Project REACH
E-Mentorship
E-Mentor Handbook
Sponsored by

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Special Education

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# TABLE OF CONTENTS

A Message from the Project REACH Team .................................................. 4
Overview
  University of Phoenix Mission ................................................................. 5
  University of Phoenix Purpose ................................................................. 5
College of Education Overview
  College of Education Mission and Purpose ............................................... 6
  Program Description .................................................................................... 6
  Conceptual Framework .............................................................................. 7
  Ten Program Standards-Based Claims ....................................................... 7
  Professional Competencies ....................................................................... 8
Project REACH
  Introduction .................................................................................................. 9
  Project Highlights ...................................................................................... 9
  Project REACH Timeline ........................................................................... 9
The Project REACH E-Mentorship Model ..................................................... 10
Project REACH Goals .................................................................................. 13
E-Mentorship Program Policies ................................................................. 16
The E-Mentorship Process: E-Mentees ....................................................... 21
Recipient Timeline: Application through Mentorship ................................ 28
E-Mentorship Goals and Objectives: E-Mentees ......................................... 31
The E-Mentor Cadre .................................................................................... 33
Characteristics of Effective E-Mentors ...................................................... 34
E-Mentor Roles and Responsibilities .......................................................... 36
E-Mentor Selection Criteria ....................................................................... 37
The E-Mentorship Process: E-Mentors ....................................................... 38
E-Mentorship Goals and Objectives: E-Mentors ......................................... 45
E-Mentorship Technology ......................................................................... 47
  Newsgroups User Feedback ..................................................................... 49
Establishing an E-Relationship ................................................................. 51
What E-Mentees Want from Their E-Mentors .......................................... 52
What E-Mentors Want from Their E-Mentees .......................................... 53
Topics for E-Mentee/E-Mentor Communication ....................................... 54
What You Can Expect from the Project REACH Mentorship .................... 55
  Coordinator/Lead E-Mentor .................................................................... 56
Protecting Your Privacy ............................................................................. 56
Glossary ........................................................................................................ 57
Project REACH Staff .................................................................................... 59
A MESSAGE FROM THE PROJECT REACH TEAM

Welcome to the cadre of the Project REACH E-Mentors.

By accepting this responsibility, you will be supporting teachers as they take their first formal steps toward becoming career educators. You will be your E-Mentee’s support, guide, advisor, and confidant during their first year of teaching following graduation from either our MAED/TED or MAED/SPE programs. For some, this will be their first time unassisted in a classroom. Others had the opportunity to try out new models and theories as they were studying them. Now they are entering the classroom as the lead teacher, the teacher of record. Each has accepted a special challenge to work in a high-need district/school with students who will have a variety of learning preferences and needs.

We want you to know that Project REACH is here to support you. This handbook contains information and suggestions for establishing an effective E-Mentor/E-Mentee relationship. You can also reach us through a private newsgroup.

We thank you for sharing your expertise with our newest professionals, and we look forward to working with you.

Educationally yours,
The Project REACH Team

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UNIVERSITY OF PHOENIX OVERVIEW

UNIVERSITY OF PHOENIX MISSION

The mission of University of Phoenix is to educate working adults to develop the knowledge and skills that will enable them to achieve their professional goals, improve the productivity of their organizations, and provide leadership and service to their communities.

UNIVERSITY OF PHOENIX PURPOSE

- To facilitate cognitive and affective student learning—knowledge, skills, and values—and to promote use of that knowledge in the student’s workplace.
- To develop competence in communication, critical thinking, collaboration, and information utilization, together with a commitment to lifelong learning for enhancement of students’ opportunities for career success.
- To assess student learning and use assessment data to improve the teaching/learning system, curriculum, instruction, learning resources, counseling and student services.
- To provide instruction that bridges the gap between theory and practice through faculty members who bring to their classrooms not only advanced academic preparation, but also the skills that come from the current practice of their professions.
- To use technology to create effective modes and means of instruction that expand access to learning resources and that enhance collaboration and communication for improved student learning.
- To be organized as a for-profit institution in order to foster a spirit of innovation that focuses on providing academic quality, service excellence, and convenience to the working adult.
- To generate the financial resources necessary to support the University's mission.

The University’s Mission and Purposes clearly state its role and place as an institution of higher education designed exclusively to meet the needs of working adult students. Correspondence of Mission and Purposes with practice is evidenced through quality programming; a clearly articulated teaching/learning model built upon accepted adult learning theory; distance education technologies; and recruitment, assessment, and development practices designed to support a practitioner faculty base.
COLLEGE OF EDUCATION

COLLEGE OF EDUCATION MISSION AND PURPOSE

The College of Education at the University of Phoenix is guided by its own mission and purpose that directs our work with teacher candidates and professional educators. Our programs encompass the initial preparation of professional educators, graduate level degrees, and professional development courses and programs. The College of Education constantly works towards our vision. The College of Education is a leader in innovative educational solutions for developing educators, impacting P-12 students, and meeting school needs by:

- Offering a comprehensive set of programs that recognize and address the developmental process of teaching and learning in a diverse society.
- Employing a practitioner faculty who are recognized as experts in the educational community.
- Using integrated technologies to impact learning.
- Emphasizing assessment and self-assessment of teaching and learning on a continuing basis.
- Sharing our model and best practices with our colleagues.

The Board of Directors, President, and other executive administrators of the University of Phoenix support in full the vision and mission of the College of Education.

PROGRAM DESCRIPTION

The University of Phoenix offers a teacher education program that is focused on P-12 student learning by improving the educator responsible for that learning. Candidates for this program have already earned a bachelor’s degree and wish to gain the pedagogical skills and knowledge that will assist them in becoming competent and effective educators. The University of Phoenix Online currently offers two programs for individuals interested in leading towards initial teacher certification. One is a Master of Arts in Education; the other is a non-degree certificate program.

- The teacher preparation program has been designed to connect teacher learning directly to P-12 curriculum standards and, therefore, classroom learning. Assignments and experiences are grounded in the P-12 classroom so that the candidate can immediately understand how to impact their own students’ learning.

Student teaching is the culminating experience of the Teacher Education programs. It provides a field-based experience in which students demonstrate that they are ready to assume the duties of a certified classroom teacher. Student teachers experience a clinical supervision model, which includes observation, analysis, reflection, and conferencing components. Throughout the
experience, student teachers receive support from both a site-based cooperating teacher/mentor and a UOP faculty advisor.

**CONCEPTUAL FRAMEWORK**

The College of Education developed its conceptual framework based on a Professional Learning Continuum that focuses on the concepts of knowledge, skills, and dispositions. These concepts are incorporated into the College’s teaching and learning model, standards-based course work, field experiences and practica, and performance assessments. The College’s programs are designed to provide candidates with an important theoretical knowledge base that is then tied directly to student learning. The College is committed to preparing graduates who can think critically, communicate effectively, advocate for student learning and their own professional development, collaborate with colleagues and families, and serve as leaders in the education profession and in the community.

The conceptual framework also reflects the College’s mission: “to impact student learning, one educator at a time.” The “student” can be from the P-12 classroom, college level classroom or training environment in a corporate setting. All education programs are designed around the following key components to best serve candidates and, ultimately, those they teach:

- Adult Learner Focused
- Experienced Practitioner Faculty
- Theory and Application
- Integrated Technology
- Performance Assessment
- Ongoing Screening and Counseling

**TEN PROGRAM STANDARDS-BASED CLAIMS**

In addition, ten program standards-based claims secure the foundation of the conceptual framework and reflect back on the Professional Learning Continuum and the College’s mission. These claims indicate that graduates meet the following competencies:
1) Demonstrate knowledge of content that reflects current research and best practices in the field and relate disciplinary knowledge to other subject areas.

2) Design and deliver structured lessons, based on knowledge of pedagogy. Lessons are aligned with clear objectives and are cognitively appropriate for all students, including students with disabilities and second language learners.

3) Acquire knowledge, develop skills, and apply technology.

4) Establish a learning community that is safe, warm, and caring. Support diversity and high expectations that are appropriate for a variety of developmental and cultural norms.

5) Use a variety of formal and informal strategies to assess instructional goals of learners and use the results in planning for individuals, groups, and diverse learners.

6) Establish clear standards of conduct, monitor student behavior, and effectively organize and manage tasks for individuals and groups.

7) Model appropriate verbal and written skills and communicate in a style that reflects sensitivity to gender and cultural issues.

8) Utilize family and community resources to foster student learning and achievement. By providing frequent feedback, engage families in the educational process.

9) Utilize observations, student information, technology, and professional literature to reflect on the effectiveness of instructional and assessment techniques.

10) Learn to assess professional growth and identify opportunities for further professional development.

**PROFESSIONAL COMPETENCIES**

Throughout the program, students are expected to develop and demonstrate professional competencies. Students demonstrate that they have accomplished professional competencies two ways.

First, the UOP Program Standards describe competencies of a proficient teacher (Website: General Materials). Students develop and are evaluated on these competencies through classroom interactions, assignments, field observations and experiences, a professional portfolio, and student teaching. The Standards are based on the combined work of Charlotte Danielson, INTASC, NCATE, and ISTE for regular educators and the CEC for special educators.

Second, each student teacher prepares a Teacher Work Sample (Website: General Materials), which is based on the Renaissance Partnership for Improving Teacher Quality work. The student teacher demonstrates professional competencies by planning and implementing instruction that demonstrates understanding the context of learning, aligns instruction and assessment with state and local content standards, designs instruction for all students, uses multiple assessment tools, analyzes and reports student learning, and reflects on the teaching/learning process to plan future instruction and improve professional practice.
PROJECT REACH

INTRODUCTION

Project REACH, Responding to Educational Communities with High Needs, is a national collaboration between the University of Phoenix Online and Ground campuses and high needs districts in Arizona, Nevada, Hawaii, and the island of American Samoa.

PROJECT HIGHLIGHTS

✓ UOP was a recipient of one of seven national status grants awarded by the U.S. Department of Education in October, 2002.
✓ The focus is on the recruitment and retention of teachers in high needs areas with 20% or more poverty.
✓ The award translates into 2.6 million dollars over 5 years.
✓ The College of Education efforts are supported and reviewed by a comprehensive, collaborative advisory committee.
✓ Project REACH will educate and mentor 310 new teachers.
✓ Markets recent graduates, mid-career professionals, and paraprofessionals with BA degrees.
✓ Recipients receive up to $5,000 towards their MAED degree in Elementary, Secondary, or Special Education.
✓ Recipients commit to teach for 3 years in an approved high need area.

PROJECT REACH TIMELINE

The following sequence illustrates the student selection and participation process in Project REACH:

Step 1: The individual applies to the University of Phoenix and is selected for participation in Project REACH.

Step 2: The recipient completes the required courses in a MAED teacher education program of choice either on ground or online.

Step 3: The recipient participates in quarterly professional development workshops.

Step 4: The recipient completes student teaching in a high-need district/complex.

Step 5: The recipient graduates.
Step 6: The recipient receives certification/licensure in the area of training (elementary education, secondary education, or special education).

Step 7: The recipient is employed by a Project REACH approved high need Local Education Agency (LEA) and in a high need school as a lead teacher/teacher of record.

Step 8: The recipient completes an E-Mentorship application, profile, and contract.

Step 9: The recipient completes the E-Mentorship orientation/training.

Step 10: The recipient is paired with a Project REACH E-Mentor.

Step 11: The one-year E-Mentorship begins.

Step 12: The recipient completes three years of teaching in a Project REACH approved high-need district/complex and school.
THE PROJECT REACH E-MENTORSHIP MODEL

The transition from a supported student teaching experience to independent classroom work and the demands of first year teaching is often difficult for beginning educators. First year/beginning teachers often feel isolated, unsupported, and sometimes anxious as they face challenges of classroom management, instruction, working with parents, and other day-to-day responsibilities. In addition, they are often not sure how to access and use resources that can support their efforts.

Mentorship is an active process of communication, support, and learning that eases this transition. The value of mentorship and collegial coaching has been well documented in professional research and is an important component of Project REACH participation.

The 1-school-year Project REACH E-Mentorship is the final component of professional development and activity supported by Project REACH, a United States Department of Education Transition-to-Teaching grant. In collaboration with the recipient's LEA and local school, the University of Phoenix E-Mentorship program offers advisement, resources, and pedagogical support on topics of interest that are identified by the recipient. The Project REACH E-Mentorship complements and supplements what might already be available to beginning teachers through their district/complex and/or school mentoring program.

The E-Mentorship is unique to Project REACH; the University of Phoenix does not provide this support for any other College of Education graduates. The most important goal of the mentorship experience is for the recipient to have the professional support needed to work with students in a high-need setting. A second goal is for the recipient to set personal professional goals and to have opportunities to accomplish these goals by sharing experiences and networking with other professionals. Other E-Mentorship goals/objectives are stated later in this Handbook. Regardless of whether the recipient is a first year teacher or has many experiences in the professional setting, the Project REACH E-Mentorship provides opportunities for continued professional growth in areas of personal interest.

The E-Mentorship begins once the recipient graduates or becomes a lead teacher of record; submits certification/licensure and employment documentation; submits mentorship forms; and completes an orientation to mentorship processes and outcomes. This process is explained later. Following orientation to E-Mentorship processes, the recipient (the E-Mentee) is paired with a veteran professional and outstanding educator (E-Mentor) who understands educational processes from both a theoretical and a practical perspective. The E-Mentor becomes the supporter, communicator, resource person, motivator, and guide.

Through the vehicle of online newsgroups, the Project REACH recipient can communicate privately with a mentor and discuss best practices/round-table topics publicly with other Project REACH mentors and recipients. In addition, Project REACH offers professional development activities and workshops on topics related to teaching in high-need settings throughout the year.

The E-Mentorship newsgroups become dynamic forums for discussing teaching/school experiences with the E-Mentor and with other Project REACH recipients. Professionals often
want to consult with others who are outside the school environment. The E-Mentorship provides this opportunity. There are no assigned tasks; however, weekly communication is expected. E-Mentees are also encouraged to archive professional activities and accomplishments in order to reflect on personal professional growth over time.

Participants receive the technological support necessary to access Project REACH newsgroups. Technical support is provided 24/7 for participants. A technical support person assists all new online participants with configuration and any problems that may arise.

In addition, interactive communication between the E-Mentee and E-Mentor is protected and private. Newsgroup communication is asynchronous; the E-Mentee and E-Mentor can communicate at a time of their choosing.

During the E-Mentorship year, E-Mentees can:

✓ Ask questions, share experiences, and feel supported.
✓ Discuss specific instructional/classroom management practices and other professional development goals.
✓ Participate in subject/topic related newsgroups with other participants in order to share ideas or learn new skills.
✓ Network with other professionals.
✓ Access resources on professional practice
✓ Participate in Project REACH professional development activities.
✓ Access a personal University of Phoenix website.

For the beginning educator, the E-Mentorship provides:

✓ Personal support and coaching,
✓ Task-related assistance/advice,
✓ Opportunities to continue professional development,
✓ Opportunities to reflect on teaching practices and receive feedback, and
✓ Problem related support.

In addition, the E-Mentee’s LEA and school:

✓ Know that the teacher is receiving support to complement district/complex and/or school efforts.
✓ Have access to the Project REACH website www.uopx.com/projectreach
✓ Benefit from the teacher’s participation in research-based professional development activities that support descriptors of effective practice.

By the end of the formal mentorship relationship, beginning teachers are more confident in their roles and practices and are less likely to leave the profession.
Project Reach Goals

Advisory Committee

Goal 1: Create a Project Reach Advisory Committee by enlisting the current nationally renowned advisory committee for the Online Education Program; add an LEA representative from each school district; add three University of Phoenix on-ground Chairs of Education, and the Project management staff to advise on the proper course of action (see Appendix for Project Reach Advisory Committee).

Goal 2: The Advisory Council will meet quarterly online to discuss recruitment, implementation, on-going assessment and evaluation, progress toward Project goals, formative and summative evaluation and the Project’s final report.

Recruitment

Goal 1: Identify all emergency certified teachers from the LEAs to determine the number eligible to participate in the Project (see Table 1).

Goal 2: Identify the number of substitute teachers from the LEAs to determine the number eligible to participate in the Project.

Goal 3: Identify the number of paraprofessionals with a baccalaureate degree and two years working experience in a school from the LEAs.

Goal 4: Recruit mid-career professionals and recent college graduates who possess a baccalaureate degree and skills and/or content knowledge necessary to obtain a Master’s degree and pass the State teacher proficiency test to obtain certification in their respective States from the local communities using ads in local newspapers and organizations.
Goal 5: Recruit retired Military personnel from military installations in or near the local communities.

Goal 6: Recruit remaining participants from the University of Phoenix web pages (i.e., home page, student, faculty, and alumni network websites), advertisements placed in newspapers, organizations, and associations.

Goal 7: The Project Manager will collaborate with the local campus education chairs to ensure a coordinated effort will occur during the recruitment and implementation phase.

Goal 8: The Project Manager will work with the individual LEAs to develop a plan of action for ongoing recruitment (i.e., a “grow your own” model, a two plus two plus two model, contacts in the community and with several educational institutions, etc.).

**Teacher Preparation**

Goal 1: Demonstrates solid knowledge of content and pedagogy.

Goal 2: Exhibits skills and knowledge that reflect current research and best practices in the field.

Goal 3: Can relate his/her disciplinary knowledge to other subject areas.

Goal 4: Understands how students’ misconceptions can influence their learning.

Goal 5: Uses differing viewpoints, theories, and methods of inquiry in his/her teaching of subject matter concepts.

Goal 6: Demonstrates a sound understanding of technology operations and concepts.

**Placement**

Goal 1: All Project Reach participants currently working with emergency certifications in addition, as substitutes will be given permanent placements in their respective LEA immediately upon successfully passing the teacher certification test(s) required by their respective State.
Goal 2: All other Project Reach participants upon successfully passing the teacher certification test(s) required by their respective State will be placed in permanent positions based on imminent need of the LEA and the rest no later than the 2007-08 school year.

Goal 3: Develop a comprehensive tracking system to determine when participants complete their academic program, when they complete their student teaching, when they successfully pass their State certification examination, and when they are placed in the LEA. The Project’s Manager will be responsible for keeping the LEAs informed as to participants’ progress on a semi-annual basis.

**Mentors**

Goal 1: Each Project participant will be assigned a mentor to be available to answer any and all questions during their academic program, student teaching, and first-year teaching.

Goal 2: All mentors will be given the goals and objectives of the Project with the Mentor Expectations contract.

Goal 3: All mentors will complete an online Mentor’s Tutorial Program and pass the outcomes assessment.

**Inservice/Professional Development**

Goal 1: Provide a list of all online In-service/Professional Development Modules to the LEA site supervisor.

Goal 2: Advise all participants including LEA site supervisors that students and faculty can take the Online In-service/Professional Development modules when necessary and at their convenience.

Goal 3: If desired, develop a custom online In-service/Professional Development module based on an LEA need.
E-MENTORSHIP PROGRAM POLICIES

The E-Mentorship begins:

- Within 12 months after the E-Mentee has graduated from the University of Phoenix MAED/TED or MAED/SPE program.
- After submitting evidence of certification/licensure in the recipient’s area of training.
- After the E-Mentee has verified employment in the area of training in a high-need district/complex and school that complies with University of Phoenix Project REACH guidelines,
- After the E-Mentee has completed and signed the E-Mentorship application, profile, and contract, and
- After the E-Mentee has completed the E-Mentorship orientation.

The E-Mentee will provide a copy of professional certification/licensure and lead teacher/teacher-of-record documentation (See website: Employment Verification). One of the following conditions must apply:

1. The E-Mentee has a formal K-12 teaching contract with a Project REACH approved high-need district/complex and school.
2. The E-Mentee has a provisional K-12 teaching contract as a full time teacher or long term substitute with an approved high-need district/school. The provisional or substitute contract covers a period of no less than 90 days.

By completing and signing the E-Mentorship application, profile, and contract, the E-Mentee agrees to the following E-Mentorship policies:

1. To maintain consistent employment as a lead teacher/teacher of record in a high-need district/complex and school approved by Project REACH. The E-Mentorship may cover either one full school year or parts of years as determined by the graduation date and Project REACH staff, but no less than 90 days in any setting. Any change of employment is reported to Project REACH.

Rationale: Opportunities for professional support and growth can take place only with consistent interaction with students, parents, school administration, and other school staff. No employment shorter than three months will be considered as part of the Project REACH E-Mentorship.

2. To continue to teach in a high-need setting for the remainder of the three year Project REACH agreement.

Rationale: By agreeing to participate in Project REACH, the E-Mentee has agreed to three years of employment in a high-need school district approved by the University of Phoenix and Project REACH. Any act on the part of the participant that results in less than the three year obligation
will result in termination of participation and repayment of the tuition stipend based on the Project REACH original signed student Letter of Agreement.

3. To complete an E-Mentee orientation.

Rationale: The E-Mentorship Orientation develops the E-Mentee’s understanding of newsgroup communication and E-Mentorship processes and outcomes. To fully benefit from the E-Mentorship including E-Mentor communication and Project REACH resources, each E-Mentee demonstrates abilities to use Project REACH E-Mentorship newsgroups.

4. To share with the E-Mentor personal professional goals and professional interests at the start of the E-Mentorship.

Rationale: Setting professional goals and sharing professional interests early in the E-Mentorship gives direction and purpose to the E-Mentee’s professional growth. By sharing interests the E-Mentor can best support the E-Mentee and focus the mentorship experience. The E-Mentee can continue to reflect on goals that were stated in the Professional Growth Plan, which was developed during the University of Phoenix academic program and was used for reflection on professional growth during student teaching. The E-Mentor will also receive a copy of the E-Mentee’s application and profile so that initial contacts are meaningful.

5. To share professional accomplishments and reflections with the E-Mentor at least one time each week.

Rationale: The E-Mentorship is a collaborative arrangement between Project REACH, the recipient, and the recipient’s district/complex and school. The E-Mentor represents Project REACH in facilitating this collaboration.

Consistent communication leads to a productive mentee-mentor relationship and results in more opportunities for professional growth. The E-Mentee can communicate successes and areas for refinement, classroom experiences, or just questions/comments with the E-Mentor in a private newsgroup during E-Mentorship year. E-Mentees will also have the opportunity to network with other E-Mentees and E-Mentors by posting and discussing original professional materials (unit/lesson plans, assessment tools, classroom management ideas, etc.) or other topics of interest in the Best-Practices newsgroup and by participating in Round-Table discussions. In addition, E-Mentees should consider archiving professional activities and accomplishments in a journal, portfolio, or other professional format in order to reflect on professional development over time.

Note: Recipients in some University of Phoenix College of Education programs can continue to use Task Stream to update the professional portfolio and develop unit/lesson plans. This free-of-charge access continues for the participants’ first two years with the University. After that, participants have the option of either maintaining their TaskStream subscription by paying a yearly membership fee directly to TaskStream or developing a personal off-line portfolio.
6. To continue personal professional growth by participating in a minimum of two professional development activities during the E-Mentorship year.

Rationale: In addition to day-to-day classroom responsibilities, E-Mentees continue to grow professionally throughout their careers. To support that effort, Project REACH will schedule several online workshops during the mentorship year. Topics may include teaching exceptional learners in high-needs environments, assessment of student learning and grading, working with parents, and classroom management.

In addition, district/complex, school, or professional organizations offer professional development activities that are also opportunities for professional growth. E-Mentees may contribute ideas from at least two of these activities in the Round-Table newsgroup as evidence of continued professional development in order to meet the above criteria.

7. To share and discuss with the E-Mentor professional accomplishments and areas for refinement as a result of formal observations/evaluations of the E-Mentee’s professional practice.

Rationale: The purpose of observation and evaluation is to support and refine professional practice. Conversations with the E-Mentor serve to complement the E-Mentee’s in-school support. Because the College of Education Program Standards and Teaching Proficiencies Evaluation have been a consistent part of the participant’s formative professional development, the E-Mentee can continue to use these standards as a basis for communication with the E-Mentor. The E-Mentee can share the Program Standards with the site administrator at the beginning of the E-Mentorship (See Website: General Materials) and use those standards as a basis for on-site dialogue. The site administrator might also want to use the Teaching Proficiencies Evaluation form to facilitate this dialogue. (See Website: General Materials.)

Note: The E-Mentee may request an optional formal observation/evaluation from Project REACH staff. The results of this observation/evaluation are shared with the E-Mentee and E-Mentor and may be shared with site administration if the E-Mentee agrees. The Teaching Proficiencies Evaluation form would be used for this observation/evaluation.

8. To complete and return all Project REACH surveys by their due dates.

Rationale: The United States Department of Education requests that the University of Phoenix Project REACH collect, analyze, and submit data that supports the grant including high-quality educators as part of No Child Left Behind. Project REACH will ask E-Mentees to provide feedback on the E-Mentorship experience. Each E-Mentee is expected to comply with requests for that feedback. Personal identities, schools, etc. will remain confidential.

9. To protect the privacy and confidentiality of all individuals.

Rationale: There are two types of newsgroups available to Project REACH participants: public and private. Participants should avoid posting any private or confidential situations/information in any public newsgroup. This includes names, addresses, phone numbers, personal
identification numbers, and personal information including student academic records and confidential reports. Matters of a personal or sensitive nature should be discussed only in the private newsgroup and even then avoiding the use of specific names or other identifying criteria.

10. To maintain appropriate tone and netiquette in all communications.

Rationale: Just as in face-to-face communication, tone and etiquette are also important on-line. Consider your "tone" in all communications. It is very easy to seem harsh or sarcastic when that is not the intent. Experience shows that even an innocent remark can be misconstrued. Please reread your communications before you post them to be sure that you have worded your message in a way that would not be seen as a personal attack. Be positive in your approach to others and diplomatic with your words.

In addition, the participant refrains from the use of any inappropriate language that is culturally sensitive, offensive, or obscene. The Project REACH Lead E-Mentor reserves the right to remove any posting that is deemed inappropriate. If inappropriate messages are sent from another program participant, notify the Project REACH Lead E-Mentor immediately.

11. To protect the integrity of the University of Phoenix and Project REACH.

Rationale: The University of Phoenix represents to the Department of Education that each E-Mentee has accomplished the expectations outlined in the Project REACH grant. In the event a participant provides misleading or false information on an application or in any communication whether public or private, Project REACH will investigate and, if necessary, block the user from continued participation in the program.

By accepting the E-Mentee in the E-Mentorship program, Project REACH agrees to:

1. Provide appropriate professional support during the mentorship year

Each E-Mentor is selected based professional credentials and experience working with beginning teachers. The E-Mentor has the interest and ability to support E-Mentee communications regarding instructional planning, implementation, and assessment; classroom management including models of student discipline, accommodating diverse learning needs, and working with parents and community.

2. Maintain the privacy and confidentiality of E-Mentee personal information and academic records.

The Project REACH E-Mentorship program will not provide participant’s personal contact information to any person, agency, or entity without prior permission.

3. Provide a safe and secure online environment.

Project REACH will make every effort to provide a safe and secure online environment where participants can discuss, reflect, seek, and learn from each other.
**Participant Opinions**

The use of E-Newsgroups results in the expression of many points of view. Participants should understand that the opinions expressed by individuals through email and on the E-Newsgroup do not necessarily represent those of the University of Phoenix or Project REACH.

**Personal Responsibility**

The content of E-Newsgroup messages is the private communication between the participating parties. It may not be shared or used as documentation for any reason, including in school memos, bulletins, or letters to parents; presentations; or personal research. Non-compliance may result in restricted access to E-Newsgroups.

**Project REACH Research**

E-Newsgroup messages may be used by Project REACH for research purposes. Identity will be changed to protect the privacy of participants. Usernames and passwords are unique and will not be shared.

**Agreement**

Project REACH participants agree to the conditions of the program policies when they post messages to the E-Newsgroup. Enforcement of the policies is the responsibility of the Project REACH Lead E-Mentor.
THE E-MENTORSHIP PROCESS: E-MENTEES

An E-Mentee is a beginning teacher who is seeking professional guidance and coaching to achieve success in the teaching professions. E-Mentees want to accept responsibility and be proactive in their professional development.

Beginning the E-Mentorship:

1. Transition from Student Teaching to Mentorship

   Individuals already accepted into Project REACH who have completed their student teaching, graduated, and are employed by a Project REACH approved high-need LEA (district/complex and school) in their area of training participate in the E-Mentorship.

   Project REACH recipients who are Emergency Certified teachers of record within an approved high-need LEA (district/complex and school) in their area of training also participate in the E-Mentorship.

2. Verification of Employment

   The recipient provides a copy (fax) of professional certification/licensure and a completed Employment Verification form to the Project REACH Student Supervisor (see Website: Mentee). The University of Phoenix Project REACH is asked to collect and report on data regarding recipients’ employment and certification/licensure as part of our annual report to the United States Department of Education regarding “high-quality” professionals (No Child Left Behind) in high-need settings. What you send us is confidential; neither your name nor any other identifying information is reported.

3. Application

   The Project REACH recipient is now called an E-Mentee. E-Mentees complete and submit to the Project REACH E-Mentorship Coordinator an application, a profile, and an E-Mentorship contract (see Website: Mentee). You are sharing your background with us and will be telling us your interests as a beginning professional.

   Project REACH staff use the responses you send us to match the E-Mentee with an E-Mentor. The E-Mentor is a carefully selected Project REACH educator and consultant with many years of professional and mentoring experience and whose background and expertise can contribute to the E-Mentee’s professional growth. The E-Mentor will receive a copy of your application and profile so that beginning communication reflects your professional interests.

   The forms must be received before an E-Mentor is assigned.

3. Preparing for E-Mentorship Communication
Because the E-Mentorship is facilitated through newsgroups, it’s important that you demonstrate that you can use Outlook Express email effectively for communication and learning. If you have been an online student, you will be familiar with these Outlook Express processes.

If you have not been an online student, review the Welcome to the University of Phoenix Online (Outlook Express) tutorial you will find on your student website. Go to the website, click on the Help link (a question mark in a box) in the upper right corner and then click on User Guide in the top bar. You will now see Welcome to the University of Phoenix Online with links that look like this:

![Welcome to University of Phoenix Online](image)

Read each of the four sections focusing on Outlook Express as a communication and learning modality rather than as a classroom site.

The next step is to subscribe to the Project REACH E-Mentorship newsgroups that you will use for the E-Mentorship Orientation. The following newsgroups are located on the candidate.phoenix.edu server.

- Online.ProjectREACH.Best-Practices
- Online.ProjectREACH.Mentee.Orientation
- Online.ProjectREACH.Mentorship.Materials
- Online.ProjectREACH.Mentorship.Q&A
- Online.ProjectREACH.Round-Table

These are public newsgroups. Their purposes are described below.

The invitation to the E-Mentorship Orientation you will receive provides several options for subscribing to these newsgroups. There is a newsgroup setup tutorial on the Project REACH website (see General E-Mentorship Materials), and Technical Support is available 24/7 if you need additional assistance. Support specialists can be reached at 1-877-832-4867.

Finally, be sure that you have virus protection software. This assures that all Project REACH users can send and receive e-mail in a protected environment.

4. E-Mentorship Orientation

The E-Mentee Orientation is a two-day asynchronous training that will help you develop your E-Mentee skills, including the use of newsgroups. Asynchronous means that you complete the training at your own time and pace during the two day training period. There are no face-to-face meetings.
The E-Mentee responds to posted threads and interacts with other E-Mentees during the two-day process. The Lead E-Mentor will be your host and facilitator for this Orientation.

5. Pairings of E-Mentee with an E-Mentor

Pairings of the E-Mentee with the E-Mentor take place once the E-Mentee has submitted evidence of certification/licensure, the Employment Verification form, and all Mentorship forms and has completed the Orientation. Certification/licensure and employment must be in the area of training and employment must be in an approved Project REACH district/complex and school.

Pairings of E-Mentee and E-Mentor will be determined by Project REACH staff. Considerations include:

- E-Mentor availability and expertise,
- Grade level/content area,
- LEA type,
- LEA demographics,
- Professional goals, and
- Professional interests

E-Mentors may have more than one E-Mentee.

Once all previous steps are completed, the Mentorship Coordinator will advise the E-Mentee of the E-Mentor pairing; and your E-Mentorship officially begins.

6. Subscribing to New Newsgroups

Private E-Mentee and E-Mentor communication takes place in a newsgroup that looks like this:

Online.ProjectREACH.Mentorship.(mentee’s last name)

You will be advised when this newsgroup is available for your initial communication.

Depending upon the number of mentees in a mentorship year, there might also be additional Best-Practices and/or Round-Table newsgroups that reflect your area of teaching (elementary, secondary, and special education). You will also be advised when and how to subscribe to these.

7. Initial Contact/Getting Acquainted

The E-Mentor will initiate the first contact. This initial contact is an opportunity to share backgrounds/common interests. Both the E-Mentee and E-Mentor should post their bios (from the Orientation) that reflect personal background and professional interests/accomplishments in the private newsgroup.
The participants communicate initial expectations and agree upon common goals and expectations for the initial phase of the relationship. The E-Mentor supports your professional goals; we focus on the E-Mentee’s interests and needs.

The E-Mentee should also provide a description of the school setting and classroom. This helps the E-Mentor understand the context in which you teach. The criteria from the Teacher Work Sample: Standard 1-Contextual Factors (see Appendix H) can be used as a guide to describe your current teaching setting.

8. Set Professional Goals

During the first weeks of the E-Mentorship, E-Mentees should discuss their professional goals and interests with their E-Mentor. The College of Education Program Standards and the Professional Growth Plan created during your program are useful in selecting beginning goals. (See Website: General E-Mentorship Materials.)

The E-Mentee and E-Mentor should also discuss topics that are most important to the E-Mentee early in the teaching experience. Topics might include how to prepare the classroom, how to welcome students and their parents, networking with other teachers, preparing the first instructional units, etc. Possible topics for discussion are listed in the E-Mentee Profile and later in this handbook. The E-Mentor will receive a copy of the completed E-Mentee application and profile to facilitate communication.

9. Define Expectations of the E-Mentorship Relationship

The E-Mentee and E-Mentor clarify roles and expectations to ensure a successful E-Mentorship relationship. The participants should understand the E-Mentorship process and the limits of the E-Mentorship relationship.

This is an appropriate point to emphasize that the E-Mentor will not arbitrate conflicts that occur in the E-Mentee’s setting including specific classroom problems, disagreements with administration requirements, etc. The E-Mentorship complements and supplements the supports that the E-Mentee has in the school setting. Because immediacy is important, the E-Mentee should refer specific issues to the site administrator or other site support staff. Later, the E-Mentee can dialogue with the E-Mentor in a private E-Mentee/E-Mentor newsgroup on professional considerations inherent in the issue and how the issue was resolved.

10. Plan Communication

While the vehicle for communication is the asynchronous online newsgroup, both the E-Mentor and E-Mentee should agree on best times for weekly communication. The E-Mentor and E-Mentee discuss personal schedules and availabilities that accommodate both participants. It is important to build in flexibility but also ensure accountability. All communication should take place within the appropriate newsgroup.

During the E-Mentorship, the E-Mentee:
Communicates with the E-Mentor weekly including sharing your professional goals, describing your professional accomplishments/areas you would like to refine, and discussing areas of interest. Discussions might focus on your experiences, questions you might have, reflection on your professional growth, etc.

Shares best practices with colleagues in the Best-Practices newsgroup.

Participates in Best-Practices and Round-Table newsgroup discussions.

Participates in two (2) professional development activities during the E-Mentorship year. These might be Project REACH workshops, workshops sponsored by your LEA (district/complex), school, or professional conference workshops you attend.

Complete E-Mentorship surveys as requested.

Here are some ideas for discussion:

1. Share successes/setbacks and ask for feedback

   Teachers experience many daily successes and also some setbacks. Communicate these privately with your E-Mentor. This is an opportunity to receive validation for what works and make refinements that enhance your professional practice.

   In addition, school administrators and/or on-site mentors support beginning teachers by visiting their classrooms frequently and by observing planned lessons. Both the informal and formal visits allow the beginning teacher to identify both strengths and areas for refinement. These visits also provide opportunities for E-Mentee/E-Mentor dialogue.

   Use the Elementary/Secondary Education or Special Education Proficiencies criteria form (see Website: General E-mentorship Materials) to reflect on your own accomplishments. You might also have your school administrator complete the form after one formal observation and send it to your E-Mentor; or as an option, the E-Mentee can request a visit and observation by Project REACH staff.

   Please remember that the E-Mentor or Project REACH staff does not arbitrate school issues. These should be discussed with your on-site school support team.

2. Share personal reflections and artifacts

   Effective teachers consistently reflect on their professional practices. This can be facilitated in the E-Mentee and E-Mentor relationship.

   One way to reflect is by archiving professional activities and accomplishments in a journal, portfolio, or other professional format. Include reflections on your goals, instructional practices; classroom management; interactions with students, parents, and community; and school activities. Choose lessons, classroom management tools, or other original materials (artifacts) that represent your professional skills. Then you can send artifacts to your E-Mentor and or post them in the Best-Practices newsgroup to share with both E-Mentees and E-Mentors.
By archiving professional activities, reflections, and accomplishments, you will have artifacts that will demonstrate your professional growth over time and reflections you will enjoy rereading later in your career.

3. Shares best practices

During the E-Mentorship year, the E-Mentee will have access to a public Project REACH Best-Practices newsgroup. Through the Best-Practices newsgroup, the E-Mentee joins others in creating a network of best practices for beginning teachers who are searching for good ideas and effective methods.

This is the E-Mentee’s opportunity to share best practices like lesson plans, classroom management tools, learning center/bulletin board ideas, classroom newsletters, links to professional websites, etc., discuss their development and use, and receive feedback from other E-Mentees and E-Mentors.

E-Mentees can also share professional experiences like participation in education conferences, district curriculum development or other committee participation, presentations at a faculty meeting, professional recognition, etc.

4. Participate in Round-Table discussions

Each E-Mentee should also share his/her personal autobiography in this newsgroup.. This is a good way to meet other professionals and share common interests.

Have questions about pedagogy, grants, accountability issues, professional organizations, or national standards? The Round-Table newsgroup is a public forum to discuss these and other professional topics of interest to you. The Lead E-Mentor will post starter threads on various topics related to teaching in a high-need setting.

5. Participate in professional development activities

Professional growth continues throughout your professional career. Therefore, each E-Mentee is expected to participate in at least two workshops during the E-Mentorship year.

One way that E-Mentees can demonstrate their professional growth is by participating in workshops, seminars, etc. offered by the E-Mentee’s own LEA (district/complex) or school. The E-Mentee can share participation in those workshops, seminars, etc. by posting the seminar agenda or a brief summary of the activity in the Round-Table newsgroup. This opens up opportunities for you to dialogue with other participants on what you are learning, how you are applying concepts/skills in your own classroom, and whether the new concepts/skills are making a difference in your own setting.

A second way to develop additional professional competencies is by participating in Project REACH online workshops and various other E-Mentorship focused activities. Planned workshops include working with special populations, assessment of student learning, conferring with parents, and managing difficult students’ behaviors.
Finally, many professional organizations sponsor conferences throughout the year. Again, share your experiences and workshop content(s) in the Round-Table newsgroup.

Reflection and Evaluation

1. Personal Reflection

   One of the attributes of the effective teacher is the ability to reflect on day-to-day instructional and classroom management practices and interactions between the teacher and students, parents, peers, and other school and district staff. Your continued participation in the E-Mentorship newsgroups will provide opportunities for you to engage in this reflection.

2. Evaluate the Effectiveness of the E-Mentee and E-Mentor Relationship

   The E-Mentorship relationship evolves over time. Initial needs give way to insights and issues. Participants continue to address the changing status of the E-Mentee/E-Mentor relationship by evaluating the relationship and determine new goals, priorities, etc. throughout the E-Mentorship year.

3. Ask the Lead E-Mentor

   Visit with the Lead E-Mentor to discuss policies and procedures related to the E-Mentorship. Have a suggestion for a professional development activity? Contact the Lead E-Mentor in the Project REACH Q and A newsgroup.

4. Project REACH Evaluation

   E-Mentees agree to complete a mid E-Mentorship and a final E-Mentorship survey (see Website: Mentees) as part of the E-Mentorship experience. The purpose of these surveys is to identify E-Mentorship strengths and areas for refinement so that each year our model becomes better and better.
Recipient is completely certified/licensed and IS a
Recipient completes state requirements for certification/licensure and faxes
Recipient Graduates (Project REACH requests recipient to complete
Recipient receives E-Mentorship welcome letter and accesses E-Mentors
Recipient has one year after graduation to obtain full certification and teach area of training or will repay grant funds (See Project REACH web
Recipient notifies Project REACH Student Supervisor
Project REACH E-Ment
Timeline
Recipient is paired with an E-Mentor; recipient resets newsgroups for E-Mentorship
Recipient participates in at least one professional group.
Recipient continues to reflect on professional growth.
Recipient continues weekly discussions with E-Mentor and colleagues.

Month 5: Recipient completes the mid-term evaluation.

Months 6-10:
Recipient participates in at least one professional group.
Recipient continues to reflect on professional growth.
Recipient continues weekly discussions with E-Mentor and colleagues.

Month 10:
Recipient completes final E-Mentor evaluation.

Months 2-10:
Recipient reflects on and shares at least one site observation.
Recipient contacts Lead E-Mentor as needed (private meetings).
E-MENTORSHIP GOALS AND OBJECTIVES: E-MENTEE

Goal 1: To establish effective E-Mentee communication.

Objective 1: The E-Mentee will demonstrate effective E-technology competencies.

Objective 2: The E-Mentee will share professional background/personal interests with the Lead E-Mentor and E-Mentor.

Objective 3: The E-Mentee will communicate with the E-Mentor weekly.

Objective 4: The E-Mentee will network with other Project REACH professionals.

Objective 5: The E-Mentee will request guidance and support from the Lead E-Mentor.

Goal 2: To increase opportunities for professional support.

Objective 1: The E-Mentee will complete a profile indicating an interest in professional support.

Objective 2: The E-Mentee will communicate areas of strength.

Objective 3: The E-Mentee will communicate areas for refinement.

Objective 4: The E-Mentee will communicate interest in professional growth opportunities.

Goal 3: To increase opportunities for professional growth.

Objective 1: The E-Mentee will use the College of Education Program Standards to identify areas for short-term and long-term professional development.

Objective 2: The E-Mentee will self evaluate and reflect on professional practices.

Objective 3: The E-Mentee will describe his/her specific accomplishments with high-needs populations.

Objective 4: The E-Mentee will identify strengths and areas for refinement from both informal and formal evaluations of professional practice.

Objective 5: The E-Mentee will participate in opportunities to share best practices and receive assistance in Project REACH newsgroups.

Objective 6: The E-Mentee will access and use online resources to support classroom activities.

Goal 4: The E-Mentee will demonstrate interest in the profession of teaching as a long-term career.
Objective 1: The E-Mentee will identify accomplishments during the mentorship.

Objective 2: The E-Mentee will archive professional artifacts that demonstrate professional competencies/ accomplishments during the E-Mentorship year.

Objective 3: The E-Mentee will formulate both long range and short range goals at the end of the first year.

Objective 4: The E-Mentee will state a desire to continue working with high-needs populations.
THE E-MENTOR CADRE

Project REACH E-Mentors are experienced, knowledgeable, and highly successful educators who are committed to assisting others to acquire the skills necessary to be a capable teacher in a high-need LEA. The E-Mentors are reflective individuals who possess the necessary people skills to help beginning teachers grow professionally. The Project REACH E-Mentors understand that commitment, availability, professional competence, and sensitivity are the key ingredients in a successful E-Mentorship program. The pool of potential Project REACH E-Mentors will come from the ranks of the following:

**Teachers/Educators:** Working or retired teachers who have experience, knowledge, expertise, and insight in the field of education and would like to share their talents in an E-Mentorship relationship with a beginning Project REACH teacher.

**Administrators:** Working or retired school administrators who would like to share their expertise and knowledge with a Project REACH participant in an E-Mentorship relationship.
CHARACTERISTICS OF EFFECTIVE E-MENTORS

Willingness to be a role model for other professionals

Is an advisor, teacher, confidant, and friend

Committed to the teaching profession

Committed to lifelong learning

Takes a personal interest in others

Is willing to “give away” knowledge and skills obtained from years of experience

Reflective

Ability to share information and ideas

Flexible

Open-minded

Enjoys new challenges

Can facilitate problem solving

Asks questions that prompt reflection

Offers suggestions in a productive manner

Is enthusiastic about teaching

Respects privacy and confidentiality

Has confidence in his/her professional skills

Can maintain a trusting professional relationship

Sees the E-Mentee’s potential

Sensitive and empathetic

Patient
Easily establishes rapport with others

Sees themselves as an equal among colleagues and those they mentor

Has high expectations for self and others
E-MENTOR ROLES AND RESPONSIBILITIES

Take a leadership role by initiating conversations, raising issues

Help the E-Mentee set professional goals

Provide substantive feedback including alternate perspectives

Discuss personal classroom experiences

Assist the E-Mentee with time management

Ask probing questions

Create discussions based on topics of interest

Reflect about professional practice changes and improvements

Offer to collaborate on unit/lesson planning and other classroom activities

Share instructional and classroom management resources

Assist the E-Mentee with classroom management.

Question and learn from other online participants

Share examples of best practices

Share alternate strategies for students with diverse/exceptional learning needs

Dialogue with other E-Mentors and E-Mentees

Evaluate accomplishment of E-Mentor goals
The following selection criteria, outlined by Project REACH may include, but are not limited to, the following:

- Current educator credentials
- Three letters of recommendation
- A history of above average performance evaluations
- Demonstrated excellence in working effectively with adult learners
- Recognition as an above average educator who maintains positive peer relations
- Demonstrated sensitivity to the viewpoints of others
- Successful work experience as a professional educator
- An understanding of first year teacher development
- Demonstrated willingness to be an active and open learner
- Ability to share instructional ideas and materials with first year teachers
- Effective interpersonal, computer, and collaborative skills
- Demonstrated competence in social and public relations skills
- Commitment to the teaching profession and the personal growth of first year teachers
- The completion of E-Mentor training
THE E-MENTORSHIP PROCESS: E-MENTORS

An E-Mentor is a professional in the field of education who can coach, teach, guide, advise, and motivate a first year teacher to achieve his/her goals. E-Mentors offer their time and willingly share their knowledge by entering a relationship with an E-Mentee seeking a professional development opportunity.

The E-Mentor makes a one year commitment to Project REACH and the E-Mentee. The year might be one school year or parts of two sequential school years. E-Mentors should understand that commitment and reasonably expect to fulfill that commitment before making a formal application.

Beginning the E-Mentorship Process:

1. Application

   An educator who desires to become an E-Mentor completes an application, a profile, and a contract (see Website: Mentors). The Project REACH Mentorship Coordinator reviews the application based on specific selection criteria and adds the individual’s name to the cadre of Project REACH E-Mentors once the E-Mentor orientation is completed. The E-Mentor receives a stipend of $500.00 per E-Mentee for the E-Mentorship year.

   At the time of payment, tax withholding information for active University of Phoenix ground and/or online faculty is used. An E-Mentor who is not active faculty should complete a W-9 tax form (see Website: Mentors) when applying to be a cadre member. (The W-9 form with an original signature is required.)

2. Outlook Express Tutorial/Newsgroup Setup

   Because the E-Mentorship is facilitated through newsgroups, it’s important that you demonstrate that you can use Outlook Express email effectively for communication and learning. If you have been Online/FlexNet faculty, you will be familiar with these Outlook Express processes.

   If you have not been Online/FlexNet faculty, review the Welcome to the University of Phoenix Online (Outlook Express) tutorial you will find on your faculty website. Go to the website, click on the Help link (a question mark in a box) in the upper right corner and then click on User Guide in the top bar. You will now see Welcome to the University of Phoenix Online with links that look like this:
Read each of the four sections focusing on Outlook Express as a communication and learning modality rather than as a classroom site.

The next step is to subscribe to the Project REACH E-Mentorship newsgroups that you will use for the E-Mentorship Orientation. The following newsgroups are located on the candidate.phoenix.edu server.

- Online.ProjectREACH.Best-Practices
- Online.ProjectREACH.Mentor.Orientation
- Online.ProjectREACH.Materials
- Online.ProjectREACH.Q&A
- Online.ProjectREACH.Round-Table

These are public newsgroups. Their purposes are described below.

The invitation to the E-Mentorship Orientation you will receive provides several options for subscribing to these newsgroups. There is a newsgroup setup tutorial on the Project REACH website (see General E-Mentorship Materials), and Technical Support is available 24/7 if you need additional assistance. Support specialists can be reached at 1-800-800-3493.

Finally, be sure that you have virus protection software. This assures that all Project REACH users can send and receive e-mail in a protected environment.

3. E-Mentorship Orientation

   The E-Mentor Orientation is a two-day asynchronous training that will help you develop your E-Mentor skills, including the use of newsgroups. Asynchronous means that you complete the training at your own time and pace during the two day training period. There are no face-to-face meetings.

   The E-Mentor is expected to respond to the posted threads and interact with other E-Mentors during the two-day process. The Lead E-Mentor will be your host and facilitator for this Orientation.

4. Pairings of E-Mentor with an E-Mentee

   As students graduate from their programs and become eligible for the E-Mentorship, Project REACH staff will pair an E-Mentor with an E-Mentee based upon the following considerations:

   - E-Mentor availability and expertise
   - Grade level/content area experience
   - LEA type
LEA demographics
Areas of interest matched with E-Mentee profile
Demonstrated experience in either mentorship or other professional support roles.

An E-Mentor may have more than one E-Mentee at a time. By accepting more than one E-Mentee, the E-Mentor is assuring Project REACH that the E-Mentor has sufficient time for appropriate E-Mentee guidance and support during the E-Mentorship year. (Note: Because of the compensation the E-Mentor receives, mentoring for University of Phoenix full or part-time staff is in addition to the normal work schedule.)

Once the E-Mentorship orientation is completed, the Lead E-Mentor will advise the E-Mentor of the assigned E-Mentee.

5. Resetting Newsgroups

Private E-Mentee and E-Mentor communication takes place in a newsgroup that looks like this:

Online.ProjectREACH.Mentorship.(date of mentorship group).(mentee’s last name)

You will be advised when this newsgroup is available for your initial communication.

Depending upon the number of mentees in a mentorship year, there might also be additional Best-Practices and/or Round-Table newsgroups that reflect your area of teaching (elementary, secondary, and special education). You will also be advised when and how to subscribe to these.

6. Initial Contact/Getting Acquainted

The E-Mentor will make the initial contact with the E-Mentee in the private E-Mentee newsgroup (identified with the E-Mentee’s last name) within one week following notification of the pairing. This initial contact is an opportunity to provide additional contact information and share backgrounds/common interests. Both the E-Mentee and E-Mentor should post their bios (from the Orientation) that reflect personal background and professional interests/accomplishments in the private newsgroup.

The E-Mentor communicates initial expectations, and both the E-Mentor and E-Mentee agree upon common goals and expectations for the initial phase of the relationship. The E-Mentor supports the E-mentee’s professional goals; we focus on the E-Mentee’s interests and needs. This is an opportunity for the E-Mentor to informally assess the E-Mentee’s confidence as a teacher and anticipate the stage of formal professional goals the E-Mentee will share in the next step in the E-Mentorship relationship.

Finally, the E-Mentor requests a description of the school setting and classroom. The criteria from the Teacher Work Sample: Standard 1-Contextual Factors (see Website: General mentorship Materials) can be used as a guide to describe the teaching setting.
NOTE: While most E-Mentees will be first year teachers, some will have had teaching, substituting, or paraprofessional experiences prior to the beginning of the E-Mentorship.

7. Set Professional Goals

During the first weeks of the E-Mentorship, the E-Mentor and E-Mentee should discuss the E-Mentee’s professional goals and interests for the E-Mentorship year. The College of Education Program Standards and the Professional Growth Plan (see Website: General Mentorship Materials) developed during the academic program and implemented during student teaching are useful in selecting beginning goals.

The E-Mentee and E-Mentor should also discuss topics that are most important to the E-Mentee early in the teaching experience. Most beginning teachers will want practical information first. Then goals evolve into the basic structures and application of instruction and classroom management. Finally, the focus shifts to a deeper understanding of students, instructional processes that match student needs, managing difficult behaviors, etc. E-Mentees with previous professional experience will set goals at various stages of professional development.

Topics might include how to prepare the classroom, how to welcome students and their parents, networking with other teachers, preparing the first instructional units, etc. Possible topics for discussion are listed in the E-Mentee Profile and later in this handbook. The E-Mentor will receive a copy of the completed E-Mentee application and profile to facilitate communication.

The E-Mentor will need to determine what the focus of goals should be and when to restructure goals to reach higher levels of professional competency. The content of discussion should consider the student population, their families, and community goals as they relate to professional growth.

8. Define Expectations of the E-Mentorship Relationship

The E-Mentor and E-Mentee clarify roles and expectations to ensure a successful E-Mentorship relationship. The participants should understand the E-Mentorship process and the limits of the E-Mentorship relationship.

This is an appropriate point to emphasize that the E-Mentor should not arbitrate conflicts that occur in the E-Mentee’s setting including specific classroom problems, disagreements with administration requirements, etc. Because immediacy is important, the E-Mentee should refer specific issues to the site administrator or other site support staff. Later, the E-Mentor can dialogue with the E-Mentee in a private E-Mentee/E-Mentor newsgroup on professional considerations inherent in the issue and how the issue was resolved.

9. Plan Communication

While the vehicle for communication is the asynchronous online newsgroup, both the E-Mentor and E-Mentee should agree on best times for weekly communication. The E-Mentor and
E-Mentee discuss personal schedules and availabilities that accommodate both participants. It is important to build in flexibility but also ensure accountability. All communication should take place within the appropriate newsgroup.

**During the E-Mentorship, the E-Mentor:**

1. **Provides E-Mentee Support, Guidance, and Feedback**

   Teachers experience many daily successes and also some setbacks. We expect that the E-Mentee will communicate these privately with the E-Mentor. This is an opportunity for the E-Mentor to validate for what works and make suggestions for refinements that enhance the E-Mentee’s professional practice.

   In addition, school administrators and/or on-site mentors support beginning teachers by visiting their classrooms frequently and by observing planned lessons. Both the informal and formal visits allow the beginning teacher to identify both strengths and areas for refinement.

   These visits also provide opportunities for E-Mentor/E-Mentee dialogue. E-Mentees should share both their accomplishments and any setbacks with the E-Mentor as they reflect on their professional goals. As an option, the E-Mentee can also request a visit and observation by Project REACH staff.

   While the role of the E-Mentor is to support the E-Mentee, the E-Mentor should avoid the perception of arbitrating issues regarding professional performance. The E-Mentorship should focus on professional goals and opportunities for professional development. The Project REACH E-Mentorship complements-supplements on-site E-Mentee support (by the school’s administration, mentor, lead teacher, etc.)

   Generally, the E-Mentee should feel that communication with the E-Mentor is private and protected. However, the E-Mentor might suggest that an issue or concern be shared with site staff. This should be discussed with the E-Mentee first with the suggestion that the E-Mentee share the concern directly. With E-Mentee approval, the E-Mentor can communicate E-Mentorship discussions and experiences with the school team for the purpose of on-site support. **However, the E-Mentor should contact the Lead E-Mentor privately to discuss any special circumstances or sensitive issues before communicating with school personnel.**

2. **Validate Personal Reflections and Professional Competencies**

   Effective teachers consistently reflect on their professional practices. This can be facilitated in the E-Mentor and E-Mentee relationship.

   Encourage the E-Mentee to archive activities, materials, reflections, etc. that demonstrate professional competencies and growth that can become the basis for weekly communication during the mentorship year. The E-Mentee can keep a journal, a portfolio, etc. Artifacts/topics for reflection might include instructional practices, classroom management, interactions with parents/community, and school activities.
3. Supports Best Practices

During the E-Mentorship year, the E-Mentee will participate in a variety of public Project REACH newsgroups.

Through the Best-Practices newsgroup, the E-Mentee joins others in creating a network of best practices for beginning teachers who are searching for good ideas and effective methods. This is the E-Mentee’s opportunity to share best practices like lesson plans, classroom management tools, etc., discuss their development and use, and receive feedback from other E-Mentees and E-Mentors. E-Mentees can also share personal accomplishments, participation in conferences, and other professional activities.

In the Round-Table newsgroup, E-Mentees can ask questions about pedagogy, grants, accountability issues, professional organizations, national standards, or any other current education topic. Both E-Mentors and E-Mentees will be posting a short autobiography in that newsgroup.

While most of the E-Mentor/E-Mentee discussion will take place in the private E-Mentee newsgroup, the E-Mentor should also participate in the public newsgroups several times each month.

4. Helps E-Mentee Apply E-Mentorship Workshop and Focused Activities Content

The E-Mentee’s professional growth continues throughout their professional careers. One way that E-Mentees can demonstrate their professional growth is by participating in workshops, seminars, etc. offered by the E-Mentee’s own LEA (district/complex) or school. The E-Mentee can share participation in those workshops, seminars, etc. by posting the seminar agenda or a brief summary of the activity in the Round-Table newsgroup. This opens up opportunities for dialogue with participants on what they are learning, how they are applying concepts/skills in their own classrooms, and whether the new concepts/skills are making a difference in their settings.

A second way E-Mentees can develop additional professional competencies is by participating in Project REACH online workshops and various other E-Mentorship focused activities. Planned workshops include working with special populations, assessment of student learning, conferring with parents, and managing difficult students’ behaviors.

Each E-Mentee is expected to participate in at least two workshops during the E-Mentorship year. The E-Mentor should help the E-Mentee apply workshop content in the E-Mentee’s setting.

Reflection and Evaluation
1. Personal Reflection

One of the attributes of the effective teacher is the ability to reflect on day-to-day instructional and classroom management practices and interactions between the teacher and students, parents, peers, and other school and district staff. The E-Mentor should encourage the E-Mentee to reflect on effective or not so effective instructional and classroom management practices, events, anecdotes, and specific conversations in the private newsgroup.

2. Evaluate the Effectiveness of the E-Mentee and E-Mentor Relationship

The E-Mentorship relationship evolves over time. Initial needs give way to insights and issues. Participants will need to address the changing status of the relationship by evaluating the relationship and determine a new course of action, if necessary.

3. Ask the Lead E-Mentor

Visit with the Lead E-Mentor to discuss policies and procedures related to the E-Mentorship. Have a suggestion for a professional development activity? Contact the Lead E-Mentor in the Project REACH Q and A newsgroup.

4. Project REACH Evaluation

E-Mentors agree to complete a mid E-Mentorship and a final E-Mentorship survey (see Website: Mentors) as part of the E-Mentorship experience. The purpose of these surveys is to identify E-Mentorship strengths and areas for refinement so that each year our model becomes better and better.
**E-MENTORSHIP GOALS AND OBJECTIVES: E-MENTOR**

**Goal 1: To establish effective E-Mentor communication.**

Objective 1: The E-Mentor will demonstrate effective E-technology competencies.

Objective 2: The E-Mentor will initiate contact with the E-Mentee.

Objective 3: The E-Mentor and E-Mentee will share professional background/personal interests.

Objective 4: The E-Mentor and E-Mentee will communicate weekly.

Objective 5: The E-Mentor will respond to E-Mentee comments or questions within 48 hours.

Objective 6: The E-Mentor and E-Mentee will network with other Project REACH professionals.

Objective 7: The E-Mentor and E-Mentee will receive guidance and support from the Lead E-Mentor.

**Goal 2: To increase opportunities for E-Mentee professional support.**

Objective 1: The E-Mentor will complete a profile indicating areas of interest in providing professional support.

Objective 2: The E-Mentor will communicate E-Mentee’s areas of strength.

Objective 3: The E-Mentor will communicate E-Mentee’s areas for refinement.

Objective 4: The E-Mentor will communicate opportunities for the E-Mentee’s professional growth.

**Goal 3: To increase opportunities for E-Mentee professional growth.**

Objective 1: The E-Mentor will use the College of Education Program Standards to identify areas for the E-Mentee’s short-term and long-term professional development.

Objective 2: The E-Mentor will provide opportunities for the E-Mentee to self evaluate and reflect on professional practices.

Objective 3: The E-Mentor will provide opportunities for the E-Mentee to describe his/her specific accomplishments with high-needs populations.

Objective 4: The E-Mentor will provide opportunities for the E-Mentee to identify strengths and areas for refinement from both informal and formal evaluations of professional practice.

Objective 5: The E-Mentor will suggest opportunities for the E-Mentee to share best practices and receive assistance in Project REACH newsgroups.
Objective 6: The E-Mentor will share resources that support the E-Mentee’s professional practice.

**Goal 4: The E-Mentor will support the E-Mentee’s interest in the profession of teaching as a long-term career.**

Objective 1: The E-Mentor will identify E-Mentee accomplishments during the E-Mentorship.

Objective 2: The E-Mentor will describe effective professional competencies in the E-Mentee’s professional portfolio artifacts.

Objective 3: The E-Mentor will assist the E-Mentee in formulating both long range and short range goals at the end of the first year.

Objective 4: The E-Mentor will support the E-Mentee in his/her desire to continue working with high-needs populations.
E-MENTORSHIP TECHNOLOGY

The Project REACH E-Mentorship program is an online web based system that is designed to facilitate E-Mentor communication with the E-Mentee and other E-Mentorship participants. The Lead E-Mentor creates newsgroups, registers participants as users of the E-Mentorship system, trains participants in the use of the newsgroups, facilitates online interaction, and monitors appropriate online interaction.

The E-Mentor has access to all University of Phoenix web-based sites including both the faculty website and the Project REACH website [www.uopx.com/projectreach](http://www.uopx.com/projectreach). Resources needed for the E-Mentorship can be found on the Project REACH website.

E-Mentors are expected to maintain the technology requirements stated in the University of Phoenix technology agreement signed at the beginning of faculty orientation. This includes virus protection. Each E-Mentor has a University of Phoenix e-mail address and will have a University of Phoenix newsgroup account on the candidate/phoenix.edu server.

Project REACH provides the following:

- Connectivity to a secure, protected electronic environment
- Password protection
- Confidentiality of the participant’s personal information.
- A private E-Mentee/E-Mentor newsgroup
- Access to a variety of other newsgroups that support the E-Mentorship program
- A dedicated Project REACH website
- Access to 24/7 Faculty Technical Support (1-800-800-3493)

E-Mentorship discussions reside within the E-Newsgroups. The Project REACH Lead E-Mentor will create the E-Mentorship newsgroups, which are then accessed by subscribing through Outlook Express on the candidate.phoenix.edu server. There are newsgroups for the E-Mentorship orientation and also newsgroups for the E-Mentorship year. Technical Support assists E-Mentors in setting up/configuring Outlook Express, setting up the newsgroup server account, and subscribing to the Project REACH newsgroups that follow:

- Orientation newsgroup: Online.ProjectREACH.Mentor.Orientation
E-Mentors learn about E-Mentorship newsgroups and participate in a discussion of E-Mentorship policies/procedures with other E-Mentors and with the Lead E-Mentor. The E-Mentorship begins once the orientation is completed and all documents/forms have been received.

- **Mentorship newsgroup: Online.ProjectREACH.Mentorship.(date of the mentorship group).(mentee’s last name)**
  - This is a private E-Mentor and E-Mentee newsgroup for weekly communication and discussion during the E-Mentorship year.
  - The E-Mentee posts professional goals, comments/questions, and professional materials that will be shared privately with the E-Mentor. These might include archived materials/reflections, anecdotal experiences; successes/areas for refinement based on informal/formal observations, etc.

- **Orientation newsgroup: Online.ProjectREACH.Best Practices**
  - **Mentorship newsgroup: Online.ProjectREACH.Best-Practices.(area of instruction/mentorship group)**
    - This is a public newsgroup. Best-Practices newsgroups are identified by level of instruction (elementary, secondary, etc.) and the date of the mentorship group. Subscribe to the newsgroup that matches your area of instruction and your group.
    - E-Mentees and E-Mentors post effective lessons/best practices, instructional materials, classroom management ideas, links to professional websites, or any other materials to be shared publicly for open E-Mentee and E-Mentor discussion.
    - E-Mentees and E-Mentors share professional experiences like participation in education conferences, district curriculum development or other committee participation, presentations at meetings, professional recognition, etc.

- **Orientation newsgroup: Online.ProjectREACH.Round-Table**
  - **Mentorship newsgroup: Online.ProjectREACH.Round-Table.(area of instruction/mentorship group)**
    - This is a public newsgroup. Round-Table newsgroups are identified by level of instruction (elementary, secondary, etc.) and the date of the mentorship group. Subscribe to the newsgroup that matches your area of instruction and your group.
    - E-Mentees and E-Mentors post a short autobiography to introduce their backgrounds/professional experiences to other E-Mentees.
    - E-Mentees and E-Mentors ask questions about pedagogy, grants, accountability issues, professional organizations, national standards, or any other professional topic that can be discussed in a public forum. This newsgroup provides an opportunity to
debate and discuss current theoretical, conceptual, and political issues affecting education.

- Orientation newsgroup: Online.ProjectREACH.Materials
- Mentorship newsgroup: Online.ProjectREACH.Mentorship.Materials

- This is a public newsgroup. All materials needed by Project REACH E-Mentorship participants are located in this newsgroup. These include materials that were posted during the orientation and additional materials needed during the mentorship year. Examples of materials found in this newsgroup include the E-Mentorship Handbook, College of Education Program Standards; College of Education Teaching Proficiency Evaluations; the Project REACH E-Mentorship Surveys, and various forms that you might find useful. These materials are also available on the Project REACH website.

- Orientation newsgroup: Online.ProjectREACH.Q&A
- Mentorship newsgroup: Online.ProjectREACH.Mentorship.(date of the mentorship group).Q&A

- This is a write-only/private newsgroup.

- Ask the Lead E-Mentor questions regarding the E-Mentorship.

- Suggest topics for workshops or other E-Mentorship activities.

- Used for messages which require a response within 24 hours

Only the subject appears in the newsgroup. You will receive a private written acknowledgement/response in your personal inbox.

- Mentorship newsgroup: Online.ProjectREACH.Workshop.Team-(team letter)

- These Project REACH Professional Development Workshops are public newsgroups.

- Several times during the E-Mentorship year, the Lead E-Mentor will facilitate online workshops that are focused on various professional topics. You will be notified of these and will subscribe to the appropriate newsgroup at that time. The Lead E-Mentor will also consider additional newsgroups and workshops at the suggestion of E-Mentorship participants.

- The E-Mentee is required to participate in two workshops during the E-Mentorship year. You will be notified of these and can subscribe to the appropriate newsgroup at that time. While your participation is not required, your participation will help support your E-Mentee’s learning and later application.
Because immediacy is important when school issues develop, day-to-day classroom problems/concerns are best discussed with a site-based school administrator. The purpose of each newsgroup is professional development and insight, not arbitration of site problems.

Each E-Mentor will be trained to use the newsgroups during the E-Mentorship Orientation. Here are a few reminders:

- Each message that you originate begins a thread. The subject line of that message should clearly and briefly describe the message text.

- Respond to messages by clicking **Reply Group** if you want any E-Mentee participation. Click **Reply** if you are responding only to the individual who posted the original message.

- Any message that contains names or private/confidential issues should be shared only with the E-Mentor. The Project REACH Lead E-Mentor will enforce a policy of privacy and confidentiality.

- University of Phoenix Faculty Technical Support is available to Project REACH E-Mentors with technological issues (1-800-800-3493).

**Newsgroup User Feedback**

Project REACH wants to ensure a positive virtual mentorship experience. In an effort to ensure this the Project REACH Lead E-Mentor would appreciate your cooperation in identifying problems. After you contact Technical Support to report a problem navigating in the Project REACH E-Mentorship newsgroups, please email the problem, the time it occurred and whether it has been resolved to the Lead E-Mentor. Participants who recognize, report, and offer suggestions are part of the solution, which gives Project REACH the opportunity to offer a superior service to E-participants.
ESTABLISHING AN E-RELATIONSHIP

E-Mentoring can be defined as an active and sincere effort designed to develop the full potential of an individual through the sharing of knowledge, skills, and organizational insight through a sustained relationship between two people.

E-Mentorship can be a rewarding experience for everyone. E-Mentors have the opportunity to see their E-Mentees grow in confidence, mature in the profession, and thrive in a high need LEA classroom with students who have many unmet needs.

Strong leadership is essential to the success of the program. The Lead E-Mentor and the E-Mentors must be able to draw participants into the group so that they feel comfortable and secure and are allowed to develop personal and professional connections. The Lead E-Mentor and the E-Mentors must be able to promote the sense of belonging to a network of professional educators.

Frequency and quality of the interactions are keys to developing the feeling of belonging. Feedback and affirmation from the Lead E-Mentor, E-Mentors and all Project REACH participants are significant for the success of the program.
WHAT E-MENTEES WANT FROM THEIR E-MENTORS

❖ Suggestions and ideas
  ❖ Information on opportunities available
  ❖ Availability
  ❖ Honest discussion about tough topics and sensitive issues
  ❖ Insight to career paths
  ❖ Encouragement and support
  ❖ Honesty
  ❖ Accurate information and advice
    ❖ Help with their professional goals.
    ❖ Help in creating a professional development plan
  ❖ Accurate information and advice
    ❖ An overview of what to expect as a teaching professional
    ❖ Help in defining and reaching goals
  ❖ Guidance
    ❖ An honest assessment of their qualities
    ❖ Assistance in making good choices and decisions
    ❖ The benefit of the E-Mentor’s experience and knowledge
  ❖ Help developing a network
WHAT E-MENTORS WANT FROM THEIR E-MENTEES

- Excitement and enthusiasm
- Honest and open communication
- Frequent communication
- Self-directed learning
- Focus on student accomplishments
- Application of concepts and skills in classroom practice
- Reflection
- Professionalism
TOPICS FOR E-MENTOR/E-MENTEE COMMUNICATION

✓ Beginning the school year
✓ Fitting in with veteran faculty
✓ Classroom management
✓ Creating a student-centered learning environment
✓ Time management
✓ Grading papers
✓ Planning instruction
✓ Implementing instruction
✓ Evaluating instruction
✓ Managing difficult students
✓ Conferring with parents
✓ Motivating students
✓ Issues in education
✓ Parent involvement
✓ Working smarter, not harder
✓ Other areas of interest
WHAT YOU CAN EXPECT FROM THE PROJECT REACH
MENTORSHIP COORDINATOR/LEAD E-MENTOR

- Coordination of E-Mentorship processes
- Project REACH E-Mentorship program materials and other resources
- Coordination of online newsgroups
- Development and facilitation of professional practices workshops
- Participation in public newsgroups
- Timely responses to specific questions and concerns raised by Project REACH participants
- Monitoring and facilitation of online interaction
- Enforcement of E-Newsgroup policy
- Opportunities for program participants to share their E-Mentorship experiences and suggest changes/modifications
- Ongoing evaluation of E-Mentorship effectiveness
- Question and learn from online colleagues
The E-Mentorship takes place within a password-protected environment in Project REACH newsgroups and on the Project REACH website located at
http://www.uopx.com/projectreach

Project REACH is committed to protecting the privacy of our users and making our online program safe and helpful. However, the open and relatively anonymous nature of the Internet prevents us from guarding against every possible abuse of the system. Project REACH requires proof of identity before an individual can participate as an E-Mentor/E-Mentee.

In order to promote open and honest communication, the E-Mentee must be able to trust the E-Mentorship process. The E-Mentor and other Project REACH staff will not disclose discussions that take place within the virtual environment with individuals unrelated to Project REACH. The E-Mentee understands that the school administration and/or site mentor are part of the E-Mentorship team and that after discussion with the E-Mentee, the E-Mentor can communicate E-Mentorship discussions and experiences with the school team for the purpose of on-site support.

No system is foolproof and there is no way to verify profile or identification details. If a participant suspects that a person is not being truthful about their identity or experience, please stop the correspondence and inform Project REACH Lead E-Mentor. Project REACH will investigate, and reserves the right to deactivate the profile of any participant suspected of abusing the system. The privacy and safety of each user ultimately rests each participant’s hands. Always use common sense when establishing relationships on the Internet, including Project REACH.
GLOSSARY

E-Mentee: The Project REACH participant during the first year following graduation as lead teacher/teacher of record.

E-Mentor: A Project REACH consultant who can support the E-Mentee during the first year of teaching and whose background and expertise can contribute to the E-Mentee’s professional growth.

E-Mentoring: An active and sincere effort designed to develop the full potential of an individual through the sharing of knowledge, skills, and organizational insight.

High-Need LEA/District: A district identified by Project REACH that meets the following conditions:

- Serves not fewer than 10,000 children from families with incomes below the poverty line, OR (b) for which not less than 20 percent of the children served by the LEA are from families with incomes below the poverty line, AND

- For which there is (a) a high percentage of teachers not teaching in the academic subjects or grade levels the teachers were trained to teach, OR (b) a high percentage of teachers with emergency, provisional, or temporary certification or licensing.

High-Need School: A school in a high-need LEA/district that meets any one of the following conditions.

1. Located in an area in which the percentage of students from families with incomes below the poverty line is 30 percent or more;
2. Located in an area with a high percentage of out-of-field teachers, as defined in section 2102 of ESEA;
3. Is within the top quartile of elementary schools and secondary schools statewide, as ranked by the number of unfilled, available teacher positions at the schools;
4. Located in an area in which there is a high teacher turnover rate; or
5. Located in an area in which there is a high percentage of teachers who are not certified or licensed.

LEA: Local Education Agency

Lead E-Mentor: Coordinator of the E-Mentorship process online.

Newsgroup: A vehicle for discussion and sharing ideas accessed only by individuals who are eligible to subscribe.
**Project REACH**: Responding to Educational Communities with High Needs

**Project REACH E-Mentorship**: An online web-based program that is designed to facilitate E-Mentee communication with the E-Mentor and other E-Mentorship participants

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