

Arcadia Valley R-II

Mentor Program

2012-2013

Mentor Program

The Arcadia Valley R-II Professional Development Committee is responsible for implementing a mentor program for new teachers. The committee will direct and support the program in conjunction with the building principals and instructional coaches. The goal of the teaching profession is to educate our students. Teachers have always been collaborative and collegial, even when it meant taking a new teacher by the arm and walking him through a problem. That sort of informal exchange will always be part of our professional culture. But we also must recognize the importance of a formal process of professional induction to ensure that students have a quality teacher in each classroom. Professional development is crucial to retaining good teachers.

Essential Elements

- A mentor program should be individualized and aligned with district goals and needs.
- (PDP) See Professional Development Plan
- Second year of the mentoring program is monitored. A second-year teacher often starts the year knowing what does and does not work, without understanding why. The emphasis of second-year monitoring is to solidify the foundation established the first year by making adjustments based on experience. This process of refinement and understanding provides a chance for mature professional dialogue and collegiality.
- The beginning teacher is not overextended with out-of-field teaching assignments and/or extracurricular duties. New teachers, in particular, need time for reflection, self evaluation and affirmation. Responsibilities can be slowly added as the teacher becomes established. Time-management skills--deciding what is doable and what goes by the wayside should be nurtured. Stress and burn-out are key reasons why teachers leave the profession.
- Universities and colleges are called on for support. Higher education can provide resources for professional growth and help bridge the gap between undergraduate knowledge and practical experience.
- Collaboration time is provided. Time to reflect is the first step, after which a teacher hones and affirms skills by verbalizing beliefs and strategies. Collaboration can be found formal or informal with peers or mentors.
- A process to monitor the mentoring program is in place. Establishing a formal structure ensures success, especially as administrators and teachers leave a building and/or district.

Mentor Selection

Although the law does not specify eligibility criteria, districts may wish to consider several factors when selecting mentors. Experienced teachers have demonstrated success in the classroom, who are open to continued training, and who have a positive attitude toward mentoring should be recruited as mentor teachers. Ideally, a mentor would be a faculty member with certification and experience in the same area as the beginning teacher or one who teaches at the same grade level as the beginning teacher. An administrator certificated at the same level as the beginning teacher could also serve as a mentor.

The principal is responsible for identifying mentor teachers and asking them to serve. This task should be accomplished in a timely fashion to allow adequate time for mentors to help beginning teachers prepare their initial professional development plans.

In certain cases, it may be advisable to reassign mentor teachers. For example, if a new teacher wants to work in a second area of certification, a new mentor could be assigned. Major personality differences or disagreements between a new teacher and mentor warrant reassignment. In such cases, the principal and the Professional Development Committee must work together to protect the dignity of those involved.

Mentor Training

Why is it that a teacher can be comfortable teaching students but not peers? The key is having the necessary skills, defining the role and knowing the expectations. The mentor training framework areas are the key to successful implementation and practice. Evaluation and support are essential for high-quality, ongoing staff development training.

Thorough and consistent development of mentor teachers is important to the success of the program. The Professional Development Committee, in cooperation with the districts administration, should design or arrange activities for mentors. One designated member of the Professional Development Committee will be in charge of planning the training program.

The Missouri Professional Development Guidelines call for mentor training programs to address these topics:

- The roles and responsibilities of the new teacher's professional development team: the new teacher, the mentor teacher, the supervisor (typically the building principal), and the higher education representative
- Coaching and counseling techniques
- The format and content of the professional development plan
- Teacher evaluation, content, and process
- Problem-solving strategies
- Listening and inquiry skills
- Resources (people and publications) available to beginning teachers at the district, higher education, regional, and state levels
- Peer coaching
- Current theories and models of instruction and classroom management

Mentor Rules and Responsibilities

Imagine this scenario: Feeling isolated, a new teacher risks sharing his fears with a mentor. Later, the new teacher overhears his problems being discussed by colleagues. He loses faith in his peers, and his isolation and fear increase.

The culture of the education profession is largely determined by mentors. State law specifically builds professional confidentiality into the mentor program, an acknowledgment that making mistakes is part of the learning experience.

Giving time to students is a constant throughout a teacher's day. Mentors also must be willing to give time to new teachers. Taking time to listen and understand a new teacher's experiences and problems builds professional respect and leads to the sort of dialogue needed for professional growth. Many mentors say that they aren't sure when a new teacher needs help. The solution lies

New Teacher Rules and Responsibilities

"You aren't expected to know all the answers," remembers a first-year teacher. "At first that was hard to let go of---I wasn't used to others knowing I didn't know what I was doing all the time. But no one goes without making mistakes. Those who got in trouble hid their mistakes." "Another big mistake that I made was thinking I was doing it the right way. For example, at the building where I student taught you were expected to make all the arrangements for field trips. But at this school the procedures and policies are quite different. Luckily, I had talked to my mentor to find out if I was handling the situation correctly before I went too far." "Document, document, document. I can't tell you how many times this was said to me. My mentor helped me set up a system for documenting student progress and behavior, parent communication, my professional development plan and my mentoring reflections and meetings. I referred to that information several times in tight situations."

The Professional Development Plan

The first half of the school year can be overwhelming for a new teacher. A mentor working in conjunction with a professional development plan can be a tremendous help. One new teacher said: "At the end of my first year of teaching, my mentor and I looked over my professional development plan and a classroom video she had taken of me the first week of school. I was amazed at how much I had grown during the year and how much my teaching style had been refined. The professional development plan is a beginning road map into the profession. How you reach your destination is determined by the amount you explore and challenge yourself."

Beginning Teacher Assistance

The Excellence in Education Act specifically requires professional development programs for beginning teachers who have no prior public teaching experience. Collegial support and practical assistance are needed to help beginning teachers improve skills, increase student success and remain in the profession.

By law school districts must provide a professional development plan for each faculty member who has no teaching experience. Districts may delegate this responsibility to the Professional Development Committee. Plans should be generic, serving as a general guide. The mentor then should help the new teacher develop a specific professional development plan that addresses the first two years in the classroom.

Goals identified in the plan should relate, in part, to the district's evaluation criteria. The plan also may reflect educational research on effective teaching. The plan's purpose is to assist, not evaluate, the beginning teacher. It must respond to individual needs and take into account the fourth-year college assessment, if provided.

The mentor can initiate preparation of a professional development plan as soon as a new teacher is hired. Subsequent planning sessions between mentor and new teacher should occur before or during the first month of school. The plan may include goals in such areas as classroom management, understanding district policies, and use of curriculum guided, equipment, and materials.

When appropriate, usually at the beginning of the second semester, the beginning teacher should revise the plan, developing new goals to meet specific needs. During this phase, the mentor will meet with and counsel the beginning teacher as needed. Release time and/or compensation for the mentor is encouraged.

The new teacher's mentor, supervisor (typically the building principal), and higher education representative may form a professional development team. The new teacher should continue to adjust the plan during the first three years on the job. Continuing teacher certification in Missouri requires a plan of 10 years. Copies of the initial plan and revisions should be kept on file. The PDC should develop a system to monitor completion of the plan and to report progress. Discussions about a professional development plan and a mentoring plan apply to all teachers who have had no teaching experience, including teachers teaching with provisional certification. All PCI requirements apply to teachers with provisional certification, except the 30 clock hours of professional growth, which cannot begin until the teacher is no longer teaching on a provisional certificate.

The Mentor's Log

The Mentor's Log, a written record of assistance received, is placed in the new teacher's file. The log should include:

- The date of each interaction. Mentors should make weekly entries summarizing informal interactions, using their own judgment to decide if an interaction is significant enough to warrant a separate entry.
- Identify the activity. For example:
 - Informal Conference
 - Formal Conference
 - Demonstration/Modeling
 - Observation
 - Other
- Briefly describe what transpired. Note suggestions offered and the subject of dialogue or discussion. Be discreet-do not include confidential information.
- A summary of questions or request from the teacher and the mentor's follow-up.
- A record of materials shared

Administrator Responsibilities

The administrator plays a vital role in implementation of a mentoring program. Good instructional leaders make mentoring a priority for school success and growth. When asked what made their first year successful, many new teachers credit their principals.

The Role Of The Administration

A staff development program cannot be effective without active involvement of school administrators. The administration is responsible for working with the board of education to establish goals and objectives for the district.

Facilitating a collaborative planning process that includes teachers, principals, superintendents, and other stakeholders is essential to achieving optimal results. Role issues must not detract from the ultimate goal of improved student learning. Administrators need to be aware of such issues as:

- Ethical responsibilities, including the need for confidentiality.
- Effective assessment methods for determining learning needs of practicing teachers and how to use assessment information to establish priorities.
- Finding good resources (people and materials) for professional development.
- Maintaining the role of instructional leader while working cooperatively with the PDC.
- Supporting teachers by setting aside time for learning.

Guidelines for Administrators to Follow in Mentor Selection

The principal is responsible for selecting mentors. Mentors should be identified in time to allow for training and so they can help beginning teachers with their professional development plans. Any teacher who has two years experience and is willing to be trained may volunteer to serve as a mentor. Ideally, a mentor should be teaching in the same grade level or the same area of certification as the beginning teacher.

Thorough and consistent training of mentors is a key to the success of the program. The PDC should arrange summer training programs for mentors that address these topics:

- The roles and responsibilities of all members of the new teacher's professional development team and the PDC
- Techniques of coaching and counseling
- Format and content of the professional development plan
- How to use teacher evaluation to help beginning teachers
- Resources (people and publications) available to beginning teachers
- Techniques of classroom observation
- Current theory and models of instruction and classroom management

Teachers Need Time To Learn

One of the most helpful things an administrator can do in the mentoring process is to set aside time in the schedule for teachers to learn and practice new skills. The normal time for professional development is usually a designated day, after school, on Saturday, and during the summer. Summer workshops are the most popular, but when it is important for practice to follow instruction, after-school workshops are best.

Time for Mentors to Observe and Give Feedback

Understanding the role of mentor in observing a new teacher takes training and discussion among colleagues. “The role of observing another teacher was awkward,” remembers one mentor. “My only reference was of a principal observing a class for evaluation. Once there was an understanding of the purpose of the mentor in the classroom, it was easier and more beneficial to set up times to observe the new teacher.”

“Success came when the new teacher asked me to come to her room to watch a student she was having trouble with. I knew the purpose for me visit and also what the discussion would be focused on afterward. During the observation, I noted other areas we could discuss. I prioritized the list and addressed subjects one at a time. Some issues were resolved during observations with other teachers, others through workshops we chose to attend together.”

“We were able to get past what needed to be done reactively to the why’s of how to address the problems proactively. Lastly, setting up a time to observe was done in advance in collaboration with other teachers, knowing when substitutes were available during the day and coordinating days with other mentors to arrange to have a substitute for that half a day so that observations could be scheduled. The most successful was swapping classes with another teacher. The time spent and the support of the administration made the observations successful and valued by all involved.”

Time for New Teachers to Observe Master Teachers

Making time for observation, like going to the doctor, is better done sooner than later. One teacher suggests, “Take papers you need to grade and just sit in the back of another classroom, listening and observing.” Isolation is a barrier new teachers can overcome by simply going outside their classroom to learn from master teachers.

“A real eye-opening experience came from a workshop speaker, who suggested a student through a normal day,” said a new teacher. “My principal served as my substitute. I gained an appreciation and understanding of teachers outside my subject area and began a dialogue with other teachers on what practices were successful for the students we shared.”

“The biggest mistake I made my first year was trying to mimic other teachers instead of understanding why their strategies worked. By my second year I has learned how to incorporate their successful practices because I understood why they worked and how they aligned with my educational beliefs.”

“I was able to ask, ‘Who could I observe who does a good job with daily routines and procedures?’ Or I would ask my mentor about something like her system for organizing make-up work. But I didn’t stop there. I also asked how she arrived at this system and if it was the only

one that had worked. These dialogues allowed me to understand how these hurdles can be overcome.”

University and College Support

Universities and college want their students to succeed. A student teacher’s supervisor serves as a mentor, supporting, encouraging, affirming, modifying, and collaborating. After college graduation, new teachers can continue to receive support from their alma maters.

Administrators can contract the school a teacher graduated from a nearby university or college for assistance. Such contract can alleviate misunderstandings. For example, knowing that the philosophy of the undergraduate program is similar to a district’s philosophy helps an administrator make hiring decisions. On the other hand, jargon can get in the way. An undergraduate program may use a team differently than the district.

The Excellence in Education Act states that beginning teacher assistance programs “ Shall include assistance from the teacher education program that provided the teacher’s training, if such training was provided in a Missouri college or university.” The type of assistance and how it is provided is decided cooperatively by the school district and the higher education institution.

The district personnel officer may request assistance by notifying institutions when their graduates are hired. Since some graduates will be teaching far from the institution that prepared them, many higher education institutions have developed reciprocal agreements for follow-up.

Assistance for New Teachers

In order to help beginning teachers polish their skills, improve their chances for success, and encourage them to stay in the profession; the professional development committee will provide a professional development plan for beginning teachers. The plan will address the teacher’s first two years in the classroom, and the goals identified in the plan will relate to district orientation, teacher evaluation, and specific targets identified by the teachers and his/her mentor/supervisor. Copies of the initial plan and all subsequent revisions shall be filed in the new teacher’s building to be readily available to the teacher and mentor for review and updating.

Beginning teachers will participate in an entry-year mentor program and will be assigned a mentor, who will initiate preparation of the beginning teacher’s professional development plan, and will help the teacher tailor the plan to his or her needs as soon as appropriate. Time will be allocated for the mentor to observe the beginning teacher in the classroom environment and for the beginning teacher to observe the mentor or other experienced teacher(s).

Mentors must have five years of teaching experience and be willing to be trained as a mentor. The building principal will be responsible for selecting and placing mentors. A coordinated plan for beginning teacher seminars for first year teachers will be developed by the district and higher education representatives.

Assistance for Practicing Teachers

The district's professional development committee shall assess the in-service needs of the practicing teachers annually. The committee shall select the assessment instrument, and survey questions are to be closely related to objectives of the district school improvement plan. Once identified, faculty concerns and needs should be categorized by areas such as building, grade level or subject, and the committee should prepare a recommendation for addressing the identified needs and improving classroom instruction in the district.

The professional development committee shall regularly evaluate the success of the district's inservice programs.

Professional Development Plan Overview

Instructional Process:

- Elements of Effective Teaching
- Performance Based Teacher Evaluation

Curriculum –Content

- Resource Available
- Special Services

Classroom Management:

- District/School/Classroom Discipline Policies
- Clerical Responsibilities
- Time Management
- School Climate
- Teacher Responsibilities

Interpersonal Responsibilities:

- Community/ School, Cultural, Socioeconomic Profile
- Parent/Teacher Communications
- Effective Communications
- Effective Communication with Colleagues
- Extracurricular Responsibilities

Professional Responsibilities:

- Board Policy
- Professional Development Opportunities

Each mentor and protégé will be given a handbook outlining specific responsibilities and activities to be completed. This handbook will include, but is not limited to the following:

QUALITIES OF A MENTOR

PROFESSIONAL COMPETENCE AND EXPERIENCE

- Is regarded by colleagues as an outstanding teacher
- Has excellent knowledge of effective teaching and learning practices
- Has excellent knowledge of content area(s)
- Has confidence (but not arrogance) in his/her own teaching skills
- Demonstrates excellent classroom management skills
- Feels comfortable being observed by others
- Can successfully observe and identify effective/ineffective classroom practice
- Collaborates well with other teachers and administrators
- Is willing to learn new strategies from protégés
- **Has a minimum of three years of successful teaching experience**
- Understands the policies and procedures of the building and the district
- Doesn't do too much

ATTITUDE AND CHARACTER

- Is willing and committed to being a role model for a new teacher
- Is committed to the teaching profession
- Believes his/her role as mentor will impact the protégé
- Is willing to receive training to improve mentoring skills
- Is a life-long learner
- Is reflective and able to learn from mistakes
- Is open-minded, flexible, and non-judgmental
- Exhibits a positive attitude

INTERPERSONAL SKILLS

- Is able to maintain a trusting professional relationship
- Can express care for the protégé's emotional needs
- Is approachable and easily establishes rapport with others
- Is efficient with the use of time
- Is patient

COMMUNICATION SKILLS

- Is able to articulate effective instructional strategies
- Listens attentively
- Asks questions to prompt reflection and understanding
- Offers critiques in a positive and productive way
- Conveys enthusiasm or passion for teaching
- Is discreet and maintains confidentiality

New Teacher/Mentor Lesson Reflections

During the new teacher's first year, six (6) new teacher/mentor lesson observations should take place.

- 1. The new teacher will observe a lesson taught by the mentor during the first and second semesters.*
- 2. The mentor will observe a lesson taught by the new teacher twice during the first and once during the second semester.*
- 3. Together, the new teacher and mentor will observe a block of lessons taught by a third teacher or a group of teachers during first or second semester.*

During each of the lessons, the *Lesson Reflection Sheet* should be completed. Shortly after the lesson takes place, the mentor and new teacher should meet to reflect on the lesson. The new teacher keeps the *Lesson Reflection Sheet* after the discussion.

When choosing a third teacher/group of teachers to observe, the mentor and new teacher should consider observing areas that the new teacher will find beneficial in improving his/her instructional practices. The third teacher/group of teachers should have demonstrated strength(s) in the area(s) being observed. Building principals may assist with the selection of a third teacher/group of teachers, if necessary.

Mentors and new teachers are responsible for arranging all observations. If the third teacher/group observation will require leaving the building, prior approval and arrangements should be made with the building principal. If this observation takes place in another building in the district or any other district, that building principal should be notified as well.

A reflection conversation is vital to each observation. When making observation arrangements, please be sure to include this time for reflection.

Lesson Reflection Form

Teacher: _____ Observer: _____

Area of Observation: _____ Date: _____

Why did you choose to observe this teacher and/or lesson? _____

Observation Notes

What students said/did	What teacher said/did

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How/What I will implement in my classroom: _____

Arcadia Valley R2 Schools
Mentor Program Checklist
Semester One

Beginning-of-the-Year Activities – August

- _____ Classroom procedures have been discussed
- _____ Get copies of all curriculums.
- _____ Student and parent communication methods and have been discussed.
- _____ Discuss school handbook thoroughly (grading, duties, lunch, recess, etc...)
- _____ Leave request – personal, professional development, emergency, sick, maternity days – have been discussed.
- _____ SIS training for new teacher.
- _____ Homework, make-up work policies have been discussed.
- _____ Planning and lesson designs have been discussed..
- _____ Special Services (I.E.P. process, CWC, LD, etc...) and Support Services (intervention programs, etc.) have been discussed.
- _____ How to check for professional development opportunities have been discussed (MLP)
- _____ Prepare for open house, print objectives
- _____ Maintain informal contact: “Drop in” the first few weeks of school to touch base.
- _____ A substitute teacher packet has been discussed and prepared
- _____ Discuss PEAK training

September

- _____ Progress report procedures have been discussed.
- _____ Classroom management strategies have been discussed. A successful management strategy has been shared. (Harry Wong)
- _____ Curriculum content has been discussed.

- _____ Strategies and techniques to assess student learning have been discussed.
- _____ New teacher and mentor have discussed observation/coaching techniques.
- _____ New teacher and mentor have discussed the professional development plans.
- _____ Performance-Based Teacher Evaluation (PBTE) has been discussed.
- _____ New teacher and mentor have developed individual professional goals for the school year.
- _____ Discuss and complete observation of new teacher and reflect. (mentor observes mentee)
- _____ Time management and organization have been discussed. A successful technique has been shared.
- _____ Discuss and mentee attends new teacher workshop
- _____ Maintain informal contact: “Drop in” to touch base and to share fun or interesting events that happened during your day.

October

- _____ Grade level/departmental activities for the year have been discussed.
- _____ Grade reporting procedures have been discussed (SIS training).
- _____ Managing student behavior strategies/questions have been discussed.
- _____ Conflict-resolution programs and strategies have been discussed.
- _____ New teacher and mentor have discussed a schedule of school day’s activities.
- _____ New teacher and mentor have conferred regarding the new teacher’s Professional Development Plan
- _____ New teacher and mentor have completed a scheduled observation/coaching.(mentee observes mentor)
- _____ Strategies to develop effective relationships with students, colleagues, and parents have been discussed.
- _____ Discuss and complete observation of new teacher and reflect.
- _____ Flexibility, lesson adjustments, and responsiveness to student questions and comments to maximize learning situations have been discussed.

_____ The Missouri Assessment Program (MAP)(EOC) has been discussed. District, building, and DESE website resources have been shared.

_____ Maintain informal contact: “Drop in” to touch base and write an occasional note acknowledging or supporting activities and successes.

_____ Discuss Fall Festival(early)

November

_____ Performance-Based Teacher Evaluation has been reviewed.

_____ New teacher and mentor have discussed questioning and discussing techniques.

_____ New teacher and mentor have discussed engaging students in learning and providing appropriate feedback.

_____ Grades and assessments have been discussed.

_____ New teacher and mentor have conferred regarding the new teacher’s

_____ Professional Development Plan, Managing the Curriculum, and Lesson Design and Unit Planning.

_____ New teacher has completed a Mid-Year Reflection form and a copy has been sent to the PDC committee by the end of the first semester.

_____ Maintain informal contact: Continue to share events and happenings of the day. Write notes of acknowledge/support for activities and successes.

New Teacher _____

Mentor _____

School _____

Grade/Subject _____

Principal _____

Date _____

Arcadia Valley R2 Schools
Mentor Program Checklist
Semester Two

January

- _____ Management of instructional groups has been discussed. A successful technique has been shared.
- _____ Problem solving strategies have been discussed.
- _____ Establishing a culture for learning/expectations for learning has been discussed.
- _____ New teacher and mentor have conferred regarding the new teacher's Professional Development Plan, Managing Instruction, and Lesson Unit Plan.
- _____ New teacher and mentor have conferred regarding individual professional goals for the school year.
- _____ The new teacher and mentor have discussed clarity of goals and suitability for diverse students.
- _____ The new teacher and mentor have discussed RPDC in-services opportunities (MLP)
- _____ New teacher and mentor have discussed observation/coaching techniques.
- _____ New teacher and mentor have discussed schedule for the day of observations.
- _____ MAP testing procedures have been discussed.
- _____ MAP review strategies have been discussed.
- _____ Maintain informal contact: Continue to share events and happenings of the day. Write notes of acknowledge/support for activities and successes.

February

- _____ MAP testing procedures have been discussed.
- _____ MAP review strategies have been discussed.
- _____ Flexibility, lesson adjustments, and responsiveness to student questions and comments to maximize learning situations have been discussed.

- _____ New teacher and mentor have conferred regarding the new teacher's Professional Development Plan, Managing Instruction, and Lesson Design and Unit Plan.
- _____ Collaboration/teaming opportunities have been discussed.
- _____ New teacher and mentor have completed a scheduled observation/coaching observation and it has been discussed.
- _____ Maintain informal contact: Continue to share events and happenings of the day. Write notes of acknowledge/support for activities and successes.

March

- _____ Professional Responsibilities have been discussed.
- _____ MAP testing procedures have been discussed.
- _____ MAP review strategies have been discussed.
- _____ Teacher and student learning styles have been discussed.
- _____ Activity-based/integrated learning strategies have been discussed.
- _____ New teacher and mentor have conferred regarding the new teacher's Professional Development Plan.
- _____ Maintain informal contact: Continue to share events and happenings of the day. Write notes of acknowledge/support for activities and successes.

April

- _____ Time management and organization have been discussed.
- _____ New teacher and mentor have discussed maintaining accurate records.
- _____ Differentiated Instruction strategies have been discussed.
- _____ New teacher has completed an End-of-the-Year Reflection form and a copy has been sent to the PDC Committee.
- _____ Individual professional goals for the school year have been discussed.
- _____ End of year grades and assessment have been discussed.
- _____ End of the year procedures have been explained.

_____ Maintain informal contact: Continue to share events and happenings of the day. Write notes of acknowledge/support for activities and successes.

_____ Check out procedures have been discussed.

_____ Discuss summer professional opportunities

New Teacher _____

Mentor _____

School _____

Grade/Subject _____

Principal _____

Date _____

Teacher's Signature: _____ **Date:** _____

Supervisor's Signature: _____ **Date:** _____

(This form should be completed by every new teacher, copied, and submitted to his/her building principal by October 1 each year. Remember to keep the original for completion by March 31.)

Teacher: Please comment on the progress you made toward the achievement of this growth plan.

Supervisor's Comments:

Teacher's Signature: _____ **Date:** _____

Principal's Signature: _____ **Date:** _____

(The original form should be completed and submitted to his/her building principal by March 31.)

Signature indicates that information has been discussed.

Mentor Responsibilities, 2011-2012

The following will be the responsibilities for mentors; in exchange they will receive a \$500.00 stipend in June.

- 1) Attend mentoring workshop (2 hrs.) prior to the beginning of school
- 2) Attend new teacher workshop with mentee (first day back with new teachers)
Either Thursday, August 13 or Friday, August 14
- 3) Observe mentee within the first 4 weeks
- 4) Be observed by mentee within first 6 weeks.
- 5) Meet formally (15-30) minutes once a week for the first quarter
- 6) Meet at the end of the 1st quarter or semester with the mentor team
- 7) Meet formally with mentee at least once a month after the 1st quarter
- 8) Do 4 more observations with mentee (2 in 1st semester, 2 in 2nd)
- 9) Meet with mentor team at the end of the year.
- 10) Document meetings and debrief observations
- 11) Follow monthly checklist

The above are the major responsibilities for mentors, documentation will be required for all activities.