

Contents

Foreword

Barbara D. Day **viii**

Introduction

Leading the Teaching Profession toward Quality Mentoring

Sandra J. Odell and Leslie Huling **xi**

Section I

The Mentoring Framework—A Broad View **1**

Chapter 1

Conceptualizing Quality Mentoring

Sandra J. Odell, Leslie Huling, and Barry W. Sweeny **3**

Chapter 2

Framework for Quality Mentoring

Sandra J. Odell, Leslie Huling, Virginia Resta, Sharon Feiman-Nemser, Sharon A. Schwille, Carol A. Bartell, Barbara D. Day, Gary P. DeBolt, Janet Dynak, Fay A. Head, Anne L. Nagel, Alan J. Reiman, Barry W. Sweeny, and Michael P. Wolfe **15**

Chapter 3

Broad Uses of the Mentoring Framework—Three Examples

Virginia Resta and Leslie Huling **27**

Section II

The Mentoring Framework—A Closer Look **35**

Chapter 4

Program Purposes

Janet Dynak, Sharon A. Schwille, and Anne L. Nagel **39**

Chapter 5**School District and University Cultures and Responsibilities***Michael P. Wolfe, Carol A. Bartell, and Gary P. DeBolt* 47**Chapter 6****Mentor Selection and Mentor/Novice Matching***Sharon A. Schwille, Anne L. Nagel, and Gary P. DeBolt* 57**Chapter 7****Mentor Preparation and Development***Sharon A. Schwille and Janet Dynak* 67**Chapter 8****Mentor Roles and Practices***Janet Dynak and Gary P. DeBolt* 77**Chapter 9****Program Administration, Implementation, and Evaluation***Alan J. Reiman and Janet Dynak* 87**Section III****The Mentoring Framework—A National Perspective** 95**Chapter 10****A Survey of the 50 States—Mandated Teacher-Induction Programs***Barry W. Sweeny and Gary P. DeBolt* 97**Chapter 11****Rich Sources for Mentoring—An Annotated Bibliography***Carol A. Bartell, Barbara D. Day, Fay A. Head, and Alan J. Reiman* 107**About the Authors** 135