

# Teacher Mentoring and Induction Program

## 2006-2007 Mid-Year Data

### Knox County Schools — The Great Schools Partnership

As of fall 2006, every Knox County school has a leadership team composed of teachers and administrators to appropriately mentor new teachers. The goal is to keep talented teachers in all Knox County schools. In March 2007 more than 500 novice teachers and their mentors responded to a mid-year survey.

*“I have not once during my first year of teaching felt that I was alone or without someone to turn to.”*

*— novice teacher, Cedar Bluff  
[See other side for more testimonials.]*

In your opinion, your mentor-novice relationship is working:		
	Mentors	Novice Teachers
Very Well	61.2 %	51.2 %
Just Fine	34.4 %	43.3 %
Not Very Well	0 %	0 %
Badly	.4 %	.7 %

#### Program strengths:

- Knowledgeable, approachable mentors
- Regular meetings and Q & A sessions
- An open-door policy of communication
- Relationships built on trust
- Opportunities to share ideas, lesson, issues
- Assistance with evaluation process
- Focus on specific topics for professional development including classroom management and first-year issues
- Strong mentor training component
- Opportunities for socializing and bonding
- Teacher gift baskets, food, and incentives

#### Recommendations for the future:

- Carefully pair mentors and novices to ensure a grade level and subject area match
- Develop school-specific handbooks
- Provide more one-on-one time for sharing ideas, lessons, issues
- Provide class coverage to facilitate more formal meetings and classroom observations between mentors and novices
- Provide more administrative support
- Train more mentors in special areas
- Develop different induction procedures for novices vs. teachers who are new to the building

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Rodney Russell, Ed.D  
Sarah Simpson Professional  
Development & Technology Center  
E-mail: russellr@k12tn.net  
Phone: 865-579-8018

Cheryl Kershaw, Ed.D  
Andrew Johnson Building  
E-mail: ckershaw@knox.county.org  
Phone: 865-215-4501



# More Praise for Knox County's Teacher Mentoring and Induction Program

My novice . . . is delightful as a member of our team. I am learning from her.

— *mentor, A. L. Lotts*

I can pop-in with a question and get expert advice on the spot!

— *novice, Beaumont*

My novice and I can talk very openly and candidly about things that need to be done, problems that she encounters, and things that are stressors for both of us.

— *mentor, Blue Grass*

We have good communication. I can always go and ask any question of my mentors and know I'll get an answer that helps me to make better and more confident decisions. As a new teacher, this is extremely important to me.

— *novice, Cedar Bluff*

My mentor is always available when I need help . . . . She often shares resources with me even if I don't ask.

— *novice, Chilhowee Intermediate*

My mentor teacher stops by my room to check in frequently, and we have become friends. She makes me feel like I am important to her.

— *novice, Gresham*

It is helpful to get together with experienced teachers and get their opinions and advice. It is a very informal, non-threatening way to get information from others.

— *novice, Gibbs High School*

I have a line of open communication with my mentor. I know she is a "safe" person, and I can tell her anything. She always answers back and helps guide me through the things I struggle with.

— *novice, Green Magnet*

We share the same philosophy of education, we have the same goals and principles for our students, and we trust each other. My mentor allows me to take on more responsibilities while giving me feedback about my performance.

— *novice, Halls High School*

My mentor has helped me to think of creative ways to present material to students.

— *novice, Northwest*

My mentor teacher has been the best! She appears out of the sky, like an angel, when I need her the most. She has a beautiful soul.

— *novice, Pond Gap*

We meet daily for lunch and talk about a lot of issues at that time. Lots of communication is very important for the relationship to work well.

— *mentor, Rocky Hill*

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