What Successful Mentors Do: Research-Based Strategies for New Teacher Induction, Training, and Support

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Hicks, Glasgow, and McNary used their years of collective experience of working with new teachers to develop a research-based and easy-to-use resource. The book describes 81 strategies that are organized into topical sections representing problems often faced by new teachers. For example, chapters include ways to support new teachers as they develop strategies for:

- Organizing classroom management and discipline policies;
- Managing curriculum and pedagogy;
- Time management; and
- Helping at-risk and special students succeed.

Time-stressed mentors also will appreciate the layout of the chapters, in which the authors follow each strategy with a brief overview of relevant research, describe the practical implication of the strategy, and outline “precautions and possible pitfalls.” For example, the discussion of the strategy to “help beginning teachers manage the special challenges within block scheduling” identifies three areas where new teachers might need guidance:

- Adjusting instruction to extended class period formats;
- Transitioning learning activities; and
- Assessing student progress.

From the principal’s perspective, What Successful Mentors Do has a variety of potential uses. For example, it would provide a good platform for mentor discussion groups. It also would be a helpful “go-to” resource for a mentor or principal when working with a new teacher—or an experienced teacher—on a particular area of difficulty.