

**It's Not You,
It's Me**
Responding to
Mentor Mismatch

INTC Leadership Conference 2022
Presented by Lynn Lawrence

Icons: lightbulb, thumbs up, puzzle pieces, gear.

Hello!
I am Lynn Lawrence

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Icons: lightbulb, thumbs up, puzzle pieces, gear.


Who is in the
room?

What is your role
in the mentoring
process?

Go to www.menti.com and use the code 1369 7476

Icons: lightbulb, thumbs up, puzzle pieces, gear.

LaGrange SD102



- o Suburban school district serving
 - o Brookfield
 - o LaGrange
 - o LaGrange Park
- o Six Schools
 - o 1 Pre/Kindergarten Center
 - o 4 Elementary Buildings
 - o 1 Junior High
- o Typically a range of 10-30 new teachers in a given year.

All teachers new to D102 are partnered with a mentor.

- All licensed positions
- Includes part-time positions
- Regardless of experience level
- Formal mentoring for 1 year

Today's Topics

- Mentor Selection
- Mentor Support
- Mentor Mismatch



1.
Mentor Selection
What should be considered when creating mentor partnerships?

This slide features a teal background with a central white circle containing the text. Surrounding the circle are several colorful icons: a lightbulb, a target, a gear, and a magnifying glass, along with various colored dots.

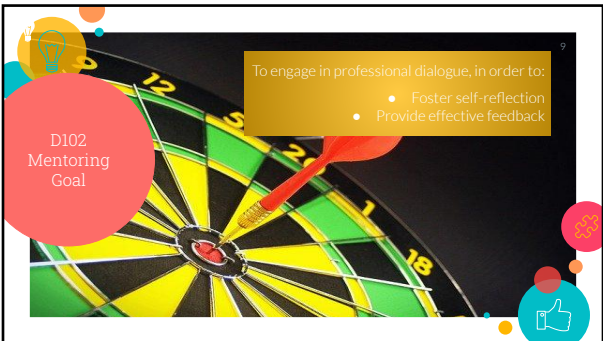


Mentoring for what?

- Increase student learning and achievement across academic, social, and emotional indicators
- Improve and accelerate teacher effectiveness related to student needs and professional standards

(New Teacher Center)

This slide has a yellow background. It includes a lightbulb icon in the top left, a thumbs-up icon in the bottom right, and several colorful circles. The text is centered and lists two bullet points.



D102 Mentoring Goal

To engage in professional dialogue, in order to:

- Foster self-reflection
- Provide effective feedback

This slide features a background image of a dartboard with a red dart hitting the bullseye. A pink circle on the left contains the text 'D102 Mentoring Goal'. A yellow box on the right contains the text and two bullet points. There are also lightbulb and thumbs-up icons and colorful circles.

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Mentor Qualifications

4+ years of experience

- Is a highly skilled teacher
- Has strong interpersonal skills
- Supports development of other teachers
- Has time management and organizational skills
- Models successful and reflective teaching
- Delivers constructive, nonjudgmental feedback
- Uses student data to inform instruction
- Committed to strengthening own practice

The Intentional Educator

Ability to Explain Own Professional Practice

	Don't Know	Know
Can't Do	Mysterious (unknown)	Theoretical (unable to demonstrate)
Can Do	Magical (unexplained)	Intentional (deliberate)

(Newton et al., 1994)

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Creating Mentor Partnerships

When Matching Protégés with Mentors, Consider:

Need	Grade Level	Subjects
Classroom Proximity	Ages and Gender	Differences
Enthusiasm for Mentoring	Teaching Philosophy	Interests

In most cases, it is recommended that the mentor hold the same certificate as the protégé.

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Mentor Assignment

Our goal is that high quality mentors are recruited and assigned prior to New Teacher Orientation in August.

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Think, Pair, Share

How might you apply these strategies in your setting?

2.

Mentor Support

What processes can be implemented in order to get a sense of how the relationship is developing?

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New Teacher Orientation

Partnership Understanding
Mentors and protégés complete a partnership understanding and commit to working together.

Safe Exit Strategy
Mismatch policy is introduced so that all parties know up front that an exit strategy exists.

Designated Time Together
Mentors and protégés have lunch together, take a tour of their building and begin planning together.

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Training for Mentors and Proteges

Beginning of Year

- Mentoring 101
- Overview of Induction Process

Monthly Meetings

- Connection
- Collaboration
- Hot Topics
- Problem Solving

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Check-In Questions

- Has your mentoring match been effective?
- How many times have you met with your mentoring partner?
- Have any problems occurred?




If so:

- What has been done to resolve the problem?
- Has the problem been resolved?
- If not, can the problem be resolved?
- What can the program do to facilitate resolution of the problem?



About 1 month after mentoring begins

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Monitoring the Health of the Mentoring Relationship

 Mentor-Protégé Meeting Visits October	 Exit Slips Monthly Mentor Meetings Monthly Protégé Meetings	 Online Survey April
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Also periodic check-ins with principals



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Think, Pair, Share

How might you apply these strategies in your setting?



3. Mentor Mismatch

What steps should be taken when a mentoring partnership isn't working?



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Mentoring Challenges

Differences <ul style="list-style-type: none"> Age Gender Style Expectations 	Proficiency Level Changes in Circumstances	Time Commitment
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When Dealing with a Mismatch

The goals are to:

- apply due diligence to gather information regarding concerns with a mentoring match
- ensure that the resolution process is an affirming, dignifying one
- make certain that the protégé's needs are met

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Mismatch Policy

Safe Exit Strategy

- Try to resolve the problem.
- Notify mentoring partner, principal and/or mentoring coordinator.
- Mentor partnership will end and a new mentor will be provided for the protégé.

Link to D102 Mentor Mismatch Process

Remember

- Assume that everyone is doing the best that they know how.
- Use positive language that dignifies people. Specifically use the term *mismatch*.
- Restate and keep the focus on the goal of matching to meet the needs of the protégé.
- Place the blame for the problem on the program, not people.
- Conflicts are a natural result of putting diverse people together to work as partners.

Problem Solving

Decide whether a three-way dialogue could:

- Identify problems
- Establish the need for additional direction, support or training
- Get the pair back on track

Determine what mentor strengths are appropriate and whether the current mentor has those strengths and/or is willing to develop those strengths.

Dissolution of Match - Principal

- Attempt to resolve the problem by meeting with mentor and protégé.
- If issues cannot be resolved, the principal may dissolve the match.
- Based on recommendations from the protégé and the mentoring coordinator, the principal will reassign the protégé to another mentor whose strengths are more aligned to the protégé's needs.

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Dissolution of Match - Mentor or Protege

- o Attempt to resolve the problem by soliciting help of principal or mentoring coordinator.
- o If issues cannot be resolved, the match may be dissolved.
- o Based on recommendations from the protégé and the mentoring coordinator, the principal will reassign the protégé to another mentor whose strengths are more aligned to the protégé's needs.

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Next Steps

Follow up with initial mentor.	Follow up with the protégé.	Support the second mentor.
<i>Thank you for your service.</i>	<i>How are things going with your new mentor?</i>	<i>How are things going with your protege?</i>

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Think, Pair, Share

How might you apply these strategies in your setting?

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Thanks!

Any questions?

You can find me at lawrencely@dist102.k12.il.us

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Credits

Special thanks to all the people who made and released these awesome resources for free:

- Presentation template by [SlidesCarnival](#)
- Photographs by [Unsplash](#)
