mentoring Structure	Training and Follow-up
<p>Maryland Committee for Children</p> <p>SMILE Program (Supported Mentoring Instructional Learning Experience)</p> <p>608 Water Street Baltimore, MD 21202-7588</p> <p>(410) 752-6286</p>	<p>There are support groups for both mentors and protégés combined and also for mentors and protégés separately.</p> <p>Mentors receive a \$200 stipend, release time to mentor, and a substitute allowance for site visits.</p> <p>College credit for participation in training is also provided.</p>	<p>Protégés are new child care teachers in either center-based or family settings. Mentors are experienced child care teachers.</p> <p>Both protégés and mentors must apply.</p> <p>Mentors conduct site visits.</p> <p>Mentors each work with one protégé.</p> <p>There are monthly group meetings. Mentors and protégés attend some training together.</p> <p>The relationship lasts five months.</p>	<p>Mentors attend 18 hours of training. Topics include the mentor-protégé relationship, reflective practices for caregivers, adult learning and development, and cultural diversity.</p> <p>There is continued professional development for mentors and protégés; protégés and mentors each attend a certain number of courses.</p>
<p>Kinder Care</p> <p>P.O. Box 6760 Portland, OR 97228</p> <p>(800) 633-1488</p>	<p>Mentors may be eligible for promotion to higher levels of management.</p>	<p>Protégés are new teachers. Mentors are experienced teachers.</p> <p>Mentors and protégés work together in the classroom or meet weekly.</p> <p>Each mentor works with one or more protégés.</p>	<p>All teachers who are new to the program participate in two training sessions.</p> <p>Training materials are updated as needed.</p>

Other Programs

Program Name	Organizational Support	Mentoring Structure	Training and Follow-up
<p>Army Child Care</p> <p>ATTN: CFSC— SFCY 4700 King Street 4th Floor Alexandria, VA 22302-4415 (703) 681-5385</p>	<p>Mentors move to a higher pay range.</p> <p>Release time is granted by reducing mentors' other responsibilities by hour.</p>	<p>Protégés are new child care staff.</p> <p>Mentors are experienced child care workers.</p> <p>Each mentor works with one protégé.</p>	<p>Mentors have 40 hours of training in using the curriculum developed by Bellm, Whitebook, and Hnatiuk (1997).</p>
<p>Impact II-The Teachers Network</p> <p>285 West Broadway New York, NY 10013 (212) 966-5582</p> <p>Two programs: TeachNet mentors (face-to-face, in-person); TeachNet web mentors (e-mail).</p>	<p>The mentors receive \$1000 a year.</p> <p>Mentors are given training materials and publications.</p> <p>Mentors attend an annual four-day meeting with all expenses paid.</p> <p>There are monthly conference calls with the program director and mentors.</p> <p>Mentors contribute to an on-going listserv (e-mail discussion).</p>	<p>Protégés are new or experienced teachers.</p> <p>Mentors are experienced public school teachers.</p> <p>Each face-to-face mentor has five protégés with whom they meet weekly or bimonthly.</p> <p>E-mail mentors have 10 protégés each with whom they conference monthly, time permitting.</p>	<p>Guest speakers or staff conduct annual training. Topics include curriculum development techniques and technology in the classroom.</p>

Other Programs (continued)

Program Name	Organizational Support	Mentoring Structure	Training and Follow-up
<p>State of Wisconsin, Department of Work Force Development</p> <p>201 E. Washington Avenue Room 170 P.O. Box 7935 Madison, WI 53707</p> <p>(608) 261-6974</p> <p><i>The State funds mentoring programs.</i></p>	<p>The mentor stipend is \$400 to \$500.</p> <p>Additional funds are provided for materials.</p> <p>Tuition reimbursement is provided for the training seminar.</p> <p>Field instructors work with mentors on an ongoing basis.</p>	<p>Protégés are low-income individuals interested in child care careers or are new child care teachers. Mentors are experienced teachers.</p> <p>Each mentor works with one protégé.</p> <p>Mentors and protégés meet four hours a week.</p> <p>One night a week they attend a course together.</p> <p>The relationship lasts 16 to 18 weeks.</p>	<p>A mentor seminar is held at a local technical college, and attendees receive two credits.</p>
<p>U.S. Department of Labor, Bureau of Apprenticeship and Training</p> <p>200 Constitution Avenue, N.W. Washington, DC 20210</p> <p>(202) 219-5921</p>	<p>Some States may provide mentor stipends.</p> <p>Protégés may receive course credit.</p>	<p>Protégés are new child care teachers from Head Start and other agencies. Mentors are full-time and come from outside the organization.</p> <p>Mentors and protégés meet daily.</p> <p>Each mentor works with one to three protégés.</p>	<p>Training is conducted in a weeklong academy.</p> <p>Mandatory up-dates occur every two years.</p>

Appendix D ♦ *Take Stock! A Strategic Planning Tool*

Take Stock Questions and Considerations

Questions	Considerations
Planning, Coordination, and Evaluation of Mentoring	
1. How can mentoring enhance our program quality?	Consider ways in which your agency can use mentoring. Consider how teachers, systems within the agency, and children and families can benefit.
2. Where can our agency get information to help us identify our goals for mentoring? How can these sources help us?	Consider sources such as performance standards, monitoring reviews, Head Start initiatives, accreditation requirements, staff and community recommendations.
3. From our assessment, what have we learned about our agency's goals for mentoring? How will we define our mentoring goals?	Consider several goals: retaining qualified teachers, building career ladders, helping teachers develop new skills, gaining NAEYC accreditation.
4. If a mentoring advisory committee is formed, who can serve on it to help our agency develop or strengthen our mentoring program? What contributions would they bring?	Consider individuals such as agency staff or supervisors, community partners, families, parents, outside consultants.
5. How can our agency evaluate the mentoring process? Who should be involved?	Consider the following: (1) what information can you collect from mentors, protégés, supervisors, mentor coordinators, families, outside consultants; (2) who can evaluate it; and (3) how can the information be fed back to improve the program.
6. How can our agency determine whether we have met our goals for mentoring?	Consider the following: (1) the kind of information you need to collect and where to gather this information, such as performance assessments, mentors, protégés, supervisors, families, other documentation; (2) who can conduct the evaluation; and (3) how the information can be fed back to enhance outcomes.
Identification, Selection, and Matching of Mentors and Protégés	
7. What competencies and backgrounds will mentors in our agency have?	Consider the following areas: educational background, experience, content knowledge, mentoring skills.
8. What are some issues our agency may face in identifying and selecting mentors?	Consider the following: insufficient number of staff to serve as mentors within the agency; having mentors as classroom teachers, as full-time staff, as supervisors. How can these issues be resolved?
9. How will our agency identify and select mentors?	Consider formal and informal selection procedures.
10. How will our agency identify and select protégés?	Consider formal and informal selection processes and ways to identify which staff would benefit the most.

Take Stock Questions and Considerations (continued)

Questions	Considerations
The Mentor-Protégé Relationship	
11. What mentor/protégé ratios will our agency use?	Consider factors that determine different ratios, such as size of program, available staff, geographic location, use of technology.
12. How will our agency match mentors and protégés?	Consider criteria and procedures that the agency can use in making the matches.
13. What will be the duration and frequency of the mentor-protégé relationship?	Consider factors such as needs of protégés, availability of staff, geographical location.
14. How can our agency support communication between mentors and protégés?	Consider factors such as time, distance, space to meet, financial resources.
Professional Development and Support for Mentors	
15. What are the different ways in which our agency can provide mentor training?	Consider the advantages and disadvantages associated with different ways of providing training, such as in-house, by an outside consultant, or by a technical or community college, as well as whether training should be provided to mentors only or to mentors and protégés.
16. On what topics will our mentor training focus?	Consider the needs of the protégés and the program and the skills that mentors require.
17. What kind of ongoing support can our agency provide for mentors?	Consider how to address such mentor needs as resources, time for networking, further professional development.
Identification of Individual Protégé Needs	
18. What strategies can our agency use to identify the content of our mentoring?	Consider how to use various types of assessments, such as observations, supervisor recommendations, performance evaluations, self-assessments, and the value each brings to the process.
19. What mentoring strategies will work in our agency? What can our agency do to support these mentoring strategies?	Consider a variety of strategies that would support reflective practice, such as using a journal, discussing case studies, problem solving, and the resources needed to implement them.

Take Stock Questions and Considerations (continued)

Questions	Considerations
Agency Commitment and Support	
20. How can our agency integrate mentoring into our overall program? What financial resources can our agency tap into to build and strengthen our mentoring program?	Consider how each of the following can help: Head Start Bureau, grantee, government (Federal, State, local), foundations, Head Start collaborators, other.
21. What are our potential monetary costs for mentoring?	Use the Budget Template in appendix E to help you decide how to allocate money for mentoring.
22. Who can be responsible for coordinating mentoring in our agency?	Consider a mentor coordinator position (dedicated coordinator or part of another position) and decide on mentor coordinator qualifications, responsibilities related to mentoring, potential candidates.

Appendix E ♦ *Budget Template for Mentoring*

Budgeting for Mentoring

Line Item	Amount	Source of Funds
Coordination of mentoring		
Mentor training (consultants, trainers, tuition for college courses)		
Consultants and trainers		
Tuition reimbursement		
Travel to training		
Mentor stipend		
Mentor follow-up activities		
Salary increases for mentors		
Protégé training		
Travel to training		
Tuition reimbursement		
Recognition for protégés		
Substitutes provided during release time for mentors and protégés		
Technology for distance mentoring, such as telephone calls, video equipment, training on the use of equipment		
Travel costs (per diem) for visits to mentors or protégés		
Evaluation activities		
Other		
Total		

Appendix F ♦ *Mentor Training Curricula*

Mentor Curriculum 1—Mentor Retreats

Ander, C. (1993). *Mentor retreats*. New York: Early Childhood Consultants.

The Mentor Retreat is a weekend of mentor training beginning on a Friday and going through Sunday afternoon. It is targeted to family child care teachers, center-based teachers, and directors and administrators. The training focuses on mentoring and accreditation. Topics include the following:

♦ **Defining a Mentor and a Protégé and the Three-Legged Stool**

- Definition of the qualities of a “mentor” and “protégé”
- Defining quality child care

♦ **Key Areas of Knowledge**

- Review of “mentor” definition
- Continuum of knowledge for a mentor

♦ **All Things to All Protégés—NOT**

- Resources at the tip of your fingertips
- A mentor-protégé scenario

♦ **Elements of Successful Mentoring**

- Culturally relevant anti-bias mentoring
- The developmental stages of the early childhood professional
- Effective communication skills
- Building the relationship

♦ **The Mentor-Protégé Relationship**

- Establishing a set of goals with the protégé
- The first contact and beyond
- Processing personal strengths and challenges

♦ **Where Do I Go Now?**

- Defining boundaries
- Setting goals
- Assessing success

Mentor Curriculum 2—The Early Childhood Mentoring Curriculum: A Handbook for Mentors

Bellm, D., Whitebook, M., & Hnatiuk, P. (1997). *The early childhood mentoring curriculum: A handbook for mentors*. Washington, DC: Center for the Child Care Work Force.

Bellm, D., Whitebook, M., & Hnatiuk, P. (1997). *The early childhood mentoring curriculum: Trainer's guide*. Washington, DC: Center for the Child Care Work Force.

This curriculum may be used for mentor training in center-based and family child care settings. It consists of a five-day mentoring course outline in ten half-day modules. The modules can be adapted to various learning situations and schedules. The topics include the following:

- ◆ **Introduction to Mentoring:** What is Mentoring?; Basic Assumptions and Beliefs; Goals of Mentoring Programs; Why Is Mentoring Important?
- ◆ **Becoming a Mentor:** Options and Opportunities; Changes in the Job Descriptions and Professional Roles of Mentors; Roles and Responsibilities of Participants in a Mentoring Program; The Differences Between Mentoring and Supervision
- ◆ **Building the Foundation for Mentoring: Key Areas of Knowledge:** Adult Development, Adult Learning Styles, Reflective Practice, Respect for Diversity in Early Childhood Settings; Culturally Relevant Anti-Bias Education; Guiding Principles for Anti-Bias Education in Mentoring; The Process of Change
- ◆ **Growing and Developing as a Teacher or Provider:** Stages of Teacher-Provider Development; The Needs of Beginning Teachers and Providers; The Qualities of Experienced and Effective Teachers and Providers; Helping a New Teacher or Provider Move Toward Excellence
- ◆ **Building Relationships Between Mentors and Protégés:** Getting to Know Each Other; Establishing Experiences and Setting Goals; Supporting Each Other: What Protégés and Mentors Need; The Stages of Mentor-Protégé Relationships
- ◆ **Skills for Effective Mentoring:** Communication; Modeling, Giving and Receiving Feedback; Observation; Coaching and Conferencing; Resolving Conflict; Self-Assessing Practices; Avoiding Burnout
- ◆ **Mentors as Leaders and Advocates:** Mentors Working for Quality Child Care; The Child Care Delivery System and Its Consequences; Improving Your Work Environment; Joining with Others Beyond the Workplace to Make Change; Advocacy Organizations for Teachers and Providers
- ◆ **Planning a Learning Session for Adults:** The Adult Learning Environment; Steps in Planning a Meeting or Training Session; Additional Skills for Effective Training

Each section is followed by a list of activities and references for further reading. An appendix includes the following: Teachers' Developmental Stages; Checklist for Health and Safety Conditions; Selected Readings About Early Care and Education in the United States; The National Child Care Staffing Study: Highlights of Major Findings; Child Care Work Force Facts; Mentor Questionnaire; Protégé Questionnaire.

Mentor Curriculum 3—Mentoring in Head Start

Brandon, C. B., Ray, A. R., & Harms, T. (n.d.). *Mentoring in Head Start*. Unpublished document.

This publication is part of the mentor-protégé training provided by the North Carolina Head Start Learning Center. The packet includes information on effective mentoring strategies, recommended articles, sample checklists, and journal formats. The topics covered include the following:

◆ **What Mentors Do**

- Observe and comment on teachers' classroom performance
- Help improve curriculum, teaching techniques, relationships with other staff and parents
- Provide encouragement
- Help teachers cope with the practical details of being a teacher

◆ **Self-Awareness as a Basis for Mentoring**

- How do you see yourself?
- How well prepared do you feel?
- Things you have learned

◆ **Effective Mentoring Strategies**

◆ **Keeping a Mentoring Journal**

- Why it's important
- Mentoring journal forms

◆ **Continuing Your Work as a Head Start Mentor**

The following articles are contained in the publication:

1. Jorde-Bloom, P. (1998, September). Teachers need "TLC" too. *Young Children*, 7,11.
2. Scallan, P. C. (1987, November). Teachers coaching teachers: Development from within. *Exchange*, 3-15.
3. Avoiding burnout. Adapted from Jorde-Bloom, P. (1982). *Avoiding Burnout*. Lake Forest, IL: New Horizons.
4. The Supervisory Conference. Adapted from J. J. Caruso & M. T. Fawcett. (1986). *Supervision in early childhood: A developmental perspective*. New York: Teachers College Press.

Mentor Curriculum 4—The California Mentor Teacher Program at Grossmont College

Course offered by Grossmont College through the California Mentor Teacher Program, spring 1999.

This course, called “Adult Supervision,” is mandated by the State for teachers and administrators and is part of California’s Mentor Teacher Program. The course is one semester long, or the equivalent of three months.

Topics covered include the following:

- ◆ Role of the Supervisor
- ◆ The Supervisory Process
- ◆ Adult Learning Patterns
- ◆ Developmental Stages of Teachers
- ◆ Supervisor as Mentor: Establishing a Professionally Supportive Relationship
- ◆ Active and Reflective Listening
- ◆ Confronting Challenging Situations
- ◆ Performance Evaluation That Supports Professional Growth

Students are given several in-class assignments, including a review of an article related to working with adults. Students also are required to interview a lead teacher, supervisor, or administrator and to submit a summary of the interview to their instructor. Students receive training in using the *Early Childhood Environment Rating Scale*.

The text used in the course: Caruso, J. J., & Fawcett, M. T. (1986). *Supervision in early childhood education: A developmental perspective*. New York: Teachers College Press.

Also used: Harms, T., & Clifford, R. M. (1980). *ECERS-R. Early childhood environment rating scale-R*. New York: Teachers College Press.

Mentor Curriculum 5—Partners in Quality: A Mentor Program Facilitating Professional Growth and Career Development

The Mentor Training Course offered by Partners in Quality of Quality Assist in Atlanta, Georgia is a 50-hour course designed to teach early childhood instructors to mentor other less experienced teachers. The course consists of a series of discussions and reflections on readings in child and adult development. The participant's child care agency pays the course fee (\$800), reimburses participants for travel expenses, and provides release time to attend the course.

Topics include the following:

- ◆ Adult Development and Learning
- ◆ Self-Evaluation of Strengths, Skills, and Values
- ◆ Self-Directed Learning: A Lifelong Endeavor
- ◆ Role of the Mentor and the Mentoring Process
- ◆ Observation and Assessment
- ◆ Understanding Diversity and Anti-Bias Education
- ◆ Constructivist Approach to Learning
- ◆ Team Building and Collaboration
- ◆ Effective Communication
- ◆ Leadership, Professionalism, and Advocacy
- ◆ Professional Development and Career Planning

Teaching strategies include the following:

- ◆ **Readings:** Reading assignments are selected from articles or book chapters on child and adult development.
- ◆ **Reflective Journals:** Participants write in reflective journals throughout the duration of the course. This activity is an opportunity to reflect back on class discussions and readings and to ask questions. Journals are collected after each class session by the course instructor. The journals provide an opportunity for some one-to-one interaction between the class participants and the instructor.
- ◆ **Learning Projects:** Class participants design a research project that is intended to help them gain a better understanding of how adults learn as they identify learning objectives, resources, and strategies for recording their results. This project allows them to be active participants in their own growth and development as teachers of both adults and children.
- ◆ **Writing:** Participants often are given written assignments that require them to observe and comment on the teaching practices of their peers.
- ◆ **Portfolios:** Participants keep a portfolio of their assignments, documenting what they have learned throughout the Mentor Training Course.

The text used for the course: Bellm, D., Whitebook, M., & Hnatiuk, P. (1997). *The early childhood mentoring curriculum: A handbook for mentors*. Washington, DC: Center for the Child Care Work Force.

Mentor Curriculum 6—Mentoring: A Resource and Training Guide

Newton, A., Bergstrom, K., Brennan, N., Dunne, K., Gilbert, C., Ibarguen, N., Perez-Selles, M., & Thomas, E. (1994). *Mentoring: A resource and training guide*. Andover, MA: The Regional Laboratory for Educational Improvement of the Northeast and Islands.

Although this mentoring resource is geared to mentoring new teachers in the K-12 system, it covers many topics from early childhood mentoring curricula. The guide includes a review of research and topics in the literature, activities, and a list of resources.

Components include the following:

- ◆ **Introduction:** Basic Assumptions and Beliefs; Who Is a Mentor and What Is a Mentor's Role? Why Is Mentoring Important? The Importance of Providing Support in That First Pivotal Year; The Importance of the Mentoring on the Retention of New Teachers; The Impact of Mentoring on Reflective Practice and Collegiality
- ◆ **Chapter I: Understanding Critical Components of Mentoring Program:** Adult Development; Reflective Practice; The Change Process
- ◆ **Chapter II: Developing a Mentoring Program:** What Are the Goals of a Mentoring Program? How Do Schools and/or Districts Design a Mentoring Program? How Do Schools and/or Districts Implement a Mentoring Program? What Are the Roles and Responsibilities of Participants in a Mentoring Program?
- ◆ **Chapter III: Preparing Mentor Teachers:** Building a Relationship; Effective Teaching and Beyond; Instructional Leadership; Conflict: A Trigger for Growth

Each chapter is followed by a list of suggested activities. There are 27 activities in all. Here are examples of some of the activities:

- ◆ Developing an Action Plan to Link Supports and Challenges to Identified Teacher Characteristics
- ◆ Exploring Diversity, Parts 1 and 2; Facing Diversity
- ◆ Teachers and Administrators: What Are Their Roles?
- ◆ A Closer Look at Your Mentoring Site Driving Forces and Restraining Forces
- ◆ Taking the Pulse on Your Relationship: A Checklist for Mentors

Mentor Curriculum 7—East Coast Migrant Head Start Project: Peer Mentor Training Program

Rudick, S., & Hillary, N. (1994). *East Coast Migrant Head Start Project: Peer mentor training program*. Unpublished document.

This mentoring curriculum was developed for a peer mentor program in a large migrant Head Start grantee with multiple delegate agencies in several States. In this model, mentors from one agency worked with their service area peers in another agency over a three-to-five-day period. After a nomination and selection process, mentors came together for a four-day training conference. The training curriculum is adaptable for use with mentor teachers in all Head Start settings. Training topics include the following:

- ◆ **Introduction to Mentoring and to the East Coast Migrant Head Start Project (ECMHSP) Mentoring Model.** What is mentoring? What is the ECMHSP mentoring model? Mentors complete a content self-assessment form, identifying their strengths in the area in which they will be mentoring. The form matches that used by protégés to request mentoring.
- ◆ **Content Review.** Mentors are grouped by content area to review the Head Start Program Performance Standards and to share information about implementing the standards in their agencies.
- ◆ **Working with Adult Learners.** Building Relationships, Adult Learning Principles, Learning Styles Profile for Mentors. Mentors complete an exercise that enables them to assess how successful they are at teaching a new skill.
- ◆ **Mentoring Skills.** Communication, Active Listening, Giving and Receiving Effective Feedback, Report Writing.
- ◆ **The Peer Mentor Visit.** What's involved in planning for, conducting, and completing a peer mentor visit to another agency? Program logistics (including travel arrangements, documentation procedures and requirements, travel and stipend reimbursement procedures).
- ◆ **Leading by Example.** Video on mentoring and teaching based on the life of Anne Sullivan, Helen Keller's teacher, produced by the Covey Leadership Institute.

Appendix G ♦ *Annotated Bibliography*

Apelman, M., Beers, C. D., Carter, M., Cohen, R., Creaser, B., Geenough, K., Hillard, J., Jones, E., Miller, D., Poelle, L., Reynolds, G., Roberts, J. M., & Robinson, J. (1993). *Growing teachers: Partnerships in staff development*. Washington, DC: The National Association for the Education of Young Children.

This book relates the authors' experiences working with teachers with different professional development goals, and from various preschools, child care centers, and public schools. The chapter "I'll Visit Your Class, You Visit Mine: Experienced Teachers as Mentors" is a reflection on one of the authors' experiences in developing a mentoring program in conjunction with the Children's Health Council. Topics include the selection process for mentors and interns [protégés], matching criteria, incentives, frequency and length of contact, training curricula, mentoring strategies and content, and unanticipated problems in the design of the mentor program (for example, dealing with the comments and criticisms of center directors). Overall outcomes of the mentoring program are discussed at the end.

Bredenkamp, S., & Copple, C. (1997). *Developmentally appropriate practice in early childhood programs*. (Rev. ed.). Washington, DC: National Association for the Education of Young Children.

This book provides information on appropriate curriculum content and instructional methods for infants and toddlers and for children ages 3-5 and 6-8. Mentors may use this as a resource for themselves and for their protégés.

Breunig, G. S., & Bellm, D. (1996). *Early childhood mentoring programs: A survey of community initiatives*. Washington, DC: Center for the Child Care Work Force.

Early Childhood Mentoring Programs: A Survey of Community Initiatives is a compendium of 19 mentoring programs in different child care settings across the country. Program profiles consist of a summary of the program design, eligibility (for mentors and protégés), outreach (notifying potential mentors and protégés of the program), selection of mentors and student teachers, training of mentors, compensation, program funding, program evaluation and

tracking, success and barriers, and contact information. This compendium may be a useful reference for Head Start agencies as they begin to design their own mentoring programs.

Carter, M., & Curtis, D. (1994). *Training teachers: A harvest of theory and practice*. St. Paul, MN: Redleaf Press.

This book presents an innovative approach to staff development and teacher training. Topics include adult learning, constructivism, cultural sensitivity, teacher training on child-centered curriculum practices, and developing professional networks. The book is intended as a workbook and includes columns on each page for writing notes. The chapters do not necessarily have to be read sequentially; the reader may skip around, focusing on only those chapters that are most applicable to their needs. The appendices include forms for observation, evaluation, and assessment, as well as charts and training resources. This book is an excellent resource for ideas on mentoring strategies.

Dodge, D. T., & Colker, L. J. (1988). *The creative curriculum for early childhood*. Washington, DC: Teaching Strategies.

The Creative Curriculum is a child development-based curriculum for preschool and kindergarten teachers. The curriculum presents a unique framework for teachers that allows creativity and flexibility. Interest areas discussed in the book that might be included in an early childhood classroom are blocks, table toys, art, library, music and movement, cooking, and computers. For each section, the authors discuss the objectives for children's learning, arranging the environment, observing and promoting children's learning, extending and integrating children's learning, and sharing with parents. Program directors also may refer to the curriculum to improve the overall quality of their child care programs.

Dombro, A. L., Colker, L. J., & Dodge, D. T. (1997). *The creative curriculum for infants and toddlers*. Washington, DC: Teaching Strategies.

The Creative Curriculum for Infants and Toddlers, designed for both center-based and family child care settings, provides a comprehensive framework for planning and implementing a developmentally

appropriate program for infants and toddlers. Major features of this book include a foundation in child development, forms for individualizing goals and objectives for children, goals for working with families, letters to families, a comprehensive guide for planning, routines (such as greetings and good-byes, eating and mealtimes), and activities (such as playing with toys, dabbling in art, enjoying stories and books, tasting and preparing food, having fun with music and movement). Mentors may use this book to give their protégés new teaching strategies to improve their practices. Program directors also may refer to the curriculum to improve the overall quality of their child care programs.

Dombro, A. L., Colker, L. J., & Dodge, D. T. (1998). *A journal for using the creative curriculum for infants and toddlers.* Washington, DC: Teaching Strategies.

This journal contains several worksheets and activities to guide the reader in implementing the curriculum content presented in *The Creative Curriculum for Infants and Toddlers*. The journal contains a self-assessment tool that mentors may find useful. Mentors can also use the journal with their protégés.

Dodge, D. T., Yandian, S. E., & Bloomer, D. (1998). *A trainer's guide to the creative curriculum for infants and toddlers.* Washington, DC: Teaching Strategies.

A Trainer's Guide to the Creative Curriculum for Infants and Toddlers assists child care teachers in improving the quality of their programs and promoting professional development practices. Part I helps supervisors plan and implement their programs and defines the role of curriculum in achieving a quality infant and toddler program. Part II contains a series of workshops to enhance instructional practices. Topics include defining curriculum for infants and toddlers, observing infants and toddlers, planning and individualizing, working with families, and promoting safety and health. Each section contains activities to assist child care teachers in improving their teaching techniques. The guide may be used by mentors to plan activities for their protégés to improve their protégés' child care skills.

Edwards, C., Gandini, L., & Forman, G. (1993). *The hundred languages of children: The Reggio Emilia approach to early childhood education.* Norwood, NJ: Ablex Publishing Corporation.

This book is a compilation of reflections by the Italian educators who founded and developed the Reggio Emilia approach to early childhood education, as well as North Americans who have studied the approach. The technique encourages young children to actively explore their environment, using different modes of expression, such as words, movement, drawing, and music. The book covers the history and philosophy behind the Reggio Emilia approach, curriculum and teaching methods, school organization, the use of the physical environment, adult professional roles, and how the Reggio Emilia approach can be applied to U.S. elementary schools, pre-schools, and child care settings. In addition, the chapter “The Role of the Pedagogista” is an interview with an Italian pedagogista whose role resembles that of the mentor.

Fenichel, E. (1992). *Learning through supervision and mentorship to support the development of infants, toddlers and their families: A source book.* Arlington, VA: Zero-Three/National Center for Clinical Infant Programs.

The first part of this publication discusses the findings and recommendations of Zero-Three/National Center for Clinical Infant Programs on supervision and mentorship. Topics include the role of supervision and mentoring in learning, obstacles in the mentoring and supervisory process, and ways to overcome these obstacles. The remaining sections include Supervision and Mentorship of Students, Supervision and Mentorship of Infant/Family Practitioners, and Issues for Supervisors and Program Directors. An appendix contains additional readings on supervision and mentorship.

Fraser, J. (1998). *Teacher to teacher: A guidebook for effective mentoring.* Portsmouth, NH: Heinemann.

This book provides essential information on effective mentoring skills and practices. Although intended for elementary school teachers, it is applicable to the early childhood education mentoring process. Topics include establishing and nurturing a positive

mentoring relationship, helping protégés with classroom management, what protégés need to know about learning in order to help students, the role of reflection in teaching, how to work with parents, the importance of reading aloud to students, and the practice of peer coaching.

Harms, T., Clifford, R. M., & Cryer, D. (1997). *The early childhood environment rating scale-revised*. New York: Teachers College Press.

The Early Childhood Environment Rating Scale (ECERS) may be used by Head Start programs as well as by other child care programs to assess a teacher's classroom performance. Teachers may use it to assess other teachers or for self-assessment. The *ECERS* is broken down into seven subscales consisting of personal care routines of children, furnishings and display for children, language-reasoning experiences, fine and gross motor activities, creative activities, social development, and adult needs. Comparable scales are available for infants and toddlers (*The Infant/Toddler Environment Rating Scale*) and for family child care providers (*The Family Day Care Environment Rating Scale*).

Johnson, J., & McCracken, J. B. (1994). *The early childhood career lattice: Perspectives on professional development*. Washington, DC: National Association for the Education of Young Children.

This book contains several short articles focused on improving and advancing the quality of professional development among those individuals who specialize in early childhood education. Part II of this book, "Core Content for Professional Development," presents a variety of options for the content of professional development activities that could assist mentors in working with adults and in figuring out appropriate strategies to be used for each individual. Some of the topics discussed in this section include What Every Early Childhood Professional Should Know; Language and Cultural Competence; Entrepreneurial Skills for Family Child Care Providers; The Knowledge Base of Baccalaureate Early Childhood Teacher Education Programs; and Professional Development: A Contextual Model.

Jones, E. (1986). *Teaching adults: An active learning approach*. Washington, DC: The National Association for the Education of Young Children.

This book is about the author's experience teaching a child development course at college. The author describes the course content and her teaching strategies through a detailed account of a day in one of her child development classes. This book provides advice and useful tips on teaching and working with adults. An appendix has additional resource materials.

Koralek, D. G., Colker, L. J., & Dodge, D. T. (1995). *The what, why and how of high quality early childhood education: A guide for on-site supervision*. (Rev. ed.). Washington, DC: The National Association for the Education of Young Children.

This guide is designed as a tool for caregivers of infants and toddlers in center-based settings, teachers of preschoolers and school-aged children in center-based settings, and family child care teachers who care for these age groups in family child care homes. The purpose of the guide is to help supervisors and trainers in these settings identify problems and weaknesses in their programs and identify strategies for improving their overall program quality. The manual provides guidance on the following program contents: the classroom environment (furniture arrangement); the selection and display of developmentally appropriate equipment and materials; program structure (classroom schedule); activities and experiences that promote children's knowledge and development; and supportive interactions between adults and children. For each program component, the authors document what you should see and why, warning signs, and why a certain problem might be occurring and how to fix it. Each chapter lists additional resources. This guide may be helpful in identifying content area for mentoring and in promoting reflective practice for both mentors and protégés.

Mitchell, A., & David, J. (1992). *Explorations with young children: A curriculum guide from the Bank Street College of Education*. New York: The Bank Street College of Education.

This guide provides child care teachers serving infants, toddlers, preschoolers, and young school-age children (6-8 years old) with new

ideas and teaching strategies for enhancing their curriculum. The authors also provide general information on child development as well as specific information on the Bank Street approach to child development. Chapters of particular interest to mentors include Child Development; The Learning Environment; Discipline and Management; Creating Curriculum in Early Childhood; Planning for Infants, Toddlers, and Threes. At the end of each chapter are exercises for practicing some of the teaching techniques and strategies outlined in the chapter that mentors can use with their protégés.

National Academy of Early Childhood Programs. (1985).
Early childhood classroom observation. Washington, DC:
National Association for the Education of Young Children.

This instrument rates the level of quality of early childhood programs. The observation form is completed by classroom lead teachers and the center director, independently, and then compared. Observations focus on interactions among staff and children, the curriculum, the physical environment, health and safety, and nutrition and food services. Each section consists of several indicators to be ranked on a 3-point scale and a column for comments. This tool can be used to assess teacher performance before and after mentoring.

Phillips, C. B. (1991). *Essentials for child development associates: Working with young children.* Washington, DC:
Council for Early Childhood Professional Recognition.

This is a good resource for mentors working with protégés currently enrolled in a CDA program. It can also be a resource for mentoring content and strategies. Topics include an introduction to the early childhood profession; ways to study how children grow and learn; ways to set up a safe, healthy environment to invite learning; steps to advance children's physical and intellectual competence; keys to establishing productive relationships with families; and preparing for a final assessment as a child development associate.

Phillips, C.B. (1991). *Seminar instructor's guide for the CDA professional preparation program.* Washington, DC: Council for Early Childhood Professional Recognition.

This guide is a good resource for mentors working with protégés who are currently enrolled in CDA programs. The guide provides ideas for group discussions, assignments, activities, and exercises that mentors can use with their protégés.

U.S. Department of Health and Human Services, Administration for Children and Families, Head Start Bureau (1997). *Training guides for the Head Start learning community.* Washington, DC: Author.

This series of guides contains sections that provide step-by-step instructions for coaching sessions. Coaching is a training strategy that consists of instruction, demonstrations, practice, and feedback. The activities may be used by a coach or a mentor with one, two, or three individuals.

Additional Information

Individuals who want to search for more information on mentoring are encouraged to explore the following Web sites.

- 1. The Association for Supervision and Curriculum Development: <http://www.ascd.org>**

The Association for Supervision and Curriculum Development (ASCD) is a nonprofit, nonpartisan, international organization whose members are professional educators from all grade levels and subject areas. The organization was founded in 1943 and its mission is “to forge covenants in teaching and learning for the success of all learners.” ASCD (1) espouses issues of importance to educators; (2) provides a forum in education issues and professionalism; (3) shares research, news, and information; and (4) partners with like-minded organizations and individuals.

2. The Educational Resources Information Center:
<http://www.accesseric.org>

This is the home page for the Educational Resources Information Center (ERIC). ERIC has numerous sites through which individuals can do a topic or keyword search for information related to mentoring. Any information found on ERIC Web sites can be ordered directly from ERIC on the Internet.

3. Best Practice Resources: <http://teachermentors.com>

This is a comprehensive and cost-effective resource for professional development in education. It offers access to written information and resources in various educational areas including mentoring, coaching, and staff development. This site also allows you to do a keyword search for information that is linked to other Web pages.

Appendix H ♦ References

Abbot-Shim, M., & Sibley, A. (1987). *Assessment profile for early childhood programs: Research version*. Atlanta: Quality Assist, Inc.

Ander, C. (1993). *Mentor retreats*. New York: Early Childhood Consultants.

Apelman, M., Beers, C. D., Carter, M., Cohen, R., Creaser, B., Geenough, K., Hillard, J., Jones, E., Miller, D., Poelle, L., Reynolds, G., Roberts, J. M., & Robinson, J. (1993). *Growing teachers: Partnerships in staff development*. Washington, DC: National Association for the Education of Young Children.

Bellm, D., Whitebook, M., & Hnatiuk, P. (1997). *The early childhood mentoring curriculum: A handbook for mentors*. Washington, DC: Center for the Child Care Work Force.

Bellm, D., Whitebook, M., & Hnatiuk, P. (1997). *The early childhood mentoring curriculum: Trainer's guide*. Washington, DC: Center for the Child Care Work Force.

Brandon, C. B., Ray, A. R., & Harms, T. (n.d.). *Mentoring in Head Start*. Unpublished document.

Bredenkamp, S., & Copple, C. (1997). *Developmentally appropriate practice in early childhood programs*. (Rev. ed.). Washington DC: National Association for the Education of Young Children.

Breunig, G. S., & Bellm, D. (1996). *Early childhood mentoring programs: A survey of community initiatives*. Washington, DC: Center for the Child Care Work Force.

Carter, M., & Curtis, D. (1994). *Training teachers: A harvest of theory and practice*. St. Paul, MN: Redleaf Press.

Dodge, D. T., & Colker, L. J. (1988). *The creative curriculum for early childhood*. Washington, DC: Teaching Strategies.

Dombro, A. L., Colker, L. J., & Dodge, D. T. (1997). *The creative curriculum for infants and toddlers*. Washington, DC: Teaching Strategies.

Dombro, A. L., Colker, L. J., & Dodge, D. T. (1998). *A journal for using the creative curriculum for infants and toddlers*. Washington, DC: Teaching Strategies.

Edwards, C., Gandini, L., & Forman, G. (1993). *The hundred languages of children: The Reggio Emilia approach to early childhood education*. Norwood, NJ: Ablex Publishing.

Fenichel, E. (1992). *Learning through supervision and mentorship to support the development of infants, toddlers, and their families: A source book*. Arlington, VA: Zero-Three/National Center for Clinical Infant Programs.

Fraser, J. (1998). *Teacher to teacher: A guidebook for effective mentoring*. Portsmouth, NH: Heinemann.

Glatthorn, A. A. (1987, November). Cooperative professional development: Peer-centered options for teacher growth. *Educational Leadership*, 31–35.

Harms, T. & Clifford, R. M. (1980). *Early childhood environment rating scale*. New York: Teachers College Press.

Harms, T., Clifford, R. M., & Cryer, D. (1997). *The early childhood environment rating scale-revised*. New York: Teachers College Press.

Harms, T., Cryer, D., & Clifford, R. M. (1980). *The infant/toddler environment rating scale*. New York: Teachers College Press.

Head Start Bureau. (1999, February). *PRISM: Program review instrument for systems monitoring: All instruments* (draft). Washington, DC: Author.

Johnson, J., & McCracken, J. B. (1994). *The early childhood career lattice: Perspectives on professional development*. Washington, DC: National Association for the Education of Young Children.

Jones, E. (1986). *Teaching adults: An active learning approach*. Washington, DC: National Association for the Education of Young Children.

Joyce, B., & Showers, B. (1995). *Student achievement through staff development. Fundamentals of School Renewal*. (2nd Ed.). White Plains, NY: Longman.

Katz, L. G. (1972). Developmental stages of preschool teachers. *Elementary School Journal*, 73(1), 50–54.

- Knowles, M. S. (1970). *The modern practice of adult education*. New York: Association Press.
- Koralek, D. G., Colker, L. J., & Dodge, D. T. (1995). *The what, why and how of high quality early childhood education: A guide for on-site supervision*. (Rev. ed.). Washington, DC: National Association for the Education of Young Children.
- Mitchell, A., & David, J. (1992). *Explorations with young children: A curriculum guide from the Bank Street College of Education*. New York: The Bank Street College of Education.
- National Academy of Early Childhood Programs. (1985). *Early childhood classroom observation*. Washington, DC: National Association for the Education of Young Children.
- Phillips, C. B. (1991). *Essentials for child development associates: Working with young children*. Washington, DC: Council for Early Childhood Professional Recognition.
- Rudick, S., & Hillary, N. (1994). *East Coast Migrant Head Start Project: Peer mentor training program*. (Unpublished document).
- Sweeny, B. (1996). Using the “training of trainers” model to develop an effective mentor training. *Resources for staff and organization development* [Online]. Available: www.teachermentors.com/RSOD%20Site/HowDevM.trg.html
- Sweeny, B. (1995). Dialogue journals: A mentor growth tool. From *Resources for staff and organization development* [Online]. Available: www.teachermentors.com/RSOD%20Site/dialogJ.html
- U.S. Department of Health and Human Services: Administration for Children and Families, Head Start Bureau. (1997). *Training Guides for the Head Start Learning Community*. Washington, DC: Author.
- Wodlinger, M. G. (1990). April: A case study in the use of guided reflection. *Alberta Journal of Educational Research*, 36, 115–131.

