

## DOCUMENT RESUME

ED 454 410

CE 081 919

AUTHOR Sherman, Renee; Voight, Janet; Tibbetts, John; Dobbins, Dionne; Evans, Arthur; Weidler, Danielle

TITLE Adult Educators' Guide to Designing Instructor Mentoring.

INSTITUTION Pelavin Research Inst., Washington, DC.

PUB DATE 2000-04-00

NOTE 67p.

AVAILABLE FROM For full text:  
<http://www.air.org/nrs/reports/Mentoring%20Guide.pdf>.

PUB TYPE Guides - Non-Classroom (055)

EDRS PRICE MF01/PC03 Plus Postage.

DESCRIPTORS \*Adult Basic Education; \*Adult Educators; Adult Learning; \*Beginning Teacher Induction; Comparative Analysis; Educational Needs; Educational Objectives; Educational Principles; Educational Quality; English (Second Language); Guidelines; Learning Theories; \*Mentors; Peer Counseling; Professional Development; \*Program Design; \*Program Implementation; Questionnaires; Recognition (Achievement); Resource Allocation; Strategic Planning; Systems Approach; Teacher Competencies; Teacher Competency Testing; Teacher Improvement; Theory Practice Relationship

## ABSTRACT

This document provides guidelines for designing mentoring programs to facilitate the professional development of adult basic education (ABE) and English-as-a-second-language (ESL) instructors. Chapter 1 discusses the rationale behind mentoring in ABE programs. Special attention is paid to the following topics: how mentoring fits with adult learning theory; how mentoring compares with peer coaching; and what principles underlie quality mentoring systems. Chapter 2 examines the following issues related to ways programs can support mentoring: integrating mentoring into a program's professional development system; allocating staff and time for mentoring; and rewarding and recognizing mentors and proteges. Chapter 3 details the following steps for developing and implementing mentoring: (1) identifying mentoring goals; (2) selecting mentors; (3) selecting proteges; (4) matching mentors and proteges; (5) establishing frequency and duration of the mentor/protege relationship; (6) providing professional development and ongoing support for mentors; (7) identifying mentoring content; (8) identifying mentoring strategies; (9) assessing and evaluating mentoring; and (10) financing mentoring. The following items are appended: 21 questions for strategic planning; a list of 30 instructor competencies; profiles of mentoring in ABE and ESL programs; and 17 references. (MN)

# Adult Educators' Guide to Designing Instructor Mentoring

*PRO-NET*

**April 2000**

PERMISSION TO REPRODUCE AND  
DISSEMINATE THIS MATERIAL HAS  
BEEN GRANTED BY

*R. Sherman*

TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)

1

*Renee Sherman  
Janet Voight  
John Tibbetts  
Dionne Dobbins  
Arthur Evans  
Danielle Weidler*

Pelavin Research Institute

U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

## Table of Contents

	<b>Page</b>
<b>Chapter One: Why Implement Mentoring in Adult Basic Education Programs?.....</b>	<b>1</b>
How Can This Guide Help?	2
Organization of the Guide	3
How Does Mentoring Fit with Adult Learning Theory?	4
How Does Mentoring Compare with Peer Coaching?	6
What Are the Principles of Quality Mentoring Systems?	7
<b>Chapter Two: How Can Programs Support Mentoring?.....</b>	<b>9</b>
How Can Mentoring Be Integrated Into a Program's Professional Development System?	9
How Can Programs Allocate Staff and Time for Mentoring?	10
How Can Programs Reward and Recognize Mentors and Protégés?	14
<b>Chapter Three: What Are the Steps for Developing and Implementing Mentoring?.....</b>	<b>16</b>
Step 1: Identifying Mentoring Goals	17
Step 2: Selecting Mentors	19
Step 3: Selecting Protégés	22
Step 4: Matching Mentors and Protégés	22
Step 5: Establishing Frequency and Duration of the Mentor/Protégé Relationship	26
Step 6: Providing Professional Development and Ongoing Support for Mentors	27
Step 7: Identifying Mentoring Content	32
Step 8: Identifying Mentoring Strategies	34
Step 9: Assessing and Evaluating Mentoring	39
Step 10: Financing Mentoring	43

## Table of Contents

### **Appendices:**

Appendix A: Think Ahead: A Strategic Planning Tool

Appendix B: Instructor Competencies

Appendix C: Profiles of Mentoring in ABE and ESL Programs

Appendix D: References

## Chapter One: Why Implement Mentoring in Adult Basic Education Programs?

As adult basic education programs move into the 21<sup>st</sup> century, they continue to seek ways to enhance the quality of their services and improve outcomes for adult learners. Staffing programs with skilled and experienced instructors is one way of promoting high quality educational services for adults. An excellent way to develop instructor capacity is through mentoring, the process by which a more experienced instructor or administrator nurtures the growth of a less experienced instructor or administrator through counseling, coaching, and supporting reflective problem-solving.

Mentoring often targets new instructors, as the goal is to ease the transition of instructors new to adult education into the responsibilities of the profession. In addition to targeting new instructors, mentoring may focus on instructors who are having difficulty with some aspect of their job, or on instructors who are transitioning into a new position or program. Although mentoring generally targets instructors, it also may focus on administrative staff to bring about systemic reform or change.

### **The Roots of Mentoring**

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

### **Mentoring for Administrative Staff**

The Center for Adult Learning and Literacy included program administrators in the mentoring process to help ABE programs in Maine integrate the Equipped for the Future framework. The West Virginia Bureau of Technical and Adult Education included administrators in mentoring to help programs begin using a competency-based curriculum that was mandated by the state. In addition, the Adult Literacy Mentoring Practitioner Inquiry Project (ALMPIP) included administrators in order to introduce them to practitioner inquiry methods.

Mentoring may have various definitions. For the purposes of this publication, mentoring is defined as a professional development approach in which:

**Everyone knows what to call a mentor...but what do you call a person who has a mentor? Mentee, apprentice, mentoree student, learner, and 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."**

- ◆ The mentor/protégé relationship is ongoing, developmental, reciprocal, and non-evaluative. It also motivates individuals to want to learn and grow, as it exposes them to new learning opportunities and provides support for learning and growth.
- ◆ Mentors have strong interpersonal skills including relationship building, team building, and communication skills. In addition, they have a reflective attitude and an interest in and willingness to improve their own performance.
- ◆ Mentors assume a variety of roles including coach, sponsor, nurturer, advocate, learner, leader, and guide.
- ◆ Reflective learning strategies such as observation and feedback conferences, videotaping, journal writing, portfolio development, and role modeling are employed.
- ◆ The mentoring process changes its nature over time, with the protégé eventually emerging as a competent, self-confident, self-reflective practitioner.

## HOW CAN THIS GUIDE HELP?

This guide provides a resource for programs on mentoring. It provides a rationale for why mentoring is appropriate for instructors in adult basic education programs and discusses several issues agencies need to consider in designing, implementing, and evaluating mentoring. It is designed to help programs understand the different ways in which mentoring can be

**Mentoring procedures will vary from program to program** based on program resources, organizational structure, and needs. The guidelines provided here should, therefore, be adapted to meet individual program needs and configurations.

implemented and to help them make decisions about how mentoring can fit in with their particular organizational structures, resources, and needs. In addition, it provides valuable information for mentors themselves, such as a discussion of the various strategies that can be used with protégés.

This guide is based on research in the field of mentoring and interviews with Adult Basic Education (ABE) and English for Speakers of other Languages (ESL) staff who have participated in mentoring systems. It provides background information on mentoring and outlines steps programs can take to develop and implement mentoring.

## ORGANIZATION OF THE GUIDE

The guide is organized into three chapters:

### Features of the Guide

- “Think Ahead,” a strategic planning tool;
- A “Budget Template”;
- Sidebars that highlight key points of the text;
- Examples of how mentoring is being implemented in a variety of programs.

- ◆ **Chapter One: Why Implement Mentoring in Adult Basic Education Programs?** This chapter defines mentoring, looks at how mentoring complements the way adults learn, and identifies principles of quality mentoring systems.
- ◆ **Chapter Two: How Can Programs Support Mentoring?** This chapter looks at several ways in which programs can support mentoring. It also provides suggestions for dealing with the issue of staffing and time constraints.
- ◆ **Chapter Three: What Are the Steps for Developing and Implementing Mentoring?** This chapter lays out 10 steps in developing and implementing mentoring. It also includes examples of how mentoring looks in different ABE and ESL programs.

- ◆ **Appendices.** The appendices provide the following additional resources:
  - ❖ **Appendix A: Think Ahead—A Strategic Planning Tool.** This is a collaborative planning tool designed to encourage programs to think about how mentoring could work for them and identify options for mentoring. Throughout the guide, the reader will notice “Think Ahead” bubbles that reflect the options found in the tool.
  - ❖ **Appendix B: Instructor Competencies.** This appendix provides a list of instructor competencies for adult educators, developed under a project supported by the U.S. Department of Education.
  - ❖ **Appendix C: Profiles of Mentoring Systems.** This appendix provides a summary of each of the programs that were interviewed in preparation for this guide.
  - ❖ **Appendix D: References.** This appendix lists the references used in preparing of this guide.

## HOW DOES MENTORING FIT WITH ADULT LEARNING THEORY?

Mentoring provides “on-the-job” training that builds on protégé’s prior experiences and knowledge, and involves a “give and take” between mentors and protégés.

Mentoring is well suited to the characteristics of adult learners. Adults tend to be goal- and relevancy-oriented, learn experientially, and approach learning as problem-solving. The literature about adult learners indicates that they learn best when:

- ◆ They are able to associate new learning with previous experiences and to use those experiences while learning;
- ◆ They are able to provide input into the planning of their own learning processes;
- ◆ They have a variety of learning options and have opportunities to analyze and expand on what they learn; and



- ◆ They have an opportunity to apply information to practical situations related to their own lives.

These characteristics reflect a constructivist view of learning, which asserts that knowledge is acquired best from experience with solving meaningful problems rather than from practicing skills or learning isolated bits of knowledge.

The chart below looks at the relationship between adult learning and mentoring (Joyce & Showers, 1995; Knowles, 1970).

<b>Adult Learning and Mentoring</b>	
<b>Adult Learners:</b>	<b>Mentors:</b>
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 upon 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 to protégés' work environment to help protégés improve practices.
Are goal oriented.	Help protégés set out goals and learning objectives from the outset. Together, mentors and protégés assess the progress protégés are making toward meeting those goals.
Have different ways of learning (for example, visual, auditory, kinesthetic).	Use a variety of strategies (for example, observations, portfolios, journals, videotapes) in the mentoring process.

Adults have different modes of learning; some may learn best by seeing, others by hearing, and still others through touch and movement. Mentoring may increase the transfer of learning because it provides:

- ◆ A range of activities that accommodates different learning modes (e.g., learning in groups/learning individually);
- ◆ Opportunities to practice;

- ◆ Individualized feedback; and
- ◆ Follow-up support (Taylor, 1997).

Involving protégés in the planning of mentoring and helping them see the value of mentoring activities also should facilitate the application of what they learn.

### HOW DOES MENTORING COMPARE WITH PEER COACHING?

**Both mentoring and coaching are non-evaluative.**

Mentoring is compatible with peer-centered models of staff development, which are described as non-evaluative relationships in which mutual learning and information sharing occur. One of the more common types of peer-centered professional development that has been identified in the literature is “peer coaching,” a process through which instructors visit each other’s classes in conjunction with pre- and post-observation meetings to discuss goals and observations (Glatthorn, 1987). Five essential elements of peer coaching have been identified (Showers & Showers, 1996), as follows:

Essential Elements of Peer-Coaching	
Essential Elements	Description of Elements
Companionship	Instructors discuss their successes and difficulties with a new model of teaching and reduce their sense of isolation.
Feedback	Instructors give each other objective, non-evaluative feedback about the way they are executing methods required by a new model.
Analysis	Instructors help each other grow familiar with new teaching methods until they are internalized, spontaneous, and flexible.
Adaptation	Instructors work together to adapt a teaching model to the unique needs of learners.
Support	The coach provides whatever support is needed as the peer instructor begins to apply the new strategy.

Because mentors often serve as coaches to their protégés, the mentoring relationship incorporates these elements. In the literature, the distinction made between peer coaching and mentoring is that the mentor has more skills and experience than the protégé in the area in which the mentoring occurs, while in peer coaching, both are learning together. In the field, however, the distinction between peer coaching and mentoring may not be as clear. In fact, a staff member from one program noted that she regretted not calling their mentoring system “peer coaching” in order to emphasize the non-evaluative nature of the feedback the participants provided each other.

**There is no “one size fits all” to designing a mentoring system.**

## **WHAT ARE THE PRINCIPLES OF QUALITY MENTORING SYSTEMS?**

While mentoring will not look the same across all programs, there are some underlying principles of quality mentoring that provide the foundation around which effective mentoring systems are built. They are:

- ◆ Program support and commitment to the mentoring process.
- ◆ Careful selection of qualified mentors, and processes to match mentors and protégés.
- ◆ Professional development for mentors.
- ◆ Mentoring content based on recognized adult basic education instructional skills and knowledge, and

content and strategies individualized to the needs of protégés.

- ◆ Evaluation systems to foster continuous improvement.

These principles are discussed in the remaining chapters of this guide. Programs have flexibility in how they implement these principles, as shown by the examples provided throughout the guide.

## Chapter Two: How Can Programs Support Mentoring?

Program commitment and support are crucial for mentoring to get off the ground and to be successful. If mentoring is to become an integral part of an adult education program's professional development system and continuous improvement cycle, then administrators must provide leadership and support for mentoring.

Such support can occur by:

- ◆ Integrating mentoring into the professional development system;
- ◆ Allocating staff and time for mentoring; and
- ◆ Providing recognition and rewards for mentors and protégés.

### HOW CAN MENTORING BE INTEGRATED INTO A PROGRAM'S PROFESSIONAL DEVELOPMENT SYSTEM?

To be most effective, mentoring needs to be integrated within the overall structure of an agency's programs and its ongoing professional development and human resource systems. There are several ways in which mentoring can be integrated. Administrators or professional development coordinators, for example, may find that mentoring is occurring already in an informal manner. In this case, administrators can build

**Mentoring will have the greatest chances for success when:**

- There is strong leadership;
- There is a climate of trust between administrators and instructors;
- Resources exist to initiate and sustain mentoring; and
- Physical space, schedules, and staff assignments allow for mentor/protégé collaboration.



on this informal mentoring and provide professional development for mentors to enhance their skills.

Mentoring also can build upon other types of professional development offered by a program. Look at the following examples:

- ◆ **Mentoring can reinforce initial learning as a follow-up to workshops and conferences.** Instructors can be coached by mentors as the instructors apply skills learned in workshops in their own teaching environments.
- ◆ **Mentors can help instructors engaged in inquiry research projects** work through problems and generate new approaches to enhance their instruction.
- ◆ **Mentoring can be offered as one of several professional development approaches** that can be included in an instructor's individual professional development plan (IPDP).

Mentoring can be used in a variety of ways to help individualize learning for each instructor.

## **HOW CAN PROGRAMS ALLOCATE STAFF AND TIME FOR MENTORING?**

Major constraints in setting up a mentoring system are lack of time and lack of qualified staff to coordinate the process and to serve as mentors. Recommendations for dealing with these constraints are discussed below.

### **Staff**

Programs need to determine whether there are qualified staff within their site who have the knowledge, skills, and experience to mentor, or whether they have



to look elsewhere. Large programs may have sufficient qualified staff to serve as mentors, but smaller programs may have to consider looking to other programs or institutions (e.g., colleges). Smaller programs also may need to consider teaming with staff from other nearby adult education programs to find and share qualified mentors. Programs with few staff available to serve as mentors can use alternative mentor/protégé ratios such as matching one mentor with several protégés.

In addition to finding qualified mentors, programs need someone to organize and coordinate mentoring activities. This individual is responsible for:

- ◆ Facilitating training and follow-up support for mentors;
- ◆ Communicating with mentors and protégés throughout the mentoring process;
- ◆ Addressing issues as they arise; and
- ◆ Providing mentors with resource materials and information to help them improve their mentoring skills.

Coordinators must be supportive and flexible, recognizing the time limitations of adult education staff.

The mentor coordinator could be an individual from outside the program, but in most cases, he or she is from the same program as the mentoring participants, although not necessarily from the same site. Mentor



coordinators with good supervisory and organizational skills may be experienced teachers, administrators, or professional development specialists. Adult basic education staff interviewed for this publication emphasized the importance of a mentor coordinator position to ensure the success of the mentoring process.

### **Time**

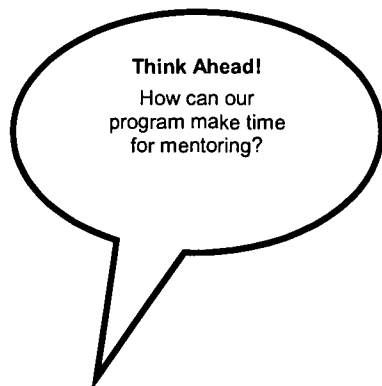
Time is the most difficult obstacle to overcome in developing a quality mentoring system. It is a challenge because adult education instructors are often part-time and may hold other jobs. In fact, staff from three of the programs that were interviewed (the Massachusetts Department of Education's Mentoring Initiative, The Mayor's Commission on Literacy's Adult Literacy Mentoring Practitioner Inquiry Project, and the Workplace Education Mentoring Initiative), identified staff time constraints as the largest limitation of their mentoring systems. Building a solid and lasting relationship is a key aspect of mentoring, and programs need to be creative in finding ways to deal with time constraints. Below are some suggestions.

**Mentors and protégés need time for:**

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

- ◆ **Count mentoring in the time allotted for professional development.** Allow mentoring activities to count toward the time already allocated in staff's schedules for professional development activities. In two of the programs interviewed, mentoring occurred during time that was already





designated for professional development, so staff did not have difficulty fitting mentoring activities into their schedules.

- ◆ **Schedule meetings during regular working hours.** Take a look at both the mentor and protégé's work schedules to determine whether time during the normal workweek can be spent on meetings among participants in the mentoring process.
- ◆ **Provide substitutes and release time for mentoring activities.** Substitutes and release time can free protégés and mentors to observe one another's classes. Staff from World Relief's DuPage's Adult ESL Mentoring Project indicated that assistance with finding substitutes was helpful in freeing time for observations.
- ◆ **Encourage the use of alternative forms of communication, such as e-mail and telephone conversations.** It is important for mentors and protégés to meet face-to-face at the beginning of the relationship to get to know one another. Later on, e-mail and frequent telephone conversations allow mentors and protégés to stay in touch. Telephone calls can be made on an as-needed basis. An advantage of e-mail is that mentors and protégés can respond at times that are most convenient to them.
- ◆ **Make mentoring resources/materials available.** If mentors have little time, the professional development coordinator can assist by gathering resources (i.e. journal articles, books, and videos) that might be useful tools in the mentoring process.

Time also needs to be allocated to provide ongoing support for mentors and protégés. The table on page 15 shows how support may be provided in a variety of ways. For example, mentors (and sometimes protégés), need time to come together and discuss their experiences with the mentoring process as it is

**Mentors may need to be mentored.** Consider pairing new mentors with experienced mentors.

occurring. Meetings between mentors may be scheduled on a regular basis by agencies, or they may be less formal, occurring at times that are mutually agreeable to mentors. Time also may be needed for new mentors to have the opportunity to speak with more experienced mentors.

### **HOW CAN PROGRAMS REWARD AND RECOGNIZE MENTORS AND PROTÉGÉS?**

**Program stipends** for mentoring participants indicate a belief that their time is valuable.

Programs should provide rewards and recognition for the important work of mentors and protégés. Most of the programs interviewed, for example, provided mentors (and in some cases, protégés) with stipends (see the table on the following page). In addition, it was common for mentor coordinators to contact participants frequently to discuss their experiences with mentoring. Recognition for mentoring participants can be provided by hosting luncheons or ceremonies at the conclusion of the formal mentoring process.

<b>Examples of Support for Mentors and Protégés</b>			
<b>Program</b>	<b>Stipends/Rewards</b>	<b>Release Time</b>	<b>Other Support</b>
Center for Adult Learning and Literacy (CALL): Equipped for the Future (EFF) Mentoring Project	All mentors and protégés received \$500. If administrators chose to participate, sites received an additional \$250.		The mentor coordinator was in frequent contact by telephone with participants throughout the process. An end-of-the-year recognition luncheon/meeting was held.
Indiana Adult Education and Professional Development Project	Mentors were provided with a stipend.		Mentors had the option of receiving credit toward a Master's degree or re-certification. Travel expenses were provided for mentoring visits. Travel expenses were provided for participants to attend professional development activities.
Massachusetts Department of Education Mentoring Initiative		Mentoring activities (approximately eight hours per week) took place during regular working hours.	Monthly debriefing/brain storming sessions were provided for mentors.
The Mayor's Commission on Literacy (MCOL), Philadelphia Professional Development Center (PPDC), funded in part by the Pennsylvania Department of Education: Adult Literacy Mentoring Practitioner Inquiry Project (ALMPIP)	Protégés received stipends (\$350) for attending all meetings and completing practitioner inquiry projects. Mentors also received stipends (\$350) for facilitating whole group meetings (all mentors and protégés together).		Mentors and protégés were regularly convened as a group to discuss inquiry-based professional development and the evolution of their inquiry projects. During these meetings, mentors and protégés also collaboratively analyzed data being collected as inquiry projects were implemented and they shared their final projects.
System of Adult Basic Education Support (SABES SE): Learning from Each Other: An ABE Teacher Visitation Project	Protégés were given \$150 stipends if they attended the focus group at the end of the mentoring relationship that included a discussion of what did and did not work.	Protégés were given release time because participation in mentoring counted toward time allotted for professional development activities.	Protégés and mentors were invited to a recognition ceremony at the end of the mentoring process.
West Virginia Bureau of Technical and Adult Education Mentoring Program	Mentors were paid for the time they spent outside of regular working hours preparing for mentoring activities.	Mentoring activities took place during regular working hours.	The mentor coordinator made herself available to participants throughout the process. A listserv was established so participants from across the state could communicate with one another.
Workplace Education Mentoring Pilot Project (Massachusetts Department of Education)	Mentors received stipends of \$200.	Protégés were given release time because participation in mentoring counted toward time allotted for professional development activities.	The project facilitator was in frequent contact with participants by telephone.
World Relief DuPage: A Mentoring Program for Adult ESL Teachers	Both mentors and protégés were paid \$75 for each action plan they completed.	If mentors needed to miss a class due to mentoring activities, they received help finding substitutes.	The mentor coordinator regularly contacted mentors in order to offer advice, answer questions, and model teaching strategies.

## Chapter Three: What Are the Steps for Developing and Implementing Mentoring?

### To individualize mentoring to suit their needs programs should think about:

- What they hope to accomplish;
- How to select mentors;
- How to select protégés;
- How to match mentors and protégés;
- What mentor/protégés ratios are best;
- How mentors and protégés will work together:
  - How often?
  - How long?
  - Where?
- What other responsibilities mentors will have; and
- Whether or not mentors will be supervisors.

By the time a program decides to develop a mentoring system, they have generally thought about the goals they hope to achieve through the process. Goal setting is a first step in planning a mentoring system. There are a number of other important steps that need to be taken as well. Careful selection and matching of mentors and protégés, for example, are critical for the success of the mentoring process. Programs also must consider how to identify the content of the mentoring and the learning strategies that will be used. In addition, programs need to put into place strategies to evaluate the process and outcomes of mentoring. Time and effort also must be devoted to identifying the kinds of professional development mentors need to enhance skills and make the mentoring more effective. The steps for developing a mentoring system are listed below and are discussed in detail throughout this chapter.

- ◆ **Step 1:** Identifying mentoring goals
- ◆ **Step 2:** Selecting mentors
- ◆ **Step 3:** Selecting protégés

- ◆ **Step 4:** Matching mentors and protégés
- ◆ **Step 5:** Establishing frequency and duration of the mentor/protégé relationship
- ◆ **Step 6:** Providing professional development and ongoing support for mentors
- ◆ **Step 7:** Identifying mentoring content
- ◆ **Step 8:** Identifying mentoring strategies
- ◆ **Step 9:** Assessing and evaluating mentoring
- ◆ **Step 10:** Financing a mentoring program

It is important to note that the steps are not necessarily sequential. For example, evaluation of the mentoring process is planned for at the beginning of the mentoring program and conducted throughout the process.

## **STEP 1: IDENTIFYING MENTORING GOALS**

A good starting point for developing a mentoring system is to identify the program's goals for mentoring. Programs may see mentoring as a way to link experienced instructors with newer instructors, or as a method to individualize professional development, for example. Goals that programs may have for mentoring include reducing the sense of isolation experienced by many instructors and enhancing critical thinking or reflective practice skills. Some programs may see mentoring as a way to implement a competency-based



curriculum or a new state or federal requirement. Goals identified by the programs interviewed for this Guide are illustrated in the chart below.

Goals of Mentoring	
Programs	Goals
Center for Adult Learning and Literacy (CALL); Equipped for the Future (EFF) Mentoring Project	<ul style="list-style-type: none"> <li>• To help staff become familiar with the Equipped for the Future framework.</li> <li>• To build capacity in the field.</li> <li>• To develop a portfolio of EFF-friendly activities.</li> <li>• To design assessment strategies.</li> </ul>
Indiana Adult Education and Professional Development Project	<ul style="list-style-type: none"> <li>• To establish a network of support for new instructors.</li> <li>• To strengthen skills of experienced instructors.</li> <li>• To improve delivery of instruction to adult learners.</li> </ul>
Massachusetts Department of Education Mentoring Initiative	<ul style="list-style-type: none"> <li>• To help with the operations of a new ESL center.</li> <li>• To facilitate instructor training.</li> <li>• To work with staff from the new center.</li> </ul>
The Mayor's Commission on Literacy (MCOL), Philadelphia Professional Development Center (PPDC), funded in part by the Pennsylvania Department of Education: Adult Literacy Mentoring Practitioner Inquiry Project (ALMPIP)	<ul style="list-style-type: none"> <li>• To provide an opportunity for practitioners who were not familiar with inquiry-based methods to work with instructors who had used such methods.</li> <li>• To create a sense of community among practitioners.</li> <li>• To develop inquiry skills and an inquiry stance toward practices.</li> </ul>
Southeast Professional Development Center and TIU Adult Education and Job Training Center (South Central Professional Development Center)	<ul style="list-style-type: none"> <li>• To reduce isolation that ABE instructors often feel.</li> <li>• To train instructors in new observation techniques.</li> </ul>
System of Adult Basic Education Support (SABES SE): Learning from Each Other: An ABE Teacher Visitation Project	<ul style="list-style-type: none"> <li>• To customize professional development for the needs of individual staff members.</li> </ul>
West Virginia Bureau of Technical and Adult Education Mentoring Program	<ul style="list-style-type: none"> <li>• To teach new and experienced instructors how to implement a new competency-based curriculum.</li> <li>• To help instructors focus on teaching skills in a functional context.</li> <li>• To provide a foundation for implementing a project-based approach to teaching.</li> <li>• To develop an ongoing system of teacher support.</li> </ul>
Workplace Education Mentoring Pilot Project (Massachusetts Department of Education)	<ul style="list-style-type: none"> <li>• To improve the skills of workplace educators so that learners are better served.</li> <li>• To build a qualified pool of instructors.</li> <li>• To address individual practitioner needs.</li> <li>• To explore more subtle and complex issues in depth.</li> </ul>
World Relief DuPage: A Mentoring Program for Adult ESL Teachers	<ul style="list-style-type: none"> <li>• To connect experienced instructors with each other and with newer instructors.</li> <li>• To provide instructors with a systematic, structured mentoring process.</li> <li>• To encourage instructors to target specific areas for reflection and improvement.</li> <li>• To increase instructors' awareness of the importance of professional development.</li> </ul>

Identifying goals is an important step in evaluating the mentoring process. As discussed later, participants will want to know how well mentoring is working and whether the goals for mentoring are being met.

## STEP 2: SELECTING MENTORS



Successful mentoring systems rely on competent mentors who are capable of forming strong, supportive relationships with protégés. It is, therefore, important to have mentors who have strong content knowledge, excellent interpersonal skills, and the ability to grapple with issues in a changing relationship. Furthermore, mentors, like all strong adult education instructors, should have a firm understanding of adult learning theory.

The chart below defines skills and knowledge areas needed by competent mentors.

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

In some instances, particularly if a program is small, supervisors may need to serve in the role of mentors. If this occurs, it is particularly important to set ground rules regarding the roles of mentors and protégés and to

**Using supervisors as mentors has both strengths and limitations.**

outline expectations for the mentoring process.

Supervisors need to remember that as mentors, the feedback they provide must be objective and non-evaluative.

A potential benefit to using supervisors as mentors is that mentoring activities may build on informal mentoring that has already occurred. In addition, implementing a mentoring system may increase the likelihood that informal mentoring will continue beyond the length of the formal mentor-protégé relationship. The downside of having supervisors serve as mentors is that the protégé may feel uncomfortable identifying areas for improvement, knowing that the supervisor's role also includes performance evaluations. Therefore, both protégés and mentors should be comfortable in parings when the mentor is also a supervisor.

The process for selecting mentors may be formal or informal. A formal process may include (1) letters of recommendation from program coordinators or supervisors and possibly peers; (2) a resume; and (3) a written statement describing why they wish to become a mentor and the strengths and expertise they bring to the mentoring situation. More often than not, however, the selection process is informal and mentors are selected either because they volunteer or are



recommended by supervisors. Regardless of whether the selection process is formal or informal, it is important for mentor coordinators to meet with prospective mentors to define mentoring and to discuss the goals of the mentoring process. The table below provides some examples of ways in which mentors may be selected.

<b>Program</b>	<b>Selection of Mentors</b>	<b>Selection of Protégés</b>
Center for Adult Learning and Literacy (CALL): Equipped for the Future (EFF) Mentoring Project	The mentor coordinator contacted programs that had already implemented the EFF framework. Staff from those programs were invited to serve as mentors.	The mentoring program was advertised in the state ABE newsletter. Staff from programs that had not implemented the EFF framework were selected to be protégés.
Indiana Adult Education and Professional Development Project	Applications were mailed to adult educators across the state. For applications to be complete, they had to include letters of support from supervisors. The coordinator looked for mentors with evidence of leadership experience.	Protégés were new teachers, teachers with a few years of experience who needed extra help, and teachers who were changing their teaching focus (e.g., changing from ABE to ESL).
Massachusetts Department of Education Mentoring Initiative	Staff from programs that were participating in the National Workforce Literacy Project were invited to volunteer to mentor.	Prospective protégés were required to complete a needs assessment indicating the skills and knowledge they hoped to acquire through mentoring.
The Mayor's Commission on Literacy (MCOL), Philadelphia Professional Development Center (PPDC), funded in part by the Pennsylvania Department of Education: Adult Literacy Mentoring Practitioner Inquiry Project (ALMPIP)	Mentors were required to have participated in the Adult Literacy Practitioner Inquiry Project (ALPIP), an inquiry-based professional development initiative.	Protégés were instructors and administrators who were interested in improving their practices by participating in an inquiry-based professional development initiative. They were required to complete applications that asked for both general and open-ended information about their practices. Mentors reviewed applications and selected matches.
System of Adult Basic Education Support (SABES SE): Learning from Each Other: An ABE Teacher Visitation Project	Phone calls were made to ABE programs in the region to assess interest. Mentors were required to encourage change, have good "people skills" and be open, willing to share, and nonjudgmental.	Prospective protégés responded to a flyer about mentoring. Practitioners who articulated a question that they could research by visiting another program were selected.
West Virginia Bureau of Technical and Adult Education Mentoring Program	ABE staff who had implemented the new competency-based curriculum and were interested in serving as mentors completed applications. Applicants also were required to submit references from their county directors.	Protégé sites were selected from programs in the state that had not implemented the new curriculum.
Workplace Education Mentoring Pilot Project (Massachusetts Department of Education)	Successful ABE program sites were identified and staff from these programs were asked to volunteer as mentors.	Staff from new program sites or sites with poor performance records were selected to be protégés.
World Relief DuPage: A Mentoring Program for Adult ESL Teachers	In order to be a mentor, an instructor must have served first as a protégé.	Protégés were new teachers and teachers who had specific skills that they wanted to develop.

### STEP 3: SELECTING PROTÉGÉS

Identification of protégés also can occur through formal or informal processes. For example:

**Protégé Selection**  
Protégés may be selected because:

- They are new to the profession;
- They are new to an organization; and/or
- They need to improve their performance.

- ◆ Supervisors may recommend new staff for mentoring to improve their instructional practices and to become acclimated to the organization;
- ◆ Supervisors may recommend experienced staff for mentoring to improve their performance in specific areas. In the Massachusetts Department of Education Mentoring Initiative, for example, mentoring was provided to staff from programs that were on probation and at-risk for losing state funding; and
- ◆ Programs may use a self-selection process in which prospective protégés are required to complete an application or needs assessment indicating the knowledge and/or skills they hope to acquire from the mentoring process.

**Think Ahead!**  
How should our program identify and select protégés?

An application process helps to ensure that a mentor who meets the needs of the protégé is available.

### STEP 4: MATCHING MENTORS AND PROTÉGÉS

The key to effective mentoring is a strong mentor/protégé relationship. Staff interviewed from several programs emphasized the importance of careful matching of mentors and protégés. Some programs have a formal process through which mentors and protégés are matched according to information provided on their applications. Others match participants less formally or allow protégés to select their own mentors.

**Think Ahead!**  
What criteria should our program use in matching mentors and protégés?

Described below are several criteria that programs

**Matching Mentors and Protégés**  
One useful idea for matching mentors and protégés is to ask protégés what their ideal mentor would be like. Since everyone brings different beliefs and values to a mentoring situation, a good way to find out is to ask!

might use to match mentors and protégés to help ensure a successful relationship.

- ◆ **Instructional content and level of students.** Instructional content and the level of students, (e.g. beginning ESL, Low Intermediate Basic Education) have been identified in the research literature as commonly used criteria for assigning protégés to mentors.
- ◆ **Location.** Location is an important factor, especially if mentors and protégés need to find time together for joint observations, planning, feedback conferences, and the like. Staff from the West Virginia Bureau of Technical and Adult Education ABE Mentoring Program, for example, explained that because it can be difficult to travel across their mountainous state, they used location as their primary matching criteria. However, within multi-site, geographically dispersed organizations, mentors may be matched with protégés from different sites. For example, off-site mentors were selected from across the SABES southeast region for the Teacher Visitation Project and from the programs served by Maine’s Center for Adult Learning and Literacy for the Equipped for the Future Mentoring Project. In these agencies, mentor coordinators recruited mentors simply by calling sites and asking if staff members were interested. The following chart provides an overview of the advantages and disadvantages of using mentors from the same or different sites.

**Long Distance Mentoring**

Mentors not physically located at the same site will need to rely on e-mail and telephone communication to maintain ongoing contact in order to prevent distance from limiting the effectiveness of the mentoring process.

	<b>Same Sites</b>	<b>Different Sites</b>
<b>Advantages</b>	Selecting mentors from the same sites as protégés may facilitate new instructors’ integration into the organization. It also may increase the availability of mentors to observe, converse with, and provide resources to proteges.	If mentors are selected from different sites, there may be an increased likelihood of finding mentors able to meet the specific needs of protégés. It also may be more likely that mentors will provide different perspectives and link protégés to a range of new people and resources.
<b>Disadvantages</b>	When mentors and protégés are at the same site, mentoring may not be as much of a priority as other program activities and/or mentors may be called upon for other tasks.	The distance between the mentor’s and protégé’s sites may limit interaction.

- ◆ **Protégé goals.** Another common way to match a mentor with a protégé is to look for an individual who is most suitable and qualified to help the protégé achieve his or her desired goal. Both the Workplace Education Mentoring Project and the SABES Teacher Visitation Project, for example, asked prospective protégés (as part of the application process) to identify goals they wanted to achieve and selected mentors who appeared to have expertise that matched the content of these goals.
- ◆ **Educational philosophy.** Mentors and protégés should share the same educational philosophies. For example, they should both believe in the concept of life-long learning and share the same expectations for staff. Staff from the Equipped for the Future Mentoring Project in Maine explained that on their application forms, prospective mentors and protégés were asked to describe their educational philosophies and were matched accordingly.
- ◆ **Availability of mentors.** Although the most frequently used mentor/protégé ratio is one-to-one, some programs may use one mentor to multiple protégés due to the limited availability of staff to serve as mentors. One mentor may work with multiple protégés on an individual basis, as was the case during the first year of World Relief DuPage's ESL Mentoring Program in Illinois. Alternately, protégés might be mentored as a small group. This arrangement occurred in the Massachusetts Department of Education Mentoring Initiative through which staff from new programs or programs on probation were mentored.



The table below describes the advantages and disadvantages of large and small mentor/protégé ratios.

	<b>One-to-One Ratios</b>	<b>One Mentor to Multiple Protégés</b>
Advantages	One-to-one ratios can be particularly effective in helping new instructors adjust. They also may provide a safe, trusting context for risk-taking and problem-solving.	One mentor and multiple protégé arrangements may reduce the pressure associated with having limited time for both protégés and mentors. If protégés are mentored together, it promotes team building and allows them to learn from each other which increases their skills in reflective practice.
Disadvantages	One-to-one ratios can be problematic due to the time constraints of mentors.	Mentors may not have enough time to meet with each protégé one-to-one. If mentors meet with protégés as groups, the protégés may not receive enough individual attention.

**One way to cope** with mentoring relationships that don't work out is designing a "no-fault divorce" which allows mentors and protégés to end a mentoring relationship that isn't working out in a graceful way.

Matching protégés and mentors is not a perfect science. The subtle, intangible factors that make a mentor-protégé relationship successful are difficult to define. Even though mentors and protégés may be carefully matched, the relationship changes over time. As protégés develop professionally, there is a shift in the needs, concerns, and tasks that are the focus of the mentoring. The literature identifies several stages in the mentoring process (Kaufman & Renz, 1996), as indicated in the following table.

<b>Mentor-Protégé Relationship</b>	
<b>Stages</b>	<b>Characteristics</b>
One	<ul style="list-style-type: none"> <li>• Trust is established.</li> <li>• Mentor and protégé get to know each other.</li> <li>• Goals are determined.</li> <li>• Mentoring strategies are discussed.</li> </ul>
Two	<ul style="list-style-type: none"> <li>• Protégés are learning new techniques.</li> <li>• Protégés are improving their instructional practices.</li> <li>• Protégés are growing professionally.</li> </ul>
Three	<ul style="list-style-type: none"> <li>• Culmination of formal relationship.</li> <li>• Mentor and protégé may continue relationship informally.</li> </ul>

## STEP 5: ESTABLISHING FREQUENCY AND DURATION OF THE MENTOR/PROTÉGÉ RELATIONSHIP

Programs need to consider how long they can support the mentor/protégé relationship. The needs and schedules of participants as well as the goals and financial constraints of the program determine the frequency with which mentors and protégés meet and the duration of their formal relationships. While more structured mentoring systems are likely to have guidelines pertaining to the amount of time and/or number of meetings, less structured systems may leave decisions regarding interactions to mentors and protégés. For the most part, across the programs that were interviewed, mentors and protégés met relatively infrequently. As indicated in the table below, the frequency of meetings ranged from once per week to once every two or three months, and the duration of the formal relationships ranged from three to eighteen months.



**Think Ahead!**

What should the duration of the mentor/protégé relationship be, and how frequently should they meet?

Program	Frequency of Meetings	Length of Relationship
Center for Adult Learning and Literacy (CALL): Equipped for the Future (EFF) Mentoring Project	Three or four meetings were held.	The formal relationship lasted one program year.
Massachusetts Department of Education Mentoring Initiative	The mentor met with staff from the program that she was mentoring once per week.	The formal relationship lasted one and a half years.
The Mayor's Commission on Literacy (MCOL), Philadelphia Professional Development Center (PPDC), funded in part by the Pennsylvania Department of Education: Adult Literacy Mentoring Practitioner Inquiry Project (ALMPIP)	Mentors and protégés met as a group six times in seven months. Mentors and protégés met (one-to-one or one-to-two) between group meetings.	The formal relationship lasted seven months.
System of Adult Basic Education Support, Learning from Each Other (SABES SE): An ABE Teacher Visitation Project	One meeting was held. Additional communication occurred by phone and e-mail.	The formal relationship lasted three months.
West Virginia Bureau of Technical and Adult Education Mentoring Program	The number of meetings was not specified, but mentors and protégés were expected to spend 12 hours together.	The length of the formal relationship varied.
Workplace Education Mentoring Pilot Project (Massachusetts Department of Education)	The number of meetings was not specified, but mentors and protégés were expected to spend 20 hours together.	The formal relationship lasted ten weeks.
World Relief DuPage: A Mentoring Program for Adult ESL Teachers	The number of meetings was left up to mentor-protégé pairs, but the expectation was that they would spend approximately ten hours together.	Usually three months, but this varied depending on the skills and topics selected.

## STEP 6: PROVIDING PROFESSIONAL DEVELOPMENT AND ONGOING SUPPORT FOR MENTORS

**Professional development for mentors is most helpful when it:**

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

Mentoring is a complex process that requires an understanding of the mentoring role and the skills needed to mentor effectively. Therefore, professional development for mentors is important. There are generally two ways in which the professional development is provided—an initial orientation of mentors to their roles, and follow-up support once the mentoring process begins. These are discussed below.

### Orientation or Initial Professional Development

Initial professional development usually occurs after mentors are selected to orient them to their new roles. Some topics and skills have been identified by a variety

**Guidelines and conceptual benefits need to be explained up front for new mentors.**

*The Mayor's Commission on Literacy, Philadelphia Professional Development Center, Adult Literacy Mentoring Practitioner Inquiry Project and the West Virginia Bureau of Technical and Adult Education Mentoring Program.*

of programs, within and outside the field of adult education, that are a common focus of professional development for mentors. An introduction to mentoring that includes the purposes of the mentoring program, definitions of terms, and roles and responsibilities of participants is a typical starting point. Other topics include increasing mentors' understanding of adult learning theory and enhancing their ability to communicate and problem-solve with their protégés. The chart on the following page, Common Mentor Training Topics, identifies topics and skills that have been incorporated into mentor training curricula.

Common Mentor Training Topics	
Topics	Skills
<p><i>Introduction to Mentoring</i></p> <ul style="list-style-type: none"> <li>Goals and purposes of the mentoring program;</li> <li>Definition of mentoring;</li> <li>Roles and responsibilities of mentors and protégés;</li> <li>Mentor-protégé relationships;</li> <li>Balancing mentoring responsibilities with other responsibilities; and</li> <li>Assessing mentoring behaviors.</li> </ul>	<p><i>Supervisory Skills</i></p> <ul style="list-style-type: none"> <li>Setting short- and long-term goals;</li> <li>Setting limits on inappropriate or unsafe practices;</li> <li>Reinforcing mutual respect and trust;</li> <li>Collaborating for conflict resolution;</li> <li>Providing feedback;</li> <li>Accepting feedback from protégés; and</li> <li>Setting schedules.</li> </ul>
<p><i>Adult Learning Theory</i></p> <ul style="list-style-type: none"> <li>The stages and phases in adult development;</li> <li>Teacher development;</li> <li>Characteristics of adult learners; and</li> <li>Learning styles.</li> </ul>	<p><i>Communication Skills</i></p> <ul style="list-style-type: none"> <li>Active listening;</li> <li>Assertion;</li> <li>Conflict resolution and negotiation;</li> <li>Collaborative problem solving;</li> <li>Writing; and</li> <li>Sharing information verbally and non-verbally.</li> </ul>
<p><i>Reflective Practice</i></p> <ul style="list-style-type: none"> <li>Definition; and</li> <li>Strategies to enhance reflection.</li> </ul>	<p><i>Modeling Skills</i></p> <ul style="list-style-type: none"> <li>Examples of how to model practices; and</li> <li>Getting feedback on practices.</li> </ul>
<p><i>Diversity</i></p> <ul style="list-style-type: none"> <li>Recognizing diversity; and</li> <li>Ways to understand and respect differences.</li> </ul>	<p><i>Observation and Conferencing Skills</i></p> <ul style="list-style-type: none"> <li>Pre- and post-observation conferences;</li> <li>Observations; and</li> <li>Data-collection activities.</li> </ul>
<p><i>Change Process</i></p> <ul style="list-style-type: none"> <li>The mentor as a change agent;</li> <li>Stages of change through which protégés progress; and</li> <li>Changes in the mentoring process over time.</li> </ul>	<p><i>Self-Assessment Skills</i></p> <ul style="list-style-type: none"> <li>Journal writing;</li> <li>Portfolios; and</li> <li>Self-assessment checklists.</li> </ul>





The extent of professional development for mentors depends on staff schedules, the resources that programs have available, and the needs of the mentors. There are a couple of ways in which programs can determine the specific content of the professional development for their mentors. They include:

- ◆ Conducting a self-assessment of mentors to identify the content and skills in which they need professional development;
- ◆ Observing mentors in their own learning environment to assess areas and skills that need further improvement; and
- ◆ Administering a needs assessment to protégés, asking them to identify the skills and knowledge they hope to acquire from the mentoring process, and then focusing on these areas for professional development.

The content of the initial professional development and the way it is provided is likely to vary from program to program. Among programs interviewed, training ranged from conversations with a mentor coordinator to sessions that take place over several days. The table below provides examples of the kinds of initial professional development programs offer. While professional development may be provided to mentors only, sometimes both mentors and protégés attend. Training mentors and protégés together provides an opportunity for them to meet each other, and it ensures

that all participants receive the same information about the mentoring process.

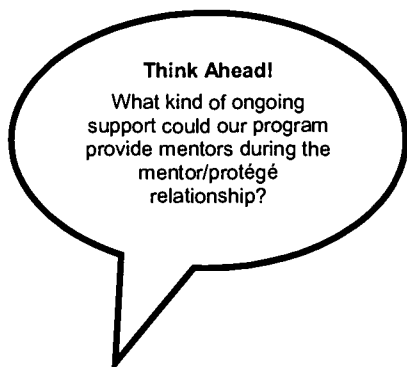
<b>Program</b>	<b>Initial Professional Development for Mentors</b>
Center for Adult Learning and Literacy (CALL): Equipped for the Future (EFF) Mentoring Project	The mentor coordinator introduced individual mentor/protégé pairs (or groups) and ensured that a second meeting was scheduled. At the first meeting, the mentor coordinator provided a list of goals and expectations of mentoring.
Indiana Adult Education and Professional Development Project	Mentors attended a one-day orientation to mentoring in which they were provided with materials for mentoring. In addition, the guidelines for planning mentoring activities were presented and discussed.
Massachusetts Department of Education Mentoring Initiative	Training consisted of three 3-hour sessions. Topics discussed included guidelines regarding what is and is not appropriate for the mentor-protégé relationship.
The Mayor's Commission on Literacy (MCOL), Philadelphia Professional Development Center (PPDC), funded in part by the Pennsylvania Department of Education (PDE): Adult Literacy Mentoring Practitioner Inquiry Project (ALMPIP)	Mentors were invited to an initial meeting in which they contributed to planning for the mentoring process. This was followed by a second session for mentors in which they reviewed protégé applications and helped plan an orientation/kick-off session. At the outset of the mentoring process, an all-day orientation/kick-off session was held for all mentors and protégés.
System of Adult Basic Education Support (SABES SE): Learning from Each Other: An ABE Teacher Visitation Project	Protégés were provided with packets that included a list of what was required of them and forms for classroom observations and journal entries.
West Virginia Bureau of Technical and Adult Education Mentoring Program	Training was provided in three 2-day sessions. It included discussions of the process of change, laying the foundation of competency-based systems, and guidelines for mentoring.
Workplace Education Mentoring Pilot Project (Massachusetts Department of Education)	A five-hour orientation/training session was provided in which participants were given suggestions regarding mentor/protégé activities and how to evaluate their relationships. Trainees cooperatively developed "Rules of Thumb" for the mentoring process.
World Relief DuPage: A Mentoring Program for Adult ESL Teachers	A six-hour training session focused on the roles and tasks of the mentor and the nature of the mentor/protégé relationship.

### **Ongoing Support for Mentors**

Professional development for mentors should not be a "one-shot" deal. Ongoing support for mentors is particularly important because the mentoring process and mentoring relationships 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;
- ◆ Figuring out how to form working relationships with protégés as protégés grow; and
- ◆ Working out interpersonal difficulties.

Ongoing support for mentors can occur through:



- ◆ **Meetings.** Programs can schedule times in which mentors can meet with specific individuals such as the person responsible for mentoring or the trainer who provided the orientation training. These meetings 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 also provide an opportunity for mentors to network and to learn new skills. Programs may want to hold regularly scheduled meetings for mentors in conjunction with annual retreats or other instructor events.
- ◆ **Internet Listservs and Chat Rooms.** Sometimes mentor schedules or geographic locations make it difficult to meet with other mentors or the individuals responsible for coordinating the mentoring. Listservs and chat rooms enable mentors to connect with their colleagues and to discuss issues that are of concern to them. They also are a way for sharing new resources. The person responsible for coordinating mentoring may want to monitor the listservs or chat rooms to address issues that arise.
- ◆ **Mentor Newsletters.** Newsletters are another great way for sharing ideas and identifying new resources. They can focus on different topics, reinforce what was learned in mentor training, 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, programs can pair more experienced mentors with new mentors. This system helps new mentors become acclimated to their role and provides them with the support and strategies needed to become more effective mentors. Depending on the size of the agency and the program structure, the experienced mentors may be on site, or a phone call away.

## STEP 7: IDENTIFYING MENTORING CONTENT

There are multiple ways in which mentoring content may be determined. Sometimes content may reflect the needs or goals of the program. However, most often, the content grows out of the protégé's needs and out of the developing relationship between the protégé and mentor. The following are several ways to identify content.

**Programs can use mentoring to achieve the goal of implementing a new curriculum by:**

- Launching the curriculum at a training conference;
- Providing related readings;
- Identifying instructors who are familiar with the curriculum or its concepts and can serve as mentors; and
- Providing opportunities for mentors and protégés to try out different elements of the curriculum, discuss how it is working, and resolve issues related to its implementation.

- ◆ **Program's Overall Needs.** Mentoring goals and content are often derived from the program's overall goals for improvement or from administrative requirements set at the state or Federal level. A program goal, for example, may be to implement a new curriculum that focuses on competency-based learning or to incorporate project-based learning as part of the instructional process.
- ◆ **Needs Assessments.** Needs assessments are a first step in identifying strengths and areas in which proteges need the most help. Needs assessments can be conducted through observations of the protégé or through a protégé's own self-assessment.
  - ❖ **Observations** give the mentor a sense of how the protégé is performing. Protégés, especially new instructors, may require help in identifying skills they need to develop, or in prioritizing needs. Observations can occur in a variety of ways, such as using a focus sheet, checklist, or unstructured observation.
  - ❖ **Protégé self-assessments** are used to identify the instructor's own concerns. Often they take the form of a survey or questionnaire provided by the professional development coordinator or program administrator. Self-assessments also may occur when instructors are developing their individual professional development plans. A self-assessment is a way to help instructors "know themselves" so that the mentoring can be tailored to their individual needs.

**Needs assessments are useful because they:**

- Encourage instructors to reflect on their teaching experiences, assess their skills, and identify areas where further growth is needed;
- Help mentors learn more about their protégés (e.g., learning styles); and
- Help mentors and protégés establish goals and select appropriate mentoring strategies to achieve those goals.

**A competent instructor\*:**

- Maintains a knowledge base and pursues his or her own professionalism;
- Organizes and delivers instruction;
- Manages instructional resources;
- Continuously assesses and monitors learning;
- Manages program responsibilities and enhances program organization; and
- Provides learner guidance and referral.

\*See *Instructor and Performance Indicators for the Improvement of Adult Education Programs*, February 1999, Washington, DC: Pelavin Research Institute.

- ◆ **Supervisory Recommendations.** Sometimes performance reviews identify areas for instructor improvement. At other times, there may be new skills or practices that the supervisor wants staff to develop. For example, supervisors may want to foster cooperative learning as an instructional strategy for adult learners or focus on developing critical thinking skills. These topics then might become priorities for mentoring.
- ◆ **Instructor Competencies.** Over the past several years, a number of states have established competencies for effective practices for adult education instruction. At the national level, the U.S. Department of Education supported a project to develop instructor competencies for adult educators (see Appendix B). Competencies provide a framework for enhancing instructor performance and improving the quality of adult education programs. They also provide an appropriate reference point for defining the content areas for mentoring and for setting goals for protégés.

Naturally, the content of mentoring activities will vary according to the goals of the mentoring program. If mentoring is designed for new instructors, for example, content may focus on planning lessons, classroom management, and addressing the needs of diverse learners. Other topics identified by staff who were interviewed included designing new curricula, opening a new site, integrating technology, and using evaluation strategies.

The table below provides a review of mentoring content in the programs interviewed for this guide.

Program	Mentoring Content
Center for Adult Learning and Literacy (CALL): Equipped for the Future (EFF) Mentoring Project	At first, the focus was on learning about Equipped for the Future, but over time, the focus switched to teaching strategies that incorporate the EFF framework.
Indiana Adult Education and Professional Development Project	Content included techniques for strengthening teacher competencies, starting up a new program, using record-keeping systems, addressing multi-level classrooms, and teaching in correctional facilities.
Massachusetts Department of Education Mentoring Initiative	Content included classroom management, assessment techniques, and the integration of technology.
The Mayor's Commission on Literacy (MCOL), Philadelphia Professional Development Center (PPDC), funded in part by the Pennsylvania Department of Education: Adult Literacy Mentoring Practitioner Inquiry Project (ALMPIP)	Content focussed on the concerns, challenges, and issues faced by practitioners, as well as the use of inquiry strategies to uncover assumptions, answer questions, develop implications, and pose further questions regarding practice.
System of Adult Basic Education Support (SABES SE): Learning from Each Other: An ABE Teacher Visitation Project	Content, which was based on protégé goals, included designing new curricula, evaluation strategies, and adapting instruction to multi-level learners.
Workplace Education Mentoring Pilot Project (Massachusetts Department of Education)	Content included techniques for developing lesson plans and starting up a new program.
World Relief DuPage: A Mentoring Program for Adult ESL Teachers	Content focused on the following dimensions of instruction: planning, management, and classroom climate.

## STEP 8: IDENTIFYING MENTORING STRATEGIES

**Reflective Practice**, defined as the ability to incorporate reflection into 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; and
- Change practices in a supportive and caring environment.

Programs, along with mentors and protégés, need to consider the kind of learning strategies that will be used in the mentoring process. Mentoring strategies that promote growth and change are those that reflect the principles of adult learning. The strategies should be grounded in real-life teaching experiences, foster problem solving and reflection, and build on teachers' knowledge and experiences. The following are some well-regarded mentoring strategies.

- ◆ **Observations and Conferences.**<sup>1</sup> Observation of protégés' teaching practices is a frequently used mentoring strategy. Such observations may be structured or unstructured. If structured, there are three steps to this process:

<sup>1</sup> See *Professional Development Resource Guide*, 1995, Washington, DC: Pelavin Research Institute, for a more in-depth discussion of observation and conferences.

**Questions for Post-Observation Conferences:**

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

- ◆ **Pre-observation conferences** are held to allow the protégé to tell the mentor the skills and practices on which to focus the observation, to select the observation methods (e.g., use of a tape recorder or video tape), and to allow the mentor to gather information prior to the actual observation.
- ◆ **The actual observation.**
- ◆ **Post-observation conferences** are held in which protégés and mentors meet again to discuss and reflect on what has occurred during the observation.

This three step process occurs as many times as needed during the mentoring relationship. In addition, protégés may be videotaped as they teach. Videotaping has the advantage of allowing protégés to review the tapes and reflect further on different aspects of their teaching.

- ◆ **Modeling Behaviors.** Protégés may benefit from seeing mentors model instructional practices. Modeling can occur in several different ways.
  - ❖ **Observing the mentor's class.** As described above, mentors meet with protégés prior to the observation to discuss with the protégés what they are planning to do. This pre-observation conference allows protégés to know where to focus their attention during the observation. After the observation, at a post-observation conference, the protégé and the mentor reflect on what occurred in the class. The mentor explains why he or she taught in a particular manner and the protégé provides the mentor with feedback from the observation.
  - ❖ **Modeling through team teaching.** The mentor may come into the protégé's class and teach along side the protégé, demonstrating a set of behaviors for the protégé. Afterwards, mentor and protégé discuss what occurred and how the strategies can be incorporated into the protégé's teaching style.

**Questions for  
Portfolio Analysis**

- Why did you include this entry and 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?
- Why does this entry show most clearly what you have learned?
- How does this entry show the strengths and weaknesses in what you have learned?

❖ **Using Technology.** The use of technology may facilitate modeling activities. Tele-conferencing may be used, for example, or protégés may view and analyze videotapes of their mentors or other experienced staff. Multiple observations help protégés see how the mentors respond under various conditions. Mentors can ask focused questions to help protégés reflect on videotapes.

◆ **Developmental Portfolios.** Portfolios are a collection of instructional materials selected by the protégé that capture the complexities of teaching and learning. By documenting learning experiences and then reflecting and re-evaluating the information, protégés and mentors can assess professional growth and change. Mentors can help protégés critically analyze their entries and gain a better understanding of their own practices by asking them questions that require them to reflect on their entry. Portfolios also become repositories for experimenting with new strategies, investigating questions, and rethinking practice.

◆ **Journals.** Journals are written logs that contain an instructor's description of, and reflection upon practices, questions, ideas, and reactions over time. Journals help protégés track what works and does not work, and they document instructors' growth. Mentors provide non-evaluative feedback to protégés regarding journal entries. The table on the next page provides some examples of how journals can be used.



## How are Protégé Journals Used?

### **For Mentor Feedback:**

Some protégés may feel more comfortable with written communication. Journals can be used by protégés to write about a teaching strategy they are using that is not working. For example, perhaps the protégé is trying to teach her students to ask themselves reflective questions about reading passages in order to increase comprehension. The protégé writes in detail the various means she is using to teach this concept and the learners' reactions to these activities. In her journal, she asks her mentor for additional ideas. She knows her class likes reading poetry and wants to find out if there are ways in which she can incorporate the concept into this area. When the mentor returns the protégé's journal, she has included several suggestions for using poetry as a way of promoting reading comprehension. After trying out some of these new ideas, the protégé recounts in her journal how they are working with the learners 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 back 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 chooses to do so. These journal entries may also include reflections on new philosophical or theoretical ideas or readings from journals or books the mentor has recommended. In general, this type of journal is a private book of writing for the protégé's own personal 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 such as: provide constructive alternatives, do not criticize, and the like. Protégés may get useful feedback to help them handle a situation in which they are particularly frustrated. In their journals, protégés describe the situation and how they have tried to handle it. Sharing a journal entry with peers and asking them to provide written comments may give protégés several different perspectives on how to handle the situation.

#### **Think Ahead!**

How could our program support different kinds of mentoring strategies?

- ◆ **Sharing Resources.** Mentors support protégés by suggesting resources that are appropriate to the needs of the protégés. Resources may include written materials (e.g., books, journal articles) or referrals to other individuals or agencies. Another way in which mentors and protégés may share resources is by attending conferences or workshops together. Information obtained from resources may serve as a basis of further discussion between protégés and mentors on any number of topics (e.g., how to implement a new skill, the theory underlying the practice, etc).
- ◆ **Research Projects.** Some mentoring programs encourage protégés to complete research projects through which they answer a question that they identified at the outset of the mentoring process. Mentors assist protégés with the identification of the appropriate data to answer the question and with the analyses and conclusions. In the Adult Literacy Mentoring Practitioner Inquiry Project (The Mayor's Commission on Literacy, Philadelphia Professional Development Center), for example, protégés learned the techniques of practitioner inquiry through the completion of a research project.

**The mentor/protégé relationship is reciprocal since mentors also learn as they gain insight from their protégés and reflect on their own and their protégés' practices.**

It is important to consider a variety of strategies because there is no one strategy that works better than any other for all people and all programs. The most successful mentoring strategies provide ongoing opportunities for mentor feedback and for self-assessment. They promote metacognitive awareness (the ability to observe one's own thinking and understand why one is thinking and acting in a particular way). By encouraging protégés to reflect on their own practices, mentors may help protégés come to new understandings and to develop new ways of teaching.

Examples of mentoring strategies used in the programs that were interviewed are included in the table below.

Program	Activities
Center for Adult Learning and Literacy (CALL): Equipped for the Future (EFF) Mentoring Project	Observations, e-mail communication, meetings, sharing resources.
Indiana Adult Education and Professional Development Project	Observations, site visits, professional readings, team teaching, conferences, journals, and portfolios.
Massachusetts Department of Education Mentoring Initiative	Observations and conferences, linking staff to professional development activities, keeping journals, maintaining portfolios, helping staff to write curricula and select assessment instruments.
The Mayor's Commission on Literacy (MCOL), Philadelphia Professional Development Center (PPDC), funded in part by the Pennsylvania Department of Education: Adult Literacy Mentoring Practitioner Inquiry Project (ALMPIP)	Reading, writing, and talking about research in relation to day-to-day practices of participants in order to encourage posing questions from practice. Group and one-to-one (or one-to-two) interaction to collaboratively generate new knowledge. Individual and group analysis of data gathered through inquiry projects. Completion of an inquiry-based research project in which participants posed questions, challenges, and concerns about practice. Naturalistic data collection embedded in practice, data analysis, and reporting.
Southeast Professional Development Center and TIU Adult Education and Job Training Center (South Central Professional Development Center)	Observations and conferences.
System of Adult Basic Education Support (SABES SE): Learning from Each Other: An ABE Teacher Visitation Project	Observations and conferences, keeping journals, meetings.
Workplace Education Mentoring Pilot Project (Massachusetts Department of Education)	Observations, meetings, phone conversations.
World Relief DuPage: A Mentoring Program for Adult ESL Teachers	Keeping journals, observations and conferences, reading and discussing provided materials.

## STEP 9: ASSESSING AND EVALUATING MENTORING

Evaluation is an essential component of any mentoring system. Data gathered through an evaluation provides two kinds of information. It gauges the effectiveness of the mentoring process and it provides information on the impact of the mentoring on instructors, the adult education program, and the learners.<sup>2</sup> The first type of evaluation is a process evaluation, which is useful for refining and improving mentoring. For example, the information gathered might tell you whether there is adequate release time for mentors to meet with their protégés or whether the strategies mentors are using meet the needs of the protégés. The second type of evaluation is an outcome evaluation, which lets you know whether mentoring is achieving its goals. There are also various levels of evaluation that can be conducted.

**Evaluation establishes accountability.** It means that the agency:

- Is responsible for what it delivers;
- Wants to correct problems early; and
- Is interested in continuous program improvement.

**Think Ahead!**  
How could our program evaluate the mentoring process?

### Levels of Evaluation

Evaluations document changes in instruction, program services, and ultimately, the impact on learners. Many evaluations focus on the reactions protégés have to the mentoring experience. This is the

**The four levels of evaluation are:**

- Reactions to the mentoring experience.
- Knowledge and skills gained as a result of the mentoring experience.
- Changes in instructional behavior as a result to the mentoring experience.
- Improved learner gains resulting from changes in instruction.

**Staff from several programs** were disappointed that protégés were not followed over time to determine if they actually implemented techniques they learned through mentoring.

most basic level of evaluation, but it provides useful information for planning and improving the mentoring process. In collaboration with other program staff, the mentor coordinator can use the information provided by participants to revise the mentoring process.

At a more sophisticated level, evaluations may gauge the knowledge and skills gained by the instructor as a result of the mentoring process. This would be an outcome of mentoring. Data from this level of evaluation give insight into how effective the experience has been in establishing a new knowledge base and in developing a higher skill level. It also allows the mentor and protégé to assess how well the goals of the mentoring process have been met.

An important level of evaluation asks: *Has the protégé's instructional behavior changed as a result of the mentoring experience? Were the goals of mentoring met?* In other words, what levels of use and what degrees of transfer of learning were achieved as a result of the mentoring experience?

In evaluating the transfer of learning or program development, it is important to keep in mind the following:

---

<sup>2</sup>See *Evaluating Professional Development: A Framework for Adult Education*, May 1997, Washington, DC: Pelavin Research Institute,



- ◆ **Mentoring, like other forms of professional development, results in change, and change takes time.** Therefore, when planning an evaluation of mentoring, sufficient time must pass before mentoring activities can be expected to show success.
- ◆ **Mentoring does not occur in a vacuum.** Evaluations should include data regarding the context in which the mentoring takes place. Factors such as administrative support, the extent to which instructors have the opportunity to implement what was learned during mentoring, other professional activities the instructor was engaged in, and the amount of time spent in mentoring activities must be considered.

Ultimately, the purpose of any professional development is to improve learner gains. The most important level of evaluation therefore asks *Have students made gains as a result of instructional strategies?* The response to this question also must be determined over time. As noted above, there are many factors that impact the development of new instructional strategies, including how receptive learners are to the new strategies.

### **Evaluation Strategies**

There are several strategies that can be used for assessing instructors' reactions to the mentoring experience and the knowledge and skills gained. These include the use of questionnaires, focus groups, and interviews. Staff from several of the programs

---

for a more in-depth discussion of evaluation.

interviewed explained that at regular intervals during the mentoring process, information was collected on participants' experiences that served as informal process evaluations.

**Focus groups**, in which mentors and protégés discussed what did and did not work, were used by three of the programs interviewed.

Questionnaires, focus groups, and interviews also may be used to assess changes in instructional behaviors. Gathering additional information from administrators and adult learners will provide a more comprehensive picture. Other ways to gather information on changes in behavior are through class observations, instructor portfolios, and practitioner journals. These techniques also are used by protégés and mentors as part of the mentoring process. As such, they were discussed in detail in Step 7: Identifying Mentor Strategies. Another way instructors can evaluate their practice is through collaborative teams in which groups of instructors work to implement and evaluate their own practices. Collaborative teams may be particularly appropriate for programs that mentor several instructors as a group.

Assessing gains in student learning can be gathered through testing, self-reports, interviews, questionnaires, focus groups, or through performance-based assessments. Student journals and portfolios also will provide information on student progress.

Regardless of the particular strategies used, an effective evaluation provides data necessary to promote continued program improvement and program accountability. When revising and expanding programs, information from an evaluation can provide invaluable guidance. Therefore, evaluations need to be built into the overall design of mentoring systems.

**Programs need financial resources to cover the costs of:**

- Substitutes and release time for mentors and protégés;
- Travel expenses to program sites;
- Technology to enhance distance communication capabilities between mentor and protégés;
- Professional development for mentors;
- Stipend for mentors; and
- Salary increases for mentor.

## **STEP 10: FINANCING MENTORING**

Now that the steps for developing and implementing mentoring are laid out, two questions remain:

- ◆ What are the potential costs associated with mentoring?
- ◆ How can the program finance mentoring?

There are several costs associated with mentoring that need to be built into the professional development

budget. Some costs are noted in the sidebar to the left.

To assist programs in estimating these potential costs, a

Budget Template is provided on the following page.

LINE ITEM	AMOUNT	SOURCE OF FUNDS
Coordination of mentoring		
Mentor training		
Consultant/trainers		
Travel to training		
Mentor stipend		
Mentor follow-up activities		
Salary increases for mentors		
Protégé training		
Travel to training		
Recognition for protégés who show improvement		
Substitutes provided during release time for mentors and protégés		
Technology for distance mentoring (for example, telephone calls, video equipment, training on the use of equipment)		
Travel costs (per diem) for visits to mentors' or protégés' sites		
Evaluation activities		
Other		





The items on the template may need to be customized to fit individual programs, but this is a good starting point.

Next, programs need to figure out what resources are available to support mentoring. There are several options to consider:

- ◆ Programs can fund mentoring with money allocated for state leadership activities under the Workforce Investment Act of 1998, as did most of the programs interviewed. Section 223–State Leadership Activities—cites professional development as an activity of funded programs.
- ◆ Programs may need to look at the current allocations of resources and reallocate funds. For example, professional development funds that have supported staff's attendance at conferences or in-services in the past could be used instead for mentoring.
- ◆ Programs may need to turn to support from state and local agencies, businesses, foundations, and educational institutions. For example, institutions of higher education may provide mentors for instructors working in specific areas or tackling specific inquiry research projects. They also may be a source for student teachers who can provide release time for regular instructors serving as mentors to other staff.
- ◆ Programs may apply for a small grant to support mentoring activities, such as that used to fund the SABES Teacher Visitation Project.

The extent of the mentoring system may depend on the financial resources available. Mentoring may start small, but it will grow as evidence builds that it has a positive impact on instructor behavior.

## **Appendix A:**

### **Think Ahead: Questions for Strategic Planning**

## Think Ahead: Questions for Strategic Planning

<b>Building Mentoring Into Our Program</b>	
1. How could our adult education program build mentoring into our professional development system?	Consider the key areas you are currently doing and how mentoring can build on your work in this area.
2. Where could our program get qualified staff to serve as mentors?	Consider resources within your program (is mentoring occurring informally) and outside your program (e.g., other programs, higher education institutions).
3. Who could be responsible for coordinating mentoring for our program?	Consider a mentor coordinator position and decide on mentor coordinator qualifications, responsibilities related to mentoring, and potential candidates.
4. How could our program make time for mentoring?	Consider when mentoring could occur, the time needed to support mentors and proteges, ways to facilitate mentor/ protégé contact.
5. What are our program's mentoring goals?	Consider the overall needs of the program and the staff (e.g., tailoring professional development to the needs of individual instructors, implementing a new curriculum).
<b>Identification and Selection of Mentors and Protégés</b>	
6. What kind of skills, knowledge, and background should our mentors have?	Consider educational background, experience, content knowledge, mentoring skills.
7. What kinds of staff would most benefit from being a protégé?	Consider how you would identify and select protégés.
8. What procedures could our program use in selecting mentors and protégés?	Consider formal and informal selection procedures.
<b>The Mentor/Protégé Relationship</b>	
9. What criteria could our program use in matching mentors and protégés?	Consider such factors as the following: program focus, level of instruction, program sites, and protégé goals.
10. What would be the mentor/protégé ratio in our program?	Consider such factors as program size, available staff, technology, and geographic location.
11. What should be the duration and frequency of the mentor/protégé relationship?	Consider such factors as the needs of protégés, availability of staff, and geographical location.
12. How would our program handle mentors and protégés who aren't working well together?	Consider other program supports or a "no-fault divorce" as a way to end the relationship.
<b>Professional Development and Support for Mentors</b>	
13. How could our program structure professional development for mentors?	Consider when it could be offered, who would provide it, and how long it would last.
14. On what topics should the professional development for mentors focus?	Consider the needs of the protégé, needs of the program, and the skills you want mentors to have.
15. How could our program provide ongoing support for mentors during the mentor/protégé relationship?	Consider how you would address mentor needs such as resources, time for networking, and further professional development.

## Think Ahead: Questions for Strategic Planning

<b>Determining the Content of Mentoring</b>	
16. Where could our program get information to help us identify the content of the mentoring?	Consider the needs of the program, protégé needs, identified instructor competencies, and administrative recommendations.
<b>Mentoring Strategies</b>	
17. How could our program support different kinds of mentoring strategies?	Consider a variety of strategies that would support reflective practice.
<b>Evaluation of Mentoring</b>	
18. How could our program evaluate the mentoring process?	Consider: a) what information could be collected from mentors, protégés, supervisors, mentor coordinators, outside consultants; b) when it should be collected; c) strategies to collect the information; d) how the information could be fed back to improve the program; and e) who would be responsible for the evaluation.
19. How could our program evaluate mentoring outcomes?	Consider: a) what information could be collected from mentors, protégés, supervisors, mentor coordinators, learners, and outside consultants; b) when it should occur; c) strategies to collect the information; d) how the information could be fed back to improve the program; and e) who would be responsible for the evaluation.
<b>Financing Mentoring Programs</b>	
20. What are some potential costs associated with mentoring?	Use the Budget Template in the text to estimate your costs.
21. How could our program finance mentoring?	Consider the resources your program could tap into at the federal, state, and local levels as well as how resources could be reallocated at the program level.

## **Appendix B:**

### **Instructor Competencies**

# Instructor Competencies by Category

## Maintains Knowledge Base and Pursues Own Professionalism

1. Develops and maintains a knowledge base in adult learning and development.
2. Develops and maintains an in-depth knowledge base in own content area and in other relevant areas.
3. Knows how to instruct and/or refer adults who have learning disabilities and other special needs (e.g. age, prior education, physical limitations).
4. Knows and is sensitive to demands and responsibilities of adults as workers, family members, citizens, and community members.
5. Knows how technological systems work and how to apply that knowledge to instructional and administrative functions.
6. Knows about and/or knows how to access information about own organization, community resources and issues, relevant laws and regulations.
7. Assesses own need for professional growth and develops and monitors own professional development plan.
8. Engages in a variety of self-directed and collegial professional development activities and incorporates new skills and knowledge into learning environment to enhance the quality of instruction.

## Organizes and Delivers Instruction

1. Plans instruction that is consistent with the program's mission and goals.
2. Identifies and responds to learners' individual and group needs, interests, and goals when developing instructional plans.
3. Creates a physical and interpersonal climate that is conducive to learning by drawing on adult learning theory, and knowledge of learners' cultures, and interpersonal dynamics.
4. Applies knowledge of teacher-directed and learner-centered instruction.
5. Models communication, negotiation, decision-making and problem-solving skills for learners.
6. Employs individual, group and team learning.
7. Sequences and paces lessons appropriately.
8. Is sensitive to and accommodates diverse learning styles, abilities, cultures, and experiences, including learners who have disabilities and other special needs.
9. Provides frequent and varied opportunities for students to apply their learning.
10. Monitors and adjusts teaching strategies based upon student needs and performance.

11. Integrates current and appropriate media and technology as a tool for instruction.
12. Integrates employment, family, and community-related activities into instruction.
13. Selects and uses a variety of resources for the learning environment (print, human, and technological).

### **Manages Instructional Resources (Time, Material, Space, People)**

1. Acquires, accesses, and uses technology for effective adult learning.

### **Continuously Assesses and Monitors Learning**

1. Works with learners to identify their needs, strengths and goals, and advises or refers them to appropriate programs and levels of instruction.
2. Uses results of assessment data (diagnostic and needs) on a regular basis to plan lessons, develop curricula, monitor progress towards objectives and goals and to verify learning.
3. Monitors learning beyond simple recall of information using a variety of assessment strategies.
4. Structures and facilitates ways for learners and peers to evaluate and give feedback on their learning and performance, through reflection and self assessment.
5. Guides learners in the development and ongoing review of their educational plans.

### **Manages Program Responsibilities and Enhances Program Organization**

1. Collects and manages accurate data for program improvement and accountability.
2. Suggests and/or collaborates in modifying the program organization and in developing program alternatives.

### **Provides Learner Guidance and Referral**

1. Shares information with learners and colleagues about additional learning resources, educational opportunities, and options for accessing support services.
2. Makes referrals to appropriate resources when guidance and counseling needs are beyond own expertise.

## **Appendix C:**

### **Profiles of Mentoring in ABE and ESL Programs**



## **Profiles of Mentoring in ABE and ESL Programs**

There is no one mentoring blueprint that will fit all programs. Programs structure and support mentoring, provide mentor professional development, and evaluate mentoring in a variety of ways. In designing mentoring programs need to select the features that best meet the needs of their instructors and administrators.

Throughout this guide, discussions and examples of how programs implement different aspects of mentoring have served as suggestions and sources of information. Seeing how mentoring works in other settings can help programs to select the mentoring features that will work best for them. This appendix provides brief profiles of the programs interviewed in preparation for the guide. They include:

- ◆ Center for Adult Learning and Literacy (CALL) Equipped for the Future (EFF) Mentoring Project;
- ◆ Indiana Adult Education and Professional Development Project;
- ◆ Massachusetts Department of Education Mentoring Initiative;
- ◆ The Mayor's Commission on Literacy (MCOL), Philadelphia Professional Development Center (PPDC), funded in part by the Pennsylvania Department of Education: Adult Literacy Mentoring Practitioner Inquiry Project (ALMPIP);

- ◆ Southeast Professional Development Center and TIU Adult Education and Job Training Center (South Central Professional Development Center);
- ◆ System of Adult Basic Education Support (SABES SE): Learning from Each Other: An ABE Teacher Visitation Project;
- ◆ West Virginia Bureau of Technical and Adult Education Mentoring Program;
- ◆ Workplace Education Mentoring Pilot Project; and
- ◆ World Relief DuPage: A Mentoring Program for Adult ESL Teachers.

Administrators and staff who are considering developing a mentoring system can draw upon the experience of these programs as they plan for their own mentoring. Information in the profiles includes program contacts, the number of years mentoring has been implemented, how mentoring is coordinated, funding sources, and mentor/protégé ratios.

Mentoring Profiles			
Program Name and Contact Information	Mentor Coordinator	Funding	Mentor/Protégé Ratio
<p><b>Center for Adult Learning and Literacy (CALL): Equipped for the Future (EFF) Mentoring Project (ME)</b> 1998-1999</p> <p>Donna Curry Maine Center for Adult Learning and Literacy 5766 Shibles Hall University of Maine Orono, ME 04469 (207)581-2417 Donnac@clinic.net</p>	<p>Mentoring was coordinated by a Staff Development Specialist from CALL.</p>	<p>Mentoring was supported by staff development funds provided by the Maine Department of Education.</p>	<p>Mentoring was program-to-program, rather than mentor-to-protégé. Five programs new to EFF were paired with five mentor programs. There were a total of 27 active participants (including seven program administrators).</p>
<p><b>Indiana Adult Education and Professional Development Project</b> 1994-Present</p> <p>Denise Henard CIESC 6321 LaPas Trail Indianapolis, IN 46268 (317) 387-7100 dhenard@ciesc.k12.in.us</p>	<p>Mentoring is coordinated by a Professional Development Consultant from the Central Indiana Educational Service Center.</p>	<p>Mentoring is supported by Federal Section 223 Funds that are provided to the State Adult Education and Professional Development Project.</p>	<p>1:1 Ten mentors and ten protégés are currently involved.</p>
<p><b>Massachusetts Department of Education Mentoring Initiative</b> 1997-1998</p> <p>Karen Swanfeldt Devens Learning Center 1 Jackson Place, Box 2 Devens, MA 01432 (978) 772-0405 kdswany@aol.com</p>	<p>Mentoring was coordinated by a professional development specialist from the Massachusetts Department of Education.</p>	<p>Funding for mentoring was provided through state professional development funds.</p>	<p>Mentoring was program to program, rather than mentor to protégé. Five established programs mentored five new or weaker programs. Mentors worked with directors, teachers, and counselors.</p>
<p><b>The Mayor's Commission on Literacy (MCOL), Philadelphia Professional Development Center (PPDC), funded in part by the Pennsylvania Department of Education: Adult Literacy Mentoring Practitioner Inquiry Project (ALMPIP)</b> 1993-1994</p> <p>Diane Inverso The Mayor's Commission on Literacy MSB 1401 JFK Boulevard, Suite 1040 Philadelphia, PA 19102 (215) 686-4400 diane.inverso@phila.gov</p>	<p>An outside consultant (with a background in adult literacy and practitioner inquiry methods) was hired to serve as the coordinator.</p>	<p>Mentoring was funded with money from the Pennsylvania Department of Education (Section 353 Funds) that was set aside for professional development activities.</p>	<p>1:1 or 1:2 A total of five mentors and seven protégés participated.</p>

Mentoring Profiles			
Program Name and Contact Information	Mentor Coordinator	Funding	Mentor/Protégé Ratio
<p><b>Southeast Professional Development Center and TIU Adult Education and Job Training Center (South Central Professional Development Center) (PA)</b> <b>1999-Present</b></p> <p>Sandra Strunk Southeast PDC 1520 Commerce Drive Lancaster, PA 17601 (717)519-1007</p> <p>Carol Shefrin TIU Adult Education and Job Training Center MCIDC Plaza, Building 58 6395 SR 103 North Lewistown, PA 17044 (717) 248-4942 carcar@aejtc.org</p>	<p>Mentoring is coordinated by staff members from the Southeast and South Central Professional Development Centers.</p>	<p>Funding is provided through state professional development funds for the Teaching and Learning Institute, which focuses on professional development for new ABE and ESL instructors in Pennsylvania.</p>	<p>1:1 There are approximately 20 participants.</p>
<p><b>System of Adult Basic Education Support (SABES SE): Learning from Each Other: An ABE Teacher Visitation Project (MA)</b> <b>1996</b></p> <p>Diane McMullen Bristol Community College 64 Durfee Street Fall River, MA 02720 (508) 678-2811 dmcmulle@bristol.mass.edu</p>	<p>Mentoring was coordinated by the SABES SE coordinator who facilitates professional development activities across the region.</p>	<p>Mentoring was supported by mini-grants drawn from state professional development (Section 353) funds.</p>	<p>1:1 Ten mentors and ten protégés participated.</p>
<p><b>West Virginia Bureau of Technical and Adult Education Mentoring Program</b> <b>1998-Present</b></p> <p>Lora Fulton West Virginia Department of Education 1900 Kanawha Blvd. East Charleston, WV 25305 (304) 558-6318 lfulton@access.k12.wv.us</p>	<p>An outside consultant (with a background in curriculum and instruction) is coordinating mentoring.</p>	<p>Mentoring uses a combination of state and federal funding. Federal funds supply professional development for mentors. Mentors receive a stipend which comes from state funding</p>	<p>1:1 Currently, there are approximately 12 mentors and 12 protégés.</p>

**Mentoring Profiles**

<b>Program Name and Contact Information</b>	<b>Mentor Coordinator</b>	<b>Funding</b>	<b>Mentor/Protégé Ratio</b>
<p><b>Workplace Education Mentoring Pilot Project, Massachusetts Department of Education 1993</b></p> <p>Donna Curry Maine Center for Adult Learning and Literacy 5766 Shibles Hall University of Maine Orono, ME 04469 (207)581-2417 Donnac@clinic.net</p>	<p>Mentoring was coordinated by a Workforce Development consultant who also served as an administrator of an ABE program.</p>	<p>Mentoring was supported by funds provided by the Massachusetts Department Education for the National Workplace Literacy Program.</p>	<p>1:1 or 1:3 Staff from seven programs, including four mentors and six protégés participated in the mentoring project.</p>
<p><b>World Relief DuPage: A Mentoring Program for Adult ESL Teachers (IL) 1996-Present</b></p> <p>Pam Meadows World Relief DuPage 1825 College Ave., Suite 230 Wheaton, IL 60187 (630) 462-7566 pmeadows@wr.org</p>	<p>In the first year of implementation, an outside consultant (specializing in professional development) was hired. Since then, however, mentor coordinators have been World Relief ESL instructors.</p>	<p>The development of the mentoring system was funded by the Illinois Network of Literacy / Education Resources. Network funding is administered through the U.S. Department of Education, Division of Adult Education and Literacy.</p>	<p>Currently 1:1 When mentoring began, one mentor worked with 13 protégés. Currently, the mentor/protégé ration is 1:1 and there are eight mentors and eight protégés.</p>

## **Appendix D:**

## **References**

## References

- Brandt, R., Inverso, D., Belzer, A., & Drucker, R. (2000). Personal communication regarding the Adult Mentoring Practitioner Inquiry Project (ALMPIP). The Mayor's Commission on Literacy (MCOL), Philadelphia Professional Development Center (PPDC), funded in part by the Pennsylvania Department of Education.
- Curry, D. (2000a). Personal communication regarding the Equipped for the Future (EFF) Mentoring Project. Center for Adult Learning and Literacy (CALL).
- Curry D. (2000b). Personal communication regarding the Workplace Education Mentoring Pilot Project, (Massachusetts Department of Education).
- Fulton, L. (2000). Personal communication regarding the West Virginia Bureau of Technical and Adult Education Mentoring Program.
- Glatthorn, A. A. (1987, November). Cooperative professional development: Peer-centered options for teacher growth. *Educational Leadership*, 31-35.
- Henard, D. (2000). Personal communication regarding the Indiana Adult Education and Professional Development Project.
- Joyce, B. & Showers, B. (1995). *Student achievement through staff development. Fundamentals of School Renewal*. (2<sup>nd</sup> Ed.). White Plains, NY: Longman Publishers, USA.
- Kaufman, G.J. & Renz, D.(1996). Report of Year-End Evaluation of the 1994-1995 Pilot Phase of the Regional Mentor Program. (Unpublished document). University of Missouri: Midwest Center for Nonprofit Leadership.
- Knowles, M. S. (1970). *The Modern Practice of Adult Education*. New York, NY: Association Press.
- Kutner, M., Condelli, L., Sherman, R., & Tibbetts, J. (1997). *Evaluating Professional Development: A Framework for Adult Education*. Washington, DC: Pelavin Research Institute.
- McMullen, D. (2000). Personal communication regarding Learning from Each Other: A Teacher Visitation Project. System of Adult Basic Education Services (SABES SE).

- Meadows, P. (2000). Personal communication regarding A Mentoring Program for Adult ESL Teachers. World Relief DuPage.
- Miller, S. F., Strunk, S., Shefrin, C. (2000). Personal communication regarding the Mentoring Institute. Southeast Professional Development Center and TIU Adult Education and Job Training Center (South Central Professional Development Center).
- Pelavin Research Institute (1995). *Professional Development Resource Guide for Adult Educators*. Washington, DC.
- Showers, B. & Showers, B. (1996). The evolution of peer coaching. *Educational Leadership*, 53(6), 12-16.
- Sherman, R., Tibbetts, J., Weidler, D., & Woodruff, D. (1999). *Instructor Competencies and Performance Indicators for the Improvement of Adult Education Programs*. Washington, DC: Pelavin Research Institute.
- Taylor, M. (1997). *Transfer of Learning: Planning Workplace Education Programs*. Ottawa, CA: National Literacy Secretariat.



## SHEILA E. MURRAY

Economist  
RAND  
1200 S. Hayes St  
Arlington VA 22202-5050  
Phone: (703) 413-1100 x 5232  
Fax: (703) 413-8111  
Email: Sheila\_Murray@rand.org

### Education

Ph.D., Economics, University of Maryland at College Park, 1995  
M.A., Economics, University of Pennsylvania, May 1990  
B.S., Chemistry, University of Oklahoma, May 1985  
B.A., Economics, University of Oklahoma, December 1984

### Affiliations and Previous Employment

Research Associate, Center on Population, Gender and Social Inequality, University of Maryland, 2001-present  
Research Affiliate, Northwestern University/ University of Chicago Joint Center for Poverty Research, 2000-present  
Visiting Scholar, Northwestern University/ University of Chicago Joint Center for Poverty Research 1998-2000  
Post-Doctoral Fellow, National Academy of Education/ Spencer Foundation 1998-2000  
Assistant Professor, Martin School of Public Policy and Administration and Department of Economics, University of Kentucky. 1995-2000

### Publications

- Sheila E. Murray, "State Aid and Education Outcomes" forthcoming in David S. Monk and Herbert Walberg, ed. *Improving Educational Productivity: Lessons from Economics* (Philadelphia PA: Information Age Inc)
- William N. Evans, Sheila E. Murray and Robert M. Schwab, "The Property Tax and Education Finance: Uneasy Compromises" forthcoming in Wallace Oates, ed. *Property Taxation and Local Government Finance* (Boston MA: Lincoln Institute of Land Policy).
- Helen F. Ladd and Sheila E. Murray, "Intergenerational Conflict Reconsidered: County Demographics Structure and the Demand for Public Education" forthcoming *Economics of Education Review*
- Sheila E. Murray, "Kentucky School Finance Programs" in Catherine Sielke, ed. *Public School Finance Programs of United States and Canada 1998-99* (Atlanta, GA: American Education Finance Association) forthcoming.
- Thomas S. Dee, William N. Evans and Sheila E. Murray, "Data Watch: Research Data in the Economics of Education" *Journal of Economic Perspectives* Summer, 1999, Vol 13, No.3, pp. 205-217.

- William N. Evans, Sheila E. Murray and Robert M. Schwab, "The Outcomes of Court-Mandated School Finance Reform," in Helen F. Ladd et al., eds. *Equity and Adequacy in Education Finance: Issues and Perspectives*. (Washington D.C.: National Academy Press, 1999).
- Sheila E. Murray, William N. Evans, Robert M. Schwab, "Education Finance Reform and the Distribution of Education Resources," *American Economic Review* September 1998 Vol88, No. 4, pp. 789-812.
- William N. Evans, Sheila E. Murray and Robert M. Schwab, "Towards Increased Centralization in Public School Finance," in Ronald C. Fisher, ed., *Intergovernmental Fiscal Relations* (Kluwer Academic Publishers: March 1997).
- Sheila E. Murray, "Two Essays on the Distribution of Education Resources and Outcomes," *Proceedings of the 89th Annual Conference of the National Tax Association* (National Tax Association, 1997)
- William N. Evans, Sheila E. Murray and Robert M. Schwab, "State Education Finance Policy after Court Mandated Reform: The Legacy of *Serrano*," in *Proceedings of the 89th Annual Conference of the National Tax Association* (National Tax Association, 1997).
- Sheila E. Murray, "Abstract: Two Essays on the Distribution of Education Resources and Outcomes," *Journal of Policy Analysis and Management* vol. 16 no 3, Summer 1997.
- William N. Evans, Sheila E. Murray and Robert M. Schwab, "School Houses, Court Houses and State Houses After *Serrano*," *Journal of Policy Analysis and Management* vol. 16 no. 1, Winter 1997.
- Sheila E. Murray "USA Schools: Money Counts," *New Economy* vol 3 no 4, 1996.
- Joshua M. Wiener, Ray Hanley, Denise Spence and Sheila E. Murray, "Financing and Use of Long-Term Care for the Elderly," in Kenneth G. Manton et al., eds., *Forecasting the Health of Elderly Populations* (New York: Springer-Verlag, 1993).
- Joshua M. Wiener, Ray Hanley, Denise Spence and Sheila E. Murray, "We Can Run, but We Can't Hide: Toward Reforming Long-Term Care Financing " *Journal of Aging and Social Policy*, vol 1 no. 1/2, 1989.

### **Working Papers**

- Thomas S. Dee, William N. Evans, Sheila E. Murray and Robert M. Schwab, "The Effect of Court-Mandated School Finance Reform on the Allocation of Teachers and Teaching Characteristics" October 1999.
- Sheila E. Murray, "The Role of Local Public School Districts in Welfare Participation and Educational Attainment" May 2000.
- William N. Evans, Sheila E. Murray and Robert M. Schwab, "Private School Enrollment and Public School Spending" April 1999.

### **External Funding**

1997 Nation Research Council, Committee on Education Finance, Co-authored Commissioned Paper (total award \$4000)  
1998-2001 National Science Foundation Grant no. SBR-9811385 and SBR-9811386 (Co-Principal Investigator, total award \$312,637)  
1998-2000 Univ. of Chicago/Northwestern Univ. Joint Center for Poverty Research Visiting Scholar Grant no. DHHS Grant No. 96ASPE284A (Principal Investigator, total award \$75,869)  
1998-2000 Spencer Foundation, Post-Doctoral Fellowship (total award \$45,000)  
1999 Lincoln Land Institute, Co-authored Commission Paper (total award \$10,000)  
2000-2003 "The Consequences of Social Inequality for Families, Schools and Communities," Russell Sage Foundation RSF #83-01-01 (Co-Principal Investigator, total award \$748,709)

### **Honors, Awards**

2000 Who's Who in America  
1999 Nominated for Center for Advanced Study in Behavioral Sciences Fellow  
1999 Program Committee Member, National Tax Association Annual Research Conference  
1998 National Academy of Education/Spencer Foundation Post-Doctoral Fellowship  
1999-2000 Univ. of Chicago/Northwestern Univ. Joint Center for Poverty Research Visiting Scholar  
1998-2001 Member, Board of Directors of the American Education Finance Association  
1996 National Tax Association Outstanding Dissertation Award  
1996 Association for Public Policy Analysis and Management Ph.D. Dissertation Award  
1996 Outstanding Dissertation Award of the American Education Finance Association  
1994 National Tax Association Mattersdorf Award for Graduate Work in Public Finance  
1982-1983 University of Oklahoma Bass Scholarship for Economics and Government  
Participant in CSWEP/NSF Workshop "Creating Career Opportunities for Female Economists "

### **Teaching Experience**

Graduate: Econometrics for Public Policy, Public Finance, Decision Analysis  
Undergraduate: Econometrics, Statistics, Public Finance, Urban Economics, Health Economics



U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)



REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: Adult Educators' Guide to Designing Instructor Mentoring
Author(s): Renee Sherman, Janet Voight, John Tibbotts, Dione Dobbins, Arthur Evans, and Danielle Weidler
Corporate Source: Pelavin Research Center of the American Institutes for Research
Publication Date: April 2000

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, Resources in Education (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
Sample
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Level 1

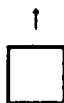


Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY
Sample
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Level 2A

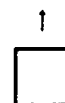


Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
Sample
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Level 2B



Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, -> ERIC ase

Signature: Renee Sherman
Printed Name/Position/Title: Renee Sherman/Principal Research Analyst
Organization/Address: Pelavin Research Center, 1000 Thomas Jefferson St., NW, Suite 400, Washington DC 20007
Telephone: 202-944-5327
FAX: 202-944-5454
E-Mail Address: rsherman@air.org
Date: 06/26/01



### III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

### IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

### V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse: <b>Acquisitions Coordinator</b> <b>ERIC Clearinghouse on Adult, Career, and Vocational Education</b> <b>Center on Education and Training for Employment</b> <b>1900 Kenny Road</b> <b>Columbus, OH 43210-1090</b>
--

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to: