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What are components of new teacher mentor programs that support building an effective teacher workforce?



Selected Evidence-Based Resources

A good starting place is the list of 16 mentoring program design elements tabulated on page 140 of the article, [“Beyond a definition: Toward a framework for designing and specifying mentoring models.”](#) Each element represents a choice that must be made—either explicitly or implicitly—about how the model will work. Some elements to consider include:

- Mentor training (here is an example [mentor training program](#) review).
- The mentor-mentee match (see a discussion of matches [here](#)).
- Duration of relationship (two years is often better than one).

A [program that paired new elementary school teachers with master teachers who had recently retired](#) from the same school district improved the chances of new teacher retention and increased student achievement. Integral to the program’s success were:

- High levels of mentor flexibility and frequency of classroom observations, feedback provided, and meetings with mentees.
- Trusting relationships between new teachers and their mentors because mentors were not involved in teacher evaluations.
- Frequent cohort meetings in which new teachers could discuss their practice together.
- The average length of mentorships, which lasted for two years.

Another approach that has shown promising effects in both urban and rural settings for teacher development is the [teaching residency program \(TRP\)](#), which establishes a partnership between a university or college education department and the local school. The first year of mentoring takes place while new teachers are enrolled in graduate-level education courses. The second year continues during the new teacher’s first full year of employment. A [review of 28 TRPs](#) found that they:

- Involve mentors with significant teaching experience and provide them additional training in effective mentoring.
- Gradually increase student teachers’ responsibilities during classroom fieldwork throughout the student teacher’s residency.

The Center on Great Teachers and Leaders also recommends several [strategies rural schools can use](#) while developing teacher mentoring programs, including:

- Consider ways to structure mentorship opportunities to promote collaboration across subjects.
- Focus mentoring feedback on high-leverage practices that cut across content areas and grade levels.



Additional Resources



The [New Teacher Center \(NTC\)](#) is one of the largest organizations dedicated to supporting new teachers. NTC works with schools and districts to implement its New Teacher Induction Program Standards to build effective mentoring programs.