
Foreword

To say that I was pleased when the authors of *What Successful Mentors Do* asked me if I would be willing to write this foreword is an understatement. I was thrilled. In fact, I was honored. Every once in a while, something comes along in a field of research and practice that shows things more clearly and more accurately than before. This book is exactly that something in the field of education, more specifically, in teacher mentoring.

I have worked with many great educators during my 33 years in the profession. During my last 13 years in the San Dieguito Union High School District, I have been blessed with the opportunity to work with Cathy Hicks, Sarah McNary, and Neal Glasgow as their site principal. Taking their collective educational experiences in teaching, and in such mentoring programs as California's Beginning Teacher Support and Assessment program (BTSA), and putting them down in an easy-to-read, research-based format has created a gift for *all* educators. All three authors are hard-working, successful educators who live by the creed, "No one cares how much you know until they know how much you care."

The real gift of this book is that it can be read, understood, and implemented by educators at all levels. Whether you are a beginning teacher, a teacher who has been around awhile, or a site or district administrator, there are things to be learned and put into practice. As a school administrator, I have used topics from the book for staff development activities. The book's immediate benefit is obvious for teacher mentors, but teachers themselves can learn and change by working with the book's thought-provoking strategies.

There is one other reason I am excited about *What Successful Mentors Do* appearing in its entirety in print. It shows the depth of knowledge that Cathy Hicks, Neal Glasgow, and Sarah McNary have about teaching and learning behavior. For years, all of us who know these three individuals have thought of them as very good teachers, but far fewer people knew the depth and breadth of their knowledge and understanding of education. This book now opens up that extraordinary knowledge base to the entire profession. I know that teacher mentors will "lap up" this book. I also think it should be required reading in all teacher education courses.

xiv ● What Successful Mentors Do

I know that you will learn from this book. That is a given. But I hope you will also use what you learn. The advice and methods that Cathy, Neal, and Sarah give you in *What Successful Mentors Do* can change your paradigm in many areas of instruction and supervision. This book will make your school or your classroom a better place to learn.

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