

## Corresponding Topics in the Mentee and Mentor Book

<b>Mentee Book: The First Years Matter</b>		<b>Mentor Book: Mentoring in Action</b>	
<b>Part 1</b>			
<i>Beginning Journey into Teaching/Inducting a Novice Teacher into the Profession</i>			
<i>Title/Topic</i>	<i>Page</i>	<i>Title/Topic</i>	<i>Page</i>
The Purpose of Induction and Mentoring	3	Induction Programs Must Prepare and Support Mentors	3
		Mentors are Teacher Leaders	4
Sustainable Mentoring	4	Sustainable Mentoring	5
What is Mentoring in Action?	7	What is Mentoring in Action?	8
		Principles for Effective Mentoring	9
		Qualities & Skills of Effective Mentors	10
Building a Relationship with Your Mentor	8	Relationship Profile	14
Purposeful Mentoring Conversations	14	Purposeful Mentoring Conversations	18
<b>Part 2</b>			
<i>Month-by-Month Mentoring</i>			
<i>Title/Topic</i>	<i>Page</i>	<i>Title/Topic</i>	<i>Page</i>
Why Do We Need a Mentoring Curriculum?	17	Why Do We Need a Mentoring Curriculum?	21
A Month by Month Cycle for Mentoring	18	A Month by Month Cycle for Mentoring	22
The Transformation of a Teacher	20	The Transformation of a Teacher	23
<b>August</b>			
<i>Orientation to the School and Community: Resources and Values</i>			
Resources and Values	23	Resources and Values	27
Chapter Overview	24	Chapter Overview	28
Plan: Novice Teacher Journal	25		
Plan: Questions for Participating in Mentoring Conversations	26	Plan: Use Questions to Guide Mentoring Conversations	29

Plan: Meetings & Observations	27	Plan: Meetings & Observations	30
Connect: Connect to Additional Resources	28	Connect: Connect to Additional Resources	31
Act: The First Act!	29	Act: The First Act!	32
Act: Overview of the ACTs for August Conversations	30	Act: Overview of the ACTs for August Conversations	33
ACT 1 Preparing to Be Mentored	31	ACT 1 Preparing to Mentor a Novice Teacher	34
ACT 2 Getting to Know Your Mentor	32	ACT 2 Before You Meet Your Novice Teacher	35
ACT 3 How Will You Contribute to Your School	33	ACT 3 How Does a Novice Teacher Contribute to Your School?	36
ACT 4 Introducing the School and District	34	ACT 4 Introducing the School and District	37
ACT 5 Getting to Know the Students and Their Family	35	ACT 5 Getting to Know the Students and Their Family	38
ACT 6 Creating a Survival Packet	36	ACT 6 Creating a Survival Packet	39
ACT 7 Building a Mentoring Relationship	37	ACT 7 Building a Mentoring Relationship	40
ACT 8 The Importance of Lesson Planning	38	ACT 8 The Importance of Lesson Planning	41
ACT 9 Daily Lesson Plans for Student Success	39	ACT 9 Daily Lesson Plans for Student Success	42
ACT 10 The First Days and Weeks of School	40	ACT 10 The First Days and Weeks of School	43
Reflect: August Novice Teacher Reflections	41	Reflect: August Mentor Reflections	44
Reflect: Using Mindfulness to Explore Teaching Dilemmas	42	Reflect: Using Mindfulness to Explore Mentoring Dilemmas	45
Set Goals	43	Set Goals	46
<b>September</b>			
<i>Beginning the School Year Successfully: Creating a Community of Learners in the Classroom</i>			
Creating a Community of Learners in the Classroom	45	Creating a Community of Learners in the Classroom	49

Chapter Overview	46	Chapter Overview	50
Plan: Novice Teacher Journal	47		
Plan: Questions for Participating in Mentoring Conversations	48	Plan: Use Questions to Guide Mentoring Conversations	51
Plan: Meetings & Observations	49	Plan: Meetings & Observations	52
Connect: Connect to Additional Resources	50	Connect: Connect to Additional Resources	53
Act: The First Act!	51	Act: The First Act!	54
Act: Overview of the ACTs for September Conversations	52	Act: Overview of the ACTs for September Conversations	55
ACT 1 Creating a Community of Learners in the Classroom	53	ACT 1 Creating a Community of Learners in the Classroom	56
ACT 2 Getting to Know the Students	54	ACT 2 Getting to Know the Students	57
ACT 3 Creating a Classroom Profile	55	ACT 3 Creating a Classroom Profile	58
ACT 4 Learning How Students Learn	56	ACT 4 Learning How Students Learn	59
ACT 5 Establishing and Implementing Routines	57	ACT 5 Establishing and Implementing Routines	60
ACT 6 Rules, Rewards, and Consequences	58	ACT 6 Rules, Rewards, and Consequences	61
ACT 7 Learning School Procedures	59	ACT 7 Learning School Procedures	62
ACT 8 Classroom and Behavior Management Issues	60	ACT 8 Classroom and Behavior Management Issues	63
ACT 9 Looking at Student Work Together	61	ACT 9 Looking at Student Work Together	64
ACT 10 Communicating with Parents	62	ACT 10 Communicating with Parents	65
Reflect: September Novice Teacher Reflections	63	Reflect: September Mentor Reflections	66
Reflect: Using Mindfulness to Explore Teaching Dilemmas	64	Reflect: Using Mindfulness to Explore Mentoring Dilemmas	67
Set Goals	65	Set Goals	68
<b>October</b>			
<i>Teaching for Understanding: Planning and Delivering Effective Instruction</i>			

Planning and Delivering Effective Instruction	67	Planning and Delivering Effective Instruction	71
Chapter Overview	68	Chapter Overview	72
Plan: Novice Teacher Journal	69		
Plan: Questions for Participating in Mentoring Conversations	70	Plan: Use Questions to Guide Mentoring Conversations	73
Plan: Meetings & Observations	71	Plan: Meetings & Observations	74
Connect: Connect to Additional Resources	72	Connect: Connect to Additional Resources	75
Act: The First Act!	73	Act: The First Act!	76
Act: Overview of the ACTs for October Conversations	74	Act: Overview of the ACTs for October Conversations	77
ACT 1 Organizing a Lesson Plan	75	ACT 1 Organizing a Lesson Plan	78
ACT 2 Questions About Planning	76	ACT 2 Questions About Planning	79
ACT 3 Planning for Understanding	77	ACT 3 Planning for Understanding	80
ACT 4 Engaging Learners	78	ACT 4 Engaging Learners	81
ACT 5 Pacing Lesson	79	ACT 5 Pacing Lesson	82
ACT 6 Unit Planning	80	ACT 6 Unit Planning	83
ACT 7 Student Perspectives	81	ACT 7 Student Perspectives	84
ACT 8 Classroom and Behavior Management Issues	82	ACT 8 Classroom and Behavior Management Issues	85
ACT 9 Looking at Student Work Together	83	ACT 9 Looking at Student Work Together	86
ACT 10 Communicating with Parents	84	ACT 10 Communicating with Parents	87
Reflect: October Novice Teacher Reflections	85	Reflect: October Mentor Reflections	88
Reflect: Using Mindfulness to Explore Teaching Dilemmas	86	Reflect: Using Mindfulness to Explore Mentoring Dilemmas	89
Set Goals	87	Set Goals	90
<b>November</b> <i>Assessing Diverse Learners: How do Teachers Know Students Have Learned?</i>			

How do Teachers Know Students Have Learned?	89	How do Teachers Know Students Have Learned?	93
Chapter Overview	90	Chapter Overview	94
Plan: Novice Teacher Journal	91		
Plan: Questions for Participating in Mentoring Conversations	92	Plan: Use Questions to Guide Mentoring Conversations	95
Plan: Meetings & Observations	93	Plan: Meetings & Observations	96
Connect: Connect to Additional Resources	94	Connect: Connect to Additional Resources	97
Act: The First Act!	95	Act: The First Act!	98
Act: Overview of the ACTs for November Conversations	96	Act: Overview of the ACTs for November Conversations	99
ACT 1 How are Students Assessed in the Classroom and District?	97	ACT 1 How are Students Assessed in the Classroom and District?	100
ACT 2 Linking Lesson Plans to Assessment	98	ACT 2 Linking Lesson Plans to Assessment	101
ACT 3 Product or Process?	99	ACT 3 Product or Process?	102
ACT 4 Formative and Summative Assessments	100	ACT 4 Formative and Summative Assessments	103
ACT 5 Evidence and Documentation of Progress	101	ACT 5 Evidence and Documentation of Progress	104
ACT 6 Communicating with Students	102	ACT 6 Communicating with Students	105
ACT 7 Students Can Share Their Learning	103	ACT 7 Students Can Share Their Learning	106
ACT 8 Classroom and Behavior Management Issues	104	ACT 8 Classroom and Behavior Management Issues	107
ACT 9 Looking at Student Work Together	105	ACT 9 Looking at Student Work Together	108
ACT 10 Communicating with Parents	106	ACT 10 Communicating with Parents	109
Reflect: November Novice Teacher Reflections	107	Reflect: November Mentor Reflections	110
Reflect: Using Mindfulness to Explore Teaching Dilemmas	108	Reflect: Using Mindfulness to Explore Teaching Dilemmas	111

Set Goals	109	Set Goals	112
<b>December</b> <i>Maintaining Balance: Teaching and Keeping the Students Interested</i>			
Teaching and Keeping Students Interested	111	Teaching and Keeping Students Interested	115
Chapter Overview	112	Chapter Overview	116
Plan: Novice Teacher Journal	113		
Plan: Questions for Participating in Mentoring Conversations	114	Plan: Use Questions to Guide Mentoring Conversations	117
Plan: Meetings & Observations	115	Plan: Meetings & Observations	118
Connect: Connect to Additional Resources	116	Connect: Connect to Additional Resources	119
Act: The First Act!	117	Act: The First Act!	120
Act: Overview of the ACTs for December Conversations	118	Act: Overview of the ACTs for December Conversations	121
ACT 1 Problem-Solving and Thinking	119	ACT 1 Problem-Solving and Thinking	122
ACT 2 Focus on Teaching Style	120	ACT 2 Focus on Teaching Style	123
ACT 3 Engage the Brain	121	ACT 3 Engage the Brain	124
ACT 4 Revisiting Behavior Management	122	ACT 4 Revisiting Behavior Management	125
ACT 5 Avoiding Common Problems to Keep Students Interested	123	ACT 5 Avoiding Common Problems to Keep Students Interested	126
ACT 6 Keeping ALL Students Engaged	124	ACT 6 Keeping ALL Students Engaged	127
ACT 7 When It's Time to Seek Additional Support	125	ACT 7 When It's Time to Seek Additional Support	128
ACT 8 Classroom and Behavior Management Issues	126	ACT 8 Classroom and Behavior Management Issues	129
ACT 9 Looking at Student Work Together	127	ACT 9 Looking at Student Work Together	130
ACT 10 Communicating with Parents	128	ACT 10 Communicating with Parents	131
Reflect: December Novice Teacher	129	Reflect: December Mentor	132

Reflections		Reflections	
Reflect: Using Mindfulness to Explore Teaching Dilemmas	130	Reflect: Using Mindfulness to Explore Teaching Dilemmas	133
Set Goals	131	Set Goals	134
<b>January</b> <i>Beginning a New Calendar Year: Looking Back and Moving Forward</i>			
Looking Back and Moving Forward	133	Looking Back and Moving Forward	137
Chapter Overview	134	Chapter Overview	138
Plan: Novice Teacher Journal	135		
Plan: Questions for Participating in Mentoring Conversations	136	Plan: Use Questions to Guide Mentoring Conversations	139
Plan: Meetings & Observations	137	Plan: Meetings & Observations	140
Connect: Connect to Additional Resources	138	Connect: Connect to Additional Resources	141
Act: The First Act!	139	Act: The First Act!	142
Act: Overview of the ACTs for January Conversations	140	Act: Overview of the ACTs for January Conversations	143
ACT 1 Looking Back	141	ACT 1 Looking Back	144
ACT 2 Moving Forward	142	ACT 2 Moving Forward	145
ACT 3 What Do I Believe?	143	ACT 3 What Do I Believe?	146
ACT 4 Self Reflection	144	ACT 4 Mentee Self Reflection	147
ACT 5 Constructing a Sociogram	145	ACT 5 Constructing a Sociogram	148
ACT 6 Using Drawings to Gain Student Perspective	146	ACT 6 Using Drawings to Gain Student Perspective	149
ACT 7 Where is Your Sense of Humor?	147	ACT 7 Where is Your Sense of Humor?	150
ACT 8 Classroom and Behavior Management Issues	148	ACT 8 Classroom and Behavior Management Issues	151
ACT 9 Looking at Student Work Together	149	ACT 9 Looking at Student Work Together	152
ACT 10 Communicating with Parents	150	ACT 10 Communicating with Parents	153

Reflect: January Novice Teacher Reflections	151	Reflect: January Mentor Reflections	154
Reflect: Using Mindfulness to Explore Teaching Dilemmas	152	Reflect: Using Mindfulness to Explore Teaching Dilemmas	155
Set Goals	153	Set Goals	156
<b>February</b> <i>Engaging Students in the Curriculum: Focus on Content Through Active Inquiry</i>			
Focus on Content Through Active Inquiry	155	Focus on Content Through Active Inquiry	159
Chapter Overview	156	Chapter Overview	160
Plan: Novice Teacher Journal	157		
Plan: Questions for Participating in Mentoring Conversations	158	Plan: Use Questions to Guide Mentoring Conversations	161
Plan: Meetings & Observations	159	Plan: Meetings & Observations	162
Connect: Connect to Additional Resources	160	Connect: Connect to Additional Resources	163
Act: The First Act!	161	Act: The First Act!	164
Act: Overview of the ACTs for February Conversations	162	Act: Overview of the ACTs for February Conversations	165
ACT 1 Using Varied Teaching Strategies	163	ACT 1 Using Varied Teaching Strategies	166
ACT 2 How Much Time?	164	ACT 2 How Much Time?	167
ACT 3 Engaging Learners	165	ACT 3 Engaging Learners	168
ACT 4 Student Choices to Enhance Learning	166	ACT 4 Student Choices to Enhance Learning	169
ACT 5 Homework: Does it Work?	167	ACT 5 Homework: Does it Work?	170
ACT 6 Classroom and Behavior Management Issues	168	ACT 6 Classroom and Behavior Management Issues	171
ACT 7 Looking at Student Work Together	169	ACT 7 Looking at Student Work Together	172
ACT 8 Communicating with Parents	170	ACT 8 Communicating with Parents	173
Reflect: February Novice Teacher	171	Reflect: February Mentor Reflections	174

Reflections			
Reflect: Using Mindfulness to Explore Teaching Dilemmas	172	Reflect: Using Mindfulness to Explore Teaching Dilemmas	175
Set Goals	173	Set Goals	176
<b>March</b>			
<i>Collaborating with Novice Teachers: Observing and Building a Trusting Relationship</i>			
Observing and Building a Trusting Relationship	175	Observing and Building a Trusting Relationship	179
Chapter Overview	176	Chapter Overview	180
Plan: Novice Teacher Journal	177		
Plan: Questions for Participating in Mentoring Conversations	178	Plan: Use Questions to Guide Mentoring Conversations	181
Plan: Meetings & Observations	179	Plan: Meetings & Observations	182
Connect: Connect to Additional Resources	180	Connect: Connect to Additional Resources	183
Act: The First Act!	181	Act: The First Act!	184
Act: Overview of the ACTs for March Conversations	182	Act: Overview of the ACTs for March Conversations	185
ACT 1 Ways to Receive Feedback	183	ACT 1 Ways to Provide Feedback	186
ACT 2 Observation Options	184	ACT 2 Observation Options	187
ACT 3 Preconference is a Must	185	ACT 3 Preconference is a Must	188
ACT 4 Observation Feedback Form	186	ACT 4 Observation Feedback Form	189
ACT 5 Preparing for a Principal Observation	187	ACT 5 Preparing a Novice Teacher for a Principal Observation	190
ACT 6 Classroom and Behavior Management Issues	188	ACT 6 Classroom and Behavior Management Issues	191
ACT 7 Looking at Student Work Together	189	ACT 7 Looking at Student Work Together	192
ACT 8 Communicating with Parents	190	ACT 8 Communicating with Parents	193
Reflect: March Novice Teacher Reflections	191	Reflect: March Mentor Reflections	194

Reflect: Using Mindfulness to Explore Teaching Dilemmas	192	Reflect: Using Mindfulness to Explore Teaching Dilemmas	195
Set Goals	193	Set Goals	196
<b>April</b>			
<i>Standards: Creating Meaningful Standards-Based Learning Experiences for Students</i>			
Creating Meaningful Standards-Based Learning Experiences for Students	195	Creating Meaningful Standards-Based Learning Experiences for Students	199
Chapter Overview	196	Chapter Overview	200
Plan: Novice Teacher Journal	197		
Plan: Questions for Participating in Mentoring Conversations	198	Plan: Use Questions to Guide Mentoring Conversations	201
Plan: Meetings & Observations	199	Plan: Meetings & Observations	202
Connect: Connect to Additional Resources	200	Connect: Connect to Additional Resources	203
Act: The First Act!	201	Act: The First Act!	204
Act: Overview of the ACTs for April Conversations	202	Act: Overview of the ACTs for April Conversations	205
ACT 1 Novice Teacher Goals	203	ACT 1 Novice Teacher Goals	206
ACT 2 Classroom and District Learning Standards	204	ACT 2 Classroom and District Learning Standards	207
ACT 3 Reducing Teacher Talk Time	205	ACT 3 Reducing Teacher Talk Time	208
ACT 4 Designing Relevant Lessons	206	ACT 4 Designing Relevant Lessons	209
ACT 5 Observing a Student or Small Group	207	ACT 5 Observing a Student or Small Group	210
ACT 6 Classroom and Behavior Management Issues	208	ACT 6 Classroom and Behavior Management Issues	211
ACT 7 Looking at Student Work Together	209	ACT 7 Looking at Student Work Together	212
ACT 8 Communicating with Parents	210	ACT 8 Communicating with Parents	213
Reflect: April Novice Teacher Reflections	211	Reflect: April Mentor Reflections	214

Reflect: Using Mindfulness to Explore Teaching Dilemmas	212	Reflect: Using Mindfulness to Explore Teaching Dilemmas	215
Set Goals	213	Set Goals	216
<b>May</b> <i>Assessing Students' Progress: High-Stakes Tests and Teacher Assessment</i>			
High-Stakes Tests and Teacher Assessment	215	High-Stakes Tests and Teacher Assessment	219
Chapter Overview	216	Chapter Overview	220
Plan: Novice Teacher Journal	217		
Plan: Questions for Participating in Mentoring Conversations	218	Plan: Use Questions to Guide Mentoring Conversations	221
Plan: Meetings & Observations	219	Plan: Meetings & Observations	222
Connect: Connect to Additional Resources	220	Connect: Connect to Additional Resources	223
Act: The First Act!	221	Act: The First Act!	224
Act: Overview of the ACTs for May Conversations	222	Act: Overview of the ACTs for May Conversations	225
ACT 1 Assessing Your Progress	223	ACT 1 Assessing Your Mentee's Progress	226
ACT 2 Your Portfolio Assessment	224	ACT 2 Mentee Portfolio Assessment	227
ACT 3 Measuring Student Progress	225	ACT 3 Measuring Student Progress	228
ACT 4 Student Self Assessment of Progress	226	ACT 4 Student Self Assessment	229
ACT 5 Assessing the Whole Student	227	ACT 5 Assessing the Whole Student	230
ACT 6 Classroom and Behavior Management Issues	228	ACT 6 Classroom and Behavior Management Issues	231
ACT 7 Looking at Student Work Together	229	ACT 7 Looking at Student Work Together	232
ACT 8 Communicating with Parents	230	ACT 8 Communicating with Parents	233
Reflect: May Novice Teacher Reflections	231	Reflect: May Mentor Reflections	234
Reflect: Using Mindfulness to	232	Reflect: Using Mindfulness to	235

Explore Teaching Dilemmas		Explore Teaching Dilemmas	
Set Goals	233	Set Goals	236
<b>June</b> <i>Completing the Year: Paperwork, Relationships, and Closing a Room</i>			
Paperwork, Relationships, and Closing a Room	235	Paperwork, Relationships, and Closing a Room	239
Chapter Overview	236	Chapter Overview	240
Plan: Novice Teacher Journal	237		
Plan: Questions for Participating in Mentoring Conversations	238	Plan: Use Questions to Guide Mentoring Conversations	241
Plan: Meetings & Observations	239	Plan: Meetings & Observations	242
Connect: Connect to Additional Resources	240	Connect: Connect to Additional Resources	243
Act: The First Act!	241	Act: The First Act!	244
Act: Overview of the ACTs for June Conversations	242	Act: Overview of the ACTs for June Conversations	245
ACT 1 Letter to Yourself	243	ACT 1 Letter to Your Mentee	246
ACT 2 Novice Teacher Letter to Mentor	244	ACT 2 Novice Teacher Letter to Mentor	247
ACT 3 Novice Teacher Letter to Future First-Year Teachers	245	ACT 3 A Letter to Future First-Year Teachers	248
ACT 4 Closing Procedures for the Classroom	246	ACT 4 Closing Procedures for the Classroom	249
ACT 5 Novice Teacher Letter to Students	247	ACT 5 Novice Teacher Letter to Students	250
ACT 6 Classroom and Behavior Management Issues	248	ACT 6 Classroom and Behavior Management Issues	251
ACT 7 Communicating with Parents	249	ACT 7 Communicating with Parents	252
ACT 8 Sharing the Professional Portfolio	250	ACT 8 Sharing the Professional Portfolio	253
Reflect: June Novice Teacher Reflections	251	Reflect: June Mentor Reflections	254

Reflect: Using Mindfulness to Explore Teaching Dilemmas	252	Reflect: Using Mindfulness to Explore Teaching Dilemmas	255
Set Goals	253	Set Goals	256
<b>July</b> <i>Final Reflection and Planning for Next Year: Retreat, Reflect, Renew</i>			
Retreat, Reflect, Renew	255	Retreat, Reflect, Renew	259
Chapter Overview	256	Chapter Overview	260
Plan	257	Plan: PD and District Action Plan	261
Connect: Connect to Other Novice Teachers and Your Mentor	258	Connect: Additional Resources	262
ACT 1 What Have You Learned?	259	ACT 1 What Have You Learned?	263
ACT 2 Retreat with Other Novice Teachers	260	ACT 2 Retreat with Other Mentors	264
Reflect: July Novice Teacher Reflections	261	Reflect: July Mentor Reflections	265
Set Goals	262	Set Goals	266
Index	263		
<b>Appendix</b>			
		Appendices	267
		1: Mentoring Conversations	268
		2: The 5-Minute Meeting: Giving an Authentic Complement	269
		3: The 10-Minute Meeting: Sharing an Idea or Resource	270
		4: The 15-Minute Meeting: Problem to Possibility	271
		5: The 20-Minute Meeting: What's Working? How Do You Know?	272
		6: The 30-Minute Meeting: Looking at Student Work Together	273
		7a: The 60-Minute Meeting: Observing a Mentor	274

		7b: Novice Teacher Observation Form: What to Look for When Observing an Experienced Teacher	275
		8: The Integrated Meeting: Focus on Student Learning	276
		9: Inquiry to Practice: Finding a Question and Finding the Answers	277
		Index	279