

30 THINGS A MENTOR TEACHER SHOULD DO

1. Work with the entry-year teacher to analyze a lesson plan that didn't work.
2. Introduce the entry-year teacher to other staff members.
3. Go to lunch with the entry-year teacher to celebrate a teaching success.
4. Help the entry-year teacher plan a strategy for solving a classroom management problem.
5. Demonstrate an instructional technique.
6. Make a video or audio-tape of the entry-year teacher for self analysis.
7. Advise the entry-year teacher on the pitfalls of parent conferencing.
8. Encourage the entry-year teacher to participate in professional organizations.
9. Invite the entry-year teacher to observe your classroom at any time.
10. Give the entry-year teacher specific feedback.
11. Patiently answer the entry-year teacher's questions.
12. Refer the entry-year teacher to appropriate resource persons.
13. Protect the entry-year teacher by maintaining confidentiality.
14. Model professionalism for the entry-year teacher.
15. Help the entry-year teacher write test questions.
16. Share a personal success or failure.
17. Assist the entry-year teacher in keeping good student records.
18. Make sure the principal understands the role of the mentor.
19. Be open and honest with the entry-year teacher.
20. Practice active listening.
21. Positively reinforce an entry-year teacher's desirable behavior.
22. Hold a pre-observation with the entry-year teacher.
23. Share a professional article with the entry-year teacher.
24. Help the entry-year teacher improve his/her questioning techniques.
25. Demonstrate to the entry-year teacher how to close a lesson.
26. Share with the entry-year teacher ideas for opening class.
27. Arrange for the entry-year teacher to observe colleagues.
28. Express personal interest in the entry-year teacher.
29. Reassure the entry-year teacher that they are not alone.
30. BELIEVE THAT YOU CAN MAKE A DIFFERENCE!

SUGGESTED TOPICS FOR MENTOR/MENTEE MEETINGS

- ▶ Tour of school and facilities
- ▶ What to expect on the first day of school
- ▶ Introduction of new teachers to school board
- ▶ Preparing for parent-teacher conferences
- ▶ Field trip procedures
- ▶ Grading system (training on computer system, if necessary)
- ▶ School's testing program
- ▶ Emergency procedures
- ▶ Referring special-needs students
- ▶ IEPs
- ▶ Effective lesson planning
- ▶ Writing mid-term reports
- ▶ Teacher evaluations and appraisals
- ▶ End-of-term grading
- ▶ Purchase orders and requisitions
- ▶ Ordering books for next school year
- ▶ School yearbook (to identify people new teachers should meet)
- ▶ Guest speakers
 - ▶ Mentee teachers from previous school year
 - ▶ Special needs school personnel
 - ▶ Audio-visual personnel (how to order equipment, etc.)
 - ▶ Librarians
 - ▶ School nurses
 - ▶ Guidance counselors
- ▶ Profile of effective teachers
- ▶ Classroom management
- ▶ Discussion of classroom/lab observations
- ▶ Special school programs
- ▶ Club activities
- ▶ Cooperative learning
- ▶ Helpful teaching techniques from experienced teachers
- ▶ Effective questioning techniques
- ▶ Stress management
- ▶ Marketing strategies for promoting the school and programs
- ▶ Yearly planning
- ▶ Term planning
- ▶ Unit planning
- ▶ Weekly planning
- ▶ Daily planning
- ▶ Creating student tests and worksheets
- ▶ Extra-curricular duties
- ▶ Scheduling guest speakers
- ▶ School fund-raisers
- ▶ Observations of mentees with pre-conferences and post-conferences
- ▶ Providing resources and materials
- ▶ Demonstrating effective teaching (observations by mentees)
- ▶ Observation of other teaching staff members

SEVEN PRINCIPLES OF A MENTORING PROGRAM

1. New teachers should not have to “sink or swim.”
2. As adult learners, new teachers have special needs.
3. Time is precious to all teachers.
4. Mentors are not involved in new teacher evaluations.
5. All teachers new to the district are encouraged to participate in mentoring activities.
6. Activities must be individualized.
7. The mentor position is an excellent professional growth opportunity for master teachers.

MATCHING MENTORS TO ENTRY-LEVEL TEACHERS

Prerequisite Knowledge

- Learning theories
- Child development
- Student evaluation
- Special needs of students
- School policies
- Curriculum, course of study
- Available instructional resources

Prerequisite Skills

- Communication
- Listening
- Working well with others
- Planning, organizing
- Problem solving
- Leadership
- Higher-level learning and thinking

Prerequisite Attitudes, Values, and Personal Characteristics

- | | |
|---------------------------------------|--------------------------|
| • Dedication to teaching | • Patient |
| • Willingness to give time and energy | • Empathetic |
| • Self-confidence | • Warm, open, and caring |
| • Facilitator (not controller) | • Confident |
| • Consistent | • Respectful |
| • Helpful | • Professional |
| • Friendly, outgoing | |

MENTOR SELECTION CRITERIA

Personality

- Encourages informal interaction
- Encourages compatibility

Teaching Assignments

- Same grade level/subject matter
- Mentor should be competent in teaching area

Sex

- Cross-sex mentoring may be detrimental
- Stereotypical roles
- Sexual tensions and fears
- Public scrutiny

Age

- Mentors usually 8-15 years older
- Large age differences may be detrimental because of:
 - Generational differences
 - Communication problems
 - Value differences

EXCEPTIONS TO “IDEAL” MATCHES WORK WELL, TOO!

CHARLOTTE DANIELSON'S FOUR DOMAINS OF TEACHING RESPONSIBILITY

DOMAIN 1: PLANNING AND PREPARATION

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1b: Demonstrating Knowledge of Students
- 1c: Selecting Instructional Goals
- 1d: Demonstrating Knowledge of Resources
- 1e: Designing Coherent Instruction
- 1f: Assessing Student Learning

DOMAIN 2: THE CLASSROOM ENVIRONMENT

- 2a: Creating an Environment of Respect and Rapport
- 2b: Establishing a Culture for Learning
- 2c: Managing Classroom Procedures
- 2d: Managing Student Behavior
- 2e: Organizing Physical Space

DOMAIN 3: INSTRUCTION

- 3a: Communicating Clearly and Accurately
- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging Students in Learning
- 3d: Providing Feedback to Students
- 3e: Demonstrating Flexibility and Responsiveness

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

- 4a: Reflecting on Teaching
- 4b: Maintaining Accurate Records
- 4c: Communicating with Families
- 4d: Contributing to the School and District
- 4e: Growing and Developing Professionally
- 4f: Showing Professionalism

Danielson, C. (1996). *Enhancing Professional Practice: A Framework for Teaching*. ASCD: Alexandria, VA.

SUGGESTED TIMELINE FOR A FIRST-YEAR MENTORING PROGRAM

April	Mentor applications distributed
May	Mentors selected
May	New mentors meet with current mentors
June/July/August	Mentor training
June/July/August	Mentors plan school year activities
August	Welcome letters sent to new teachers
August	One day in-service with new teachers Second- and third-year teachers assist with in-service
August	Meet with new teachers after first day of classes
August/September	Meet with new teachers every day the first week of class and at least once a week for the remainder of month
September	Observe in new teacher's classroom at least once
October	Meet with new teachers twice during month New teacher observes mentor in classroom
November	Meet with new teacher at least twice during month Observe in new teacher's classroom once during month
December	Meet with new teacher at least once during month New teacher observes mentor in classroom
January–May	Meet with new teachers once a month
January	Mentors observe new teachers in classroom to prepare for second evaluation
February/March	New teacher observes in a classroom of choice once during each month
April/May	New teacher observes in a classroom of choice upon request

INDIVIDUALIZED DEVELOPMENT PLAN (IDP) FOR PROBATIONARY TEACHERS

Name:
Assignment

Year:
Building:

Part I

- I. **Goal Statement** (Use one sheet for each goal) Tie the statement to the responsibilities of the teacher listed in the guidelines and, if possible, to your district's school improvement goals.

List and explain the approaches you have planned to accomplish this goal.

II. Monitoring

List the planned activities and/or procedures for measuring goal accomplishment.

Teacher's signature
(Signature does not necessarily mean concurrence.)
Supervisor's signature:

Date:

Date: