



Center for Educational Services Dordt College

New Teacher Mentoring Program

Purpose: The new teacher mentoring program will support the professional growth of teachers who are new to the profession and/or new to their schools by providing a framework of resources and structured activities through which wisdom of practice can be shared.

Eligibility: All teachers who are new to a Christian school, along with their assigned mentors, are eligible for the program.

Responsibility of the school and principal: Principals are asked to select new teacher candidates for the program, link each of them with a mentor teacher suitable for them, and enroll both members in the program. There will be no charge to schools or teachers for the program, but costs such as travel to the orientation day are the responsibility of the school or the mentor pair. Principals and schools are also expected to provide support to the mentoring pairs by way of recognition, encouragement, accountability, and by making resources available for the pairs to carry out the programs they design. Principals will be asked to endorse the mentor pairs' plans. The Center is currently exploring the possibility of making a small stipend available to the mentor pairs upon completion of the mentoring program and their final reports.

Elements of the program:

- **Orientation Day on Dordt's Campus:** The Center will lead a day-long workshop on August 15 to orient the pairs to mentoring. The agenda will include:
 - discussion of the expectations that mentors and mentees have for the program
 - discussion and distribution of a mentoring handbook that will include summaries of
 - the principles of adult learning that are relevant to mentoring
 - research-based descriptions of phases in the professional development of teachers and a discussion of their relevance to mentoring
 - a menu of mentoring models and practices
 - the model of reflective practice developed for Christian educators in John Van Dyk's (2007) Fostering a Reflective Culture in the Christian School: The Maplewood Story (Dordt College Press: Sioux Center, IA).
 - the teaching standards developed in Charlotte Danielson's (1996) Enhancing Professional Practice: A Framework for Teaching (ASCD: Alexandria, VA).
 - the development of a professional development plan by each mentor-mentee pair to be submitted to their principals for endorsement
- **Consultative support** for the pairs by way of email and telephone.
- **Mentoring Workshop** at the Heartland Teachers Convention (October 2 or 3): Mentor-mentee pairs will attend a workshop at the convention during which they will report on the early

successes and challenges that they have experienced. Challenges will be addressed through problem solving.

- **Center consultant's visit:** Mentor pairs will receive a visit at their schools early in 2009 to review and adjust their mentoring plans and to assist in any problem solving that might be necessary at that point.
- **Spring Mentoring Workshop** preceding the 2009 B. J. Haan Conference: Mentor pairs will attend a morning workshop on March 12 during which they will report on their programs. Challenges will be addressed through problem solving. Expectations to be met before ending the program will be shared.
- **Closing reports:** Mentors and mentees will submit a report on their activities and an evaluation of the mentoring program to the Center by June 15, 2009.