

# Contents

<b>Preface .....</b>	<b>ix</b>
<b>Mentoring New Teachers: A Position of the National Council of Teachers of Mathematics.....</b>	<b>xi</b>
<b>Introduction .....</b>	<b>1</b>
<i>Patricia Guinee, Peoria Public Schools, Peoria, Illinois</i>	
<b>Section 1: Why Mentoring Is Important .....</b>	<b>3</b>
Mentoring Mathematics Teachers in the Twenty-first Century.....	4
<i>Shonda Lemons-Smith, Georgia State University, Atlanta, Georgia</i>	
Mentoring Teachers in Standards-Based Mathematics Education: A Visual Framework.....	4
<i>Eula Ewing Monroe, Brigham Young University, Provo, Utah</i>	
Learning from Mentors as a Beginning and Experienced Teacher .....	7
<i>Shonda Lemons-Smith, Georgia State University, Atlanta, Georgia</i>	
<i>Lisa Matthews, Georgia State University, Atlanta, Georgia</i>	
<b>Section 2: Who a Mentor Is.....</b>	<b>9</b>
Will You Be My Mentor? .....	10
<i>Gwen Carnes, Emporia State University, Emporia, Kansas</i>	
Five Essential Responsibilities of an Effective Mentor .....	10
<i>Jeremy Winters, Middle Tennessee State University, Murfreesboro, Tennessee</i>	
<i>Jason D. Johnson, Middle Tennessee State University, Murfreesboro, Tennessee</i>	
Transitioning from Protégé to Mentor .....	11
<i>Jennifer Drinkwater, Wareham Middle School, Wareham, Massachusetts</i>	
To My Once and Forever Master Mentor .....	12
<i>William D. Jamski, Indiana University Southeast, New Albany, Indiana</i>	
Who Should Be a Mentor?.....	13
<i>Andrzej Sokolowski, Cypress Ridge High School, Houston, Texas</i>	
Having Influence versus Having Power.....	13
<i>Joseph Zilliox, University of Hawaii, Honolulu, Hawaii</i>	
<i>A. J. Dawson, Pacific Resource for Education and Learning, Honolulu, Hawaii</i>	
<b>Section 3: What a Mentor Does.....</b>	<b>15</b>
The Five-Star Mentor: A First-Class Guide to Teaching.....	16
<i>Emily Peterek, University of Florida, Gainesville, Florida</i>	
What I Learned from My Mentor: Supporting Beginning Mathematics Teachers .....	17
<i>Lynn Liao Hodge, University of Tennessee, Knoxville, Tennessee</i>	

Adding to the Repertoire: How Mentors View Their Roles.....	18
<i>Nancy O’Rode, California State University—Northridge, Northridge, California</i>	
<i>Nancy Terman, University of California—Santa Barbara, Santa Barbara California</i>	
Mentoring at Any Age Is Important .....	19
<i>Ann M. Perry, St. Joseph’s Academy, St. Louis, Missouri</i>	
Mentoring Mindsets for the Mathematics Teacher .....	20
<i>Jason D. Johnson, Middle Tennessee State University, Murfreesboro, Tennessee</i>	
<i>Michaele F. Chappell, Middle Tennessee State University, Murfreesboro, Tennessee</i>	
“Aiding and Abetting” Teachers of Mathematics .....	21
<i>Thomasenia Lott Adams, University of Florida, Gainesville, Florida</i>	
A Powerful Partnership .....	21
<i>Carrie S. Cutler, University of Houston, The Woodlands, Texas</i>	
“I Don’t Need to Have All the Answers” .....	22
<i>Nancy O’Rode, California State University—Northridge, Northridge, California</i>	
So What Do You Want from Me?.....	22
<i>Mary Belisle, Greely Middle School, Cumberland, Maine</i>	
My Mentors: Qualities That Made Them Special.....	23
<i>Ann M. Perry, St. Joseph’s Academy, St. Louis, Missouri</i>	
The Mentor as a “Fellow Worker” .....	23
<i>Len Sparrow, Curtin University of Technology, Perth, Australia</i>	
<i>Sandra Frid, Curtin University of Technology, Perth, Australia</i>	
The Chair Incident: An Opportunity Taken.....	24
<i>Christie A. Perry, Morehead State University, Morehead, Kentucky</i>	
<i>Jessica Bacca, Bath County Middle School, Owingsville, Kentucky</i>	
Understanding the Dilemmas of Beginning Mathematics Teachers: Practical Research Findings .....	25
<i>Sandra Frid, Curtin University of Technology, Perth, Australia</i>	
<i>Len Sparrow, Curtin University of Technology, Perth, Australia</i>	
<b>Section 4: Tools for Mentors.....</b>	<b>27</b>
Developing Effective Mentoring Skills for Mathematics Coaches.....	28
<i>Phyllis Whitin, Wayne State University, Detroit, Michigan</i>	
<i>David Whitin, Wayne State University, Detroit, Michigan</i>	
Observing a New Teacher .....	29
<i>Jason D. Johnson, Middle Tennessee State University, Murfreesboro, Tennessee</i>	
Using Videotaping and Stimulated Recall to Reflect on Teaching .....	30
<i>Patricia A. Emmons, Lyme, Connecticut</i>	
Technology as a Communication Tool.....	31
<i>Marshall Lassak, Eastern Illinois University, Charleston, Illinois</i>	
Mentoring through Cognitive Coaching .....	32
<i>Deandrea L. Murrey, California State University—Dominguez Hills, Carson, California</i>	

Talking about Teaching: A Strategy for Engaging Teachers in Conversations about Their Practice .....	33
<i>Margaret Smith, University of Pittsburgh, Gibsonia, Pennsylvania</i>	
A Guide for Reflecting on Mathematics Lessons with Beginning Teachers .....	35
<i>Nancy O'Rode, California State University—Northridge, Northridge, California</i>	
<i>Hillary Hertzog, California State University—Northridge, Northridge, California</i>	
Promoting Equity in the Mathematics Classroom .....	36
<i>Nancy Terman, University of California—Santa Barbara, Santa Barbara, California</i>	
<i>Nancy O'Rode, California State University—Northridge, Northridge, California</i>	
<i>Maria Guzman, Oxnard High School, Oxnard, California</i>	
<b>Section 5: Collaboration as Mentoring .....</b>	<b>39</b>
Mentors as Learners: A Practice-Based Approach to Mentoring .....	40
<i>Ginger Rhodes, University of North Carolina at Wilmington, Wilmington, North Carolina</i>	
<i>Patricia Wilson, University of Georgia, Athens, Georgia</i>	
A Tale of Two Mentors .....	41
<i>Sarah Wallus Hancock, Maplewood Richmond Heights Elementary School, Richmond Heights, Missouri</i>	
<i>Cheryl Ann Lubinski, Illinois State University, Normal, Illinois</i>	
Collegial Mentoring .....	42
<i>Jennifer Wyatt, Toronto District School Board, Toronto, Ontario</i>	
A Sisterhood of Mathematics Teachers .....	43
<i>Shirley M. Matteson, Palo Alto Middle School, Killeen, Texas</i>	
<i>Nancy Box, Palo Alto Middle School, Killeen, Texas</i>	
<i>Cate Hartzell, Palo Alto Middle School, Killeen, Texas</i>	
<i>Roxanne Howell, Palo Alto Middle School, Killeen, Texas</i>	
Collegial Mentoring through Lesson Study .....	44
<i>Susan Mulligan-Hirsch, Kawana Elementary School, Santa Rosa, California</i>	
Team Mentoring: Cooperation and Success without Consternation .....	45
<i>Danté A. Tawfeeq, Adelphi University, Garden City, New York</i>	
<b>Section 6: Ideas for Mentoring Programs .....</b>	<b>47</b>
Criteria for Teacher Induction, Mentoring, and Professional Development Programs .....	48
<i>Sharon A. Kortman, Arizona State University, Tempe, Arizona</i>	
Forming a Cadre of Mathematics Mentors .....	49
<i>Alfinio Flores, University of Delaware, Newark, Delaware</i>	
<i>Cheryl A. Thomas, Arizona State University, Tempe, Arizona</i>	
Learning Never Ends: Meeting Mentors' Professional Development Needs .....	50
<i>Heather A. Martindill, Mid-continent Research for Education and Learning, Denver, Colorado</i>	
Content-Based Mentoring .....	53
<i>Sharon A. Kortman, Arizona State University, Tempe, Arizona</i>	

Mentoring for High-Quality Instruction Using Adult Learning Theory: Lessons from Research and Practice .....	54
<i>Thomas J. Starmack, Bloomsburg University, Bloomsburg, Pennsylvania</i>	
Collaborative Mentoring: Establishing a Mathematics Teaching and Learning Community through Lesson Study.....	56
<i>Jennifer Suh, George Mason University, Fairfax, Virginia</i>	
<i>Spencer Jamieson, Fairfax County Public Schools, Fairfax, Virginia</i>	
Essential Components of a Novice Teacher Induction Program.....	57
<i>Patricia A. Williams, Sam Houston State University, Huntsville, Texas</i>	
<i>Sylvia R. Taube, Sam Houston State University, Huntsville, Texas</i>	
<i>Margaret A. Hammer, Sam Houston State University, Huntsville, Texas</i>	
Challenges and Resolutions for Mentoring Teachers of Mathematics.....	58
<i>Sharon A. Kortman, Arizona State University, Tempe, Arizona</i>	

## **Section 7: Lessons Learned.....61**

What I Wish I Had Known: Mentoring the First-Year Teacher .....	62
<i>H. Smith Risser, Montana Tech of the University of Montana, Butte, Montana</i>	
Capitalizing on Differences of Opinion .....	63
<i>Randall E. Groth, Salisbury University, Salisbury, Maryland</i>	
Challenges and Suggestions for Cross-Cultural Mentors .....	65
<i>Fatma Aslan-Tutak, University of Florida, Gainesville Florida</i>	
<i>Adem Ekmekci, University of Texas at Austin, Austin, Texas</i>	
Learning from a Novice Mentor's Mistakes .....	65
<i>Keith R. Leatham, Brigham Young University, Provo, Utah</i>	
Mentoring Alternative Entrants.....	66
<i>Gladis Kersaint, University of South Florida, Tampa, Florida</i>	
<i>Joy B. Schackow, University of South Florida, Tampa, Florida</i>	
<i>Janet Boatman, School District of Hillsborough County, Tampa, Florida</i>	
<i>Tammy Rush, School District of Hillsborough County, Tampa, Florida</i>	
<i>Virginia Harrell, School District of Hillsborough County, Tampa, Florida</i>	
<i>Joyce McClain, School District of Hillsborough County, Tampa, Florida</i>	
Building an Open Relationship: A Mentoring Vignette from Both Perspectives.....	67
<i>Michael E. Matthews, University of Nebraska, Omaha, Nebraska</i>	
<i>Nicole I. Guarino, University of Iowa, Iowa City, Iowa</i>	
Helpful Hints for Mentoring .....	69
<i>Joy B. Schackow, University of South Florida, Tampa, Florida</i>	
<i>Gladis Kersaint, University of South Florida, Tampa, Florida</i>	
<i>Tammy Rush, School District of Hillsborough County, Tampa, Florida</i>	
<i>Virginia Harrell, School District of Hillsborough County, Tampa, Florida</i>	
<i>Joyce McClain, School District of Hillsborough County, Tampa, Florida</i>	
<i>Janet Boatman, School District of Hillsborough County, Tampa, Florida</i>	

## Preface

[S]eldom, if ever, do we ask the “who” question—who is the self that teaches? How does the quality of my selfhood form—or deform—the way I relate to my students, my subject, my colleague, my world? How can educational institutions sustain and deepen the selfhood from which good teaching comes?

—Parker J. Palmer  
*The Courage to Teach*

All too often we hear anecdotes of teachers’ leaving the field because they are overwhelmed by the demands of teaching. Perhaps a teacher education program has prepared a novice teacher with the necessary mathematics content knowledge, a foundation in pedagogy, some classroom discipline techniques, and hands-on experience in the classroom. Maybe a more experienced teacher is struggling to keep abreast of the constant barrage of changes in the field or within his or her own building. Even within the supportive structure of a university teacher preparation program, in-service teachers may feel weighed down by all the demands placed on them. Regardless whether one is a beginning, experienced, or preservice teacher, one can become overwhelmed by all that is required to merely survive let alone flourish as a mathematics teacher.

In the quote above, Parker Palmer challenges us to ask ourselves how we might help colleagues on their continuous journey to better their teaching. Do we leave our colleagues to flounder as they navigate all the complexities of what it means to teach mathematics? Mentoring is the answer to Palmer’s question of how we might “sustain and deepen the selfhood from which good teaching comes.” Mentoring can provide the support and encouragement not only to survive the demands and challenges of teaching but also to thrive and develop as professionals who are dedicated to the teaching of mathematics.

In 2004, NCTM published a series of publications titled *Empowering the Beginning Teacher of Mathematics*. Realizing that a gap existed in providing similar support specifically for mentors of mathematics teachers, NCTM’s Educational Materials Committee issued a call for manuscripts that would provide the basis of practical “how to” advice for individuals who participate in formal or informal mentor training or serve in the capacity of instructional coach, peer coach, lead teacher, collaborative peer, department chair, administrator, critical friend, team leader, university supervisor, or department or grade-level colleague.

The original intent of the call was to create grade-level publications mirroring the framework of the beginning teacher books. However, when the editorial panel met to review the numerous submissions, the advice for mentors and mentoring programs was not so much differentiated by grade level but rather, was distinguished by the level of teaching experience of the teacher being mentored. The result is separate publications on the mentoring of beginning mathematics teachers, experienced mathematics teachers, and preservice mathematics teachers. Although some mentoring advice is specific to each group, other mentoring advice transcends any amount of teaching experience.