

# New Jersey Mentoring for Quality Induction: A Toolkit for Program Development

## APPENDIX 2: ANNOTATED BIBLIOGRAPHY

Boreen, J., Johnson, M. K., Niday, D., & Potts, J. (2000). *Mentoring beginning teachers*. York, ME: Stenhouse.

This book is an overview of mentoring, both benefits and challenges. Some specific topics within the book include: need for mentors, preparing mentors, classroom management, reflection and professional development. The Appendix includes numerous resources for teachers.

Breaux, A. & Wong, H. (2003). *New teacher induction: How to train, support, and retain new teachers*. Mountainview, CA: Harry K. Wong Publications, Inc.

This book provides descriptions of successful induction programs across the nation with specific ideas on how to support and retain novice teachers and how to provide effective training for mentors and novice teachers.

Feiman-Nemser, S. C., et al., Eds. (1999). Beyond support: Taking new teachers seriously as learners. *A Better Beginning: Supporting and Mentoring New Teachers*. M. Scherer. Alexandria, VA: Association for Supervision and Curriculum Development.

This article reviews the three elements of a comprehensive system for beginning teachers, which include support, development and assessment. These three elements help to improve skills of novice teachers and encourage continual learning.

Gordon, S. & Maxey, S. (2000). *How to help beginning teachers succeed* (2nd Ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

This book provides information on the needs of novice teachers, comprehensive induction program planning, and how to use mentors effectively.

Lipton, L. & Wellman, B. (2003). *Mentoring matters: A practical guide to learning-focused relationships* (2nd Ed.). Sherman, CT: Miravia LLC.

This book provides a description of the role of the mentor, mentor-novice teacher relationship development, strategies for having learning-focused conversations between mentor and novice teacher, and other practical tips on how to work with novice teachers.

Odell, S. J. and Huling, L. (2000). *Quality mentoring for novice teachers*. Indianapolis, IN: Kappa Delta Pi.

# New Jersey Mentoring for Quality Induction: A Toolkit for Program Development

## APPENDIX 2: Annotated Bibliography (continued)

Podsen, I. & Denmark, V. (2000). *Coaching and mentoring first year and student teachers*. Larchmont, NY: Eye on Education.

This book provides a systematic approach for induction and mentoring of novice/student teachers, which includes checklists, planning guidelines, assessment tools, modeling and observations from, and methods for conferencing.

Portner, H. (2001). *Training mentors is not enough*. Thousand Oaks, CA: Corwin Press, Inc.

This book provides information on planning, managing, and evaluating mentoring programs.

Reiman, A. J. and Thies-Sprinthall, L. (1998). *Mentoring and supervision for teacher development*. New York: Longman.

This book summarizes the current literature related to mentoring practices and teacher supervision, which include adult development, teacher education and mentoring, and ongoing professional development.

Rowley, J. (1999). The good mentor. *Educational Leadership*, 56, 20-22.

This article identifies six essential qualities of an effective mentor: commits to goal of mentoring, accepts beginning teacher, provides instructional support, is effective in various interpersonal contexts, and communicates hope and optimism.

Scherer, M. (Ed.). (1999). *A better beginning: Supporting and mentoring new teachers*. Alexandria, VA: Association for Supervision and Curriculum Development.

This book provide articles from noted leaders in new teacher induction, Sharon Feiman-Nemser and Ellen Moir, that address addressing the needs of novice teachers, planning an effective induction program, making mentoring meaningful to both the veteran and novice teachers, providing support and guidance to novice teachers, and leadership.