

Mentoring and Induction Toolkit

A New Vision for Mentor Professional Learning, Development, and Assessment

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Handout 1



Handout 1: A New Vision for Mentor Professional Learning, Development, and Assessment

“Old-School” Mentor Professional Learning, Development, and Assessment	A New Vision for Mentor Professional Learning, Development, and Assessment
New mentors receive one-time, initial training on their responsibilities as mentors.	New mentors participate in a multi-year professional learning series to acquire critical knowledge and skills to initiate and maintain effective mentoring relationships with beginning teachers.
Topics for mentor professional learning are chosen without regard to mentor needs.	The mentor professional learning series features carefully sequenced topics that help mentors grow in their role as coaches and instructional leaders.
Professional learning standards for mentors are minimal or nonexistent.	Professional learning standards for mentors reflect a continuum of mentor development and are used to guide professional development opportunities.
Mentors do not have opportunities to learn from or problem solve with their peers.	Mentors participate in peer-to-peer professional learning communities to learn new mentoring strategies and reflect on their practice.
Mentors receive summative feedback on their performance once per school year.	Mentors engage in an ongoing formative assessment and goal-setting process that parallels that of beginning teachers.
Mentors are already expected to be experts, therefore coaching for mentors is not an essential part of induction programs.	Mentor coaches provide ongoing formative feedback to mentors on their performance as instructional coaches and leaders.

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