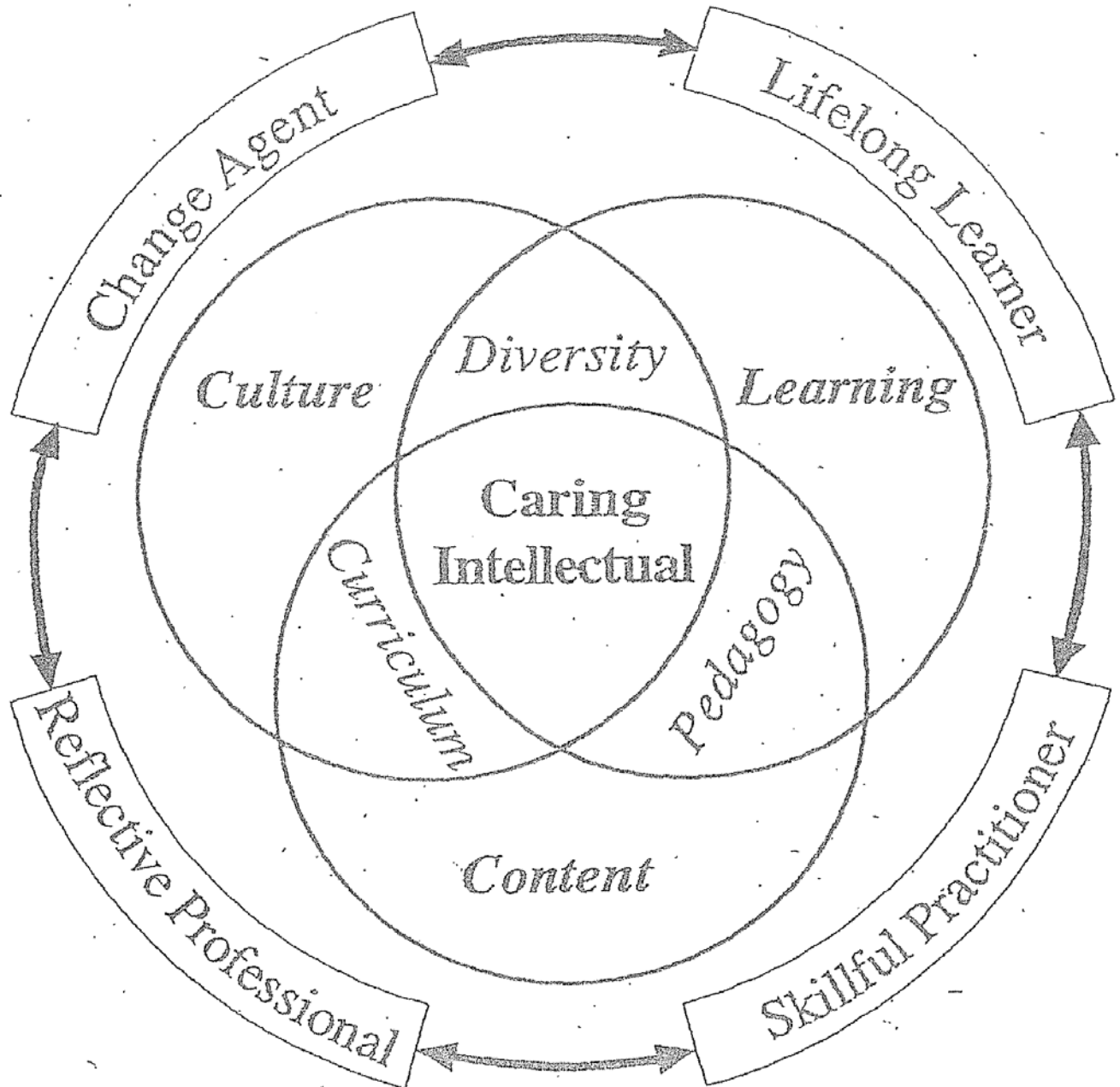


The Mentor as a Caring Intellectual



Goals for Mentor/Induction Program

- To improve teaching performance
 - To establish a collaborative professional team responsible for providing assistance and support for inductees.
 - To satisfy state-mandated requirements related to induction and certification
 - To transmit the culture of the district to teachers new to the system
- To increase the retention of promising new members of the teaching staff during the induction years

Stages of the Mentoring Process

Direct Stage: information providing

Explain Stage: answering "why" questions

Share Stage: new teacher directs questions

Delegate Stage: ask protégé reflection-based questions

Attributes of Good Mentors

- positive attitude
- professional demeanor
- committed to professional growth
- demonstrates good interpersonal relationships
- empathetic and supportive
- able to serve as a teaching model
- respected by colleagues
- is an effective resource person, knowledgeable of school, school district, community, personnel procedures, and professional organizations

A Mentor is...

A Role Model	gives examples, provides opportunities to colleague to observe professional behavior
A Motivator	helps new teachers to explore ways to involve students in learning
A Communicator	listens carefully and uses new teacher responses to improve learning for students
An Advisor	gives clarification and feedback by providing specific and general answers to questions
A Guide	assists new teacher to set up routines and understand the school organization and procedures
A Demonstrator	helps new teacher by demonstrating lessons for teaching specific learning objectives
A Resource	provides appropriate materials and directs new teacher to in-school and community resources
An Assessor	monitors effectiveness of learning in the classroom and helps new teacher to become self-evaluative
A Friend	develops a relationship of trust, confidentiality and support
A Coach	provides instruction in specific knowledge and skills necessary for successful job performance
An Advocate/Ally	helps to cushion the impact of negative experiences
A Counselor	is an empathetic listener who assists the new teacher in coming up with his/her own solutions
A Developer of Talent	challenges colleagues to assess, improve and refine his/her talents and special abilities
A Sponsor	encourages colleague to serve on important committees, help give colleague exposure to administration so he/she will be considered when opportunities arise

Helpful Hints Mentor

- o Assume nothing.
- o Recognize that the new teacher will have different strengths and weaknesses than you.
- o Give moderate amounts of information at any one time--avoid overload.
- o New teachers will make mistakes due to inexperience--help them redirect and learn from them.
- o Keep goals and horizons high, yet realistic, for new teachers. Encourage them.
- o Let go. Allow and encourage independence.
- o Appreciate your partner's efforts.
- o Be aware of excessive time commitments.
- o Keep a log of what was helpful and when it was needed.
- o List concerns that can be addressed in monthly meetings.
- o Self-disclose; your personal experiences are valuable.
- o Look for your partner's strengths and work from that positive viewpoint.
- o Share--ideas, hints, materials, resources.
- o Share knowledge of organization and people within it (keep it beneficial).
- o Boost morale when needed.
- o Think what you would have needed or appreciated.
- o Maintain confidentiality.
- o Help your partner analyze and face mistakes. Offer or help develop or elicit solutions.
- o Believe you can make a positive difference.
- o Be enthusiastic!
- o Keep a sense of humor; laugh together.

New Teacher

- o Appreciate your protégé's efforts.
- o Seek and accept advice.
- o Be willing to take risks. Try new ideas.
- o Write down questions as they arise to be certain you cover them with your mentor.
Keep a journal.
- o Be committed to teaching and learning more about it.
- o Listen carefully and ask questions.
- o Offer suggestions and ideas. You have much to give.
- o identify problems you have; seek solutions. Be proactive rather than reactive.
- o Maintain confidentiality.
- o Share goals and concerns; keep mentor informed.
- o List concerns that can be addressed in monthly meetings.
- o Be honest with yourself and your mentor.
- o Be enthusiastic!

Mentor Meeting Agenda Before School/August

Where to go when you need help...

Mentor

- Classroom management/discipline/school-wide policies
- Classroom layout
- Classroom routines and procedures
- First day supplies and inventory (texts, desks, etc.)
- Organizing your gradebook
- Classroom schedules
- Schedules for special classes
- School schedules (individual class schedules, early-release/late start)
- Lesson plans
- Assignment notebooks/agendas
- Classroom/study hall/merit rules and procedures
- How to use everything (copier, phone, fax, etc.)
- Media/technology use
- After-school policies and procedures
- Curriculum/syllabus/unit plans (long-term planning)
- Program improvement plans
- Substitute folder/how to call in sick/personal days
- Payroll/TSA/insurance
- Introduce to available building staff
- Specialists and their roles
- Developing collegial relationships
- Tips on effective communication with students, parents, and teachers
- Lunch routine for teachers/students
- Appropriate dress
- Record-keeping (progress reports, attendance, tardies, documentation, etc.)
- School calendar/key events (monthly)
- Playground rules and equipment
- Class parties
- Referrals to the office
- PTO and other school organizations
- confidentiality

Teacher Contract

- Sick days/hourly substitutions
- Time of arrival, departure
- Other responsibilities

Principals

- Tour of building
- Introduce to available building staff
- Classroom inventory
- District forms
- Formal and informal observation and feedback
- Keys-alarms-security procedures
- Use of aides
- Supervision and duties
- Referrals to the office (behavior, etc.)

Office Staff

- Where supplies are kept
- District forms
- Bus slips, detention, attendance, hall passes
- Information/emergency forms
- Lunch/milk tickets and procedures
- Announcements

District Handbooks

- School schedules (daily/weekly)
- School calendar/key events
- Crisis management procedures
- Parking areas
- Bus procedures/students who walk
- Field trip procedures
- Health-related procedures (illness, injury, medication, reporting, etc.)
- Classroom rules/study hall/merit
- Playground rules/equipment

Special Education Inclusion,
integration Referrals
Confidentiality

Director of Curriculum and Instruction

- Cum folders/portfolio procedures
- Program improvement plans
- Standardized testing

Media Specialist/Technology Coordinator

- Procedures/check-out for media and technology
- Computer lab and library rules and procedures
- Getting logged onto the computer network

Monthly Mentor Meeting: August

DPI Standards: #1, 5, 7, 10

Mentor Signature _____

New Teacher Signature _____

Principal Signature _____

Meeting Date & Time _____

Mentor Meeting Agenda September

Items for Discussion:

- In-class testing procedures
- Parent communications
- Extra-curricular school activities/duties/responsibilities
- Parent organizations
- Homework policies and procedures
- Parent volunteers
- Sub folders
- Progress reports
- Grading procedures
- Organization strategies
- Pacing of lessons, curriculum
- Field trips/bus requests/guest speakers
- Work orders/maintenance
- Open house
- Fundraising
- Discipline
- Student rewards and recognition
- Students' IEPs and 504s, special concerns and situations
- Assistance with curricular planning and timeline
- State Testing procedures

Other issues to discuss:

Union representatives walk through contract with new teachers.

Monthly Mentor Meeting: September

DPI Standards: #1, 2, 3

Mentor Signature: _____

New Teacher Signature: _____

Principal Signature: _____

Meeting Date & Time: _____

Monthly Meeting Agenda

October

Prepare for Parent/Teacher Conferences

Discuss:

Special education referral procedures

In-service days

New student procedures

Report cards/grading and comment codes

Professional development opportunities

Program improvement plans-progress

Classroom management and discipline issues

Review items from September and August list that are appropriate

Other issues to discuss:

Monthly Mentor Meeting: October

DPI Standards: #2, 5, 6, 8

Mentor Signature: _____

New Teacher Signature: _____

Principal Signature: _____

Meeting Date & Time: _____

Monthly Meeting Agenda

November /December

Discuss:

- Feedback from parent/teacher conferences
- Snow day procedures
- Teaching strategies/learning styles/cooperative learning
- Teaching culturally diverse students/tolerance
- Guidance policies and procedures
- Stress relievers, feeling overwhelmed
- Classroom holiday activities/district policies
- Hunting procedures/prearranged absences

Two-Way Observation and Feedback:

Other issues to discuss:

Monthly Mentor Meeting: November/December

DPI Standards: #3, 4, 6, 9

Mentor Signature: _____

New Teacher Signature: _____

Principal Signature: _____

Meeting Date & Time: _____

Mentor Meeting Agenda

January

Discuss:

End of the semester procedures

Report cards/records day

Secondary school scheduling

Plan for second semester

Other issues to discuss:

Monthly Mentor Meeting: January

DPI Standards: #1, 7, 8

Mentor Signature: _____

New Teacher Signature: _____

Principal Signature: _____

Meeting Date & Time: _____

Monthly Meeting Agenda February

Discuss:

Budget procedures
Tricks to get through winter
How to jazz up your lessons
Stress relievers
Retention policies
Spring programs/trips

Other issues to discuss:

Two-Way Observation and Feedback:

Monthly Mentor Meeting: February

DPI Standards: #4, 7, 9

Mentor Signature: _____

New Teacher Signature: _____

Principal Signature: _____

Meeting Date & Time: _____

Monthly Meeting Agenda
March/ April

- District testing (Gates-McGinitie)
- Writing portfolios
- Summer school referrals and courses
- Supply list for next year
- Second parent/teacher conference
- Standards correlation and curriculum yet to cover

Two-Way Observation and Feedback: (March)

Other items to discuss:

Monthly Mentor Meeting: March/April

DPI Standards: #1, 8, 9, 10

*Mentor Signature:*_____

*New Teacher Signature:*_____

*Principal Signature:*_____

*Meeting Date & Time:*_____

Monthly Meeting Agenda May

Discuss:

Classroom inventories
Year-end activities and awards
Tricks for the final weeks of school
Year-end reports
Year-end cum folder information

Other items to discuss:

Monthly Mentor Meeting: May

DPI Standards: #5, 6, 9

Mentor Signature: _____

New Teacher Signature: _____

Principal Signature: _____

Meeting Date & Time: _____

More Helpful Hints

Discipline

Of all the aspects of teaching, the one most new teachers are least prepared for is discipline. Without classroom discipline, effective teaching cannot take place.

You need to determine your classroom expectations and rules. In our school swearing and foul language is never acceptable. Familiarize yourself with every aspect of the student handbook. Think about as many scenarios as possible and have a plan ready!

For example:

“No talking when I’m talking.”

...and they, what next?

“Pay attention.”

someone is sleeping during a video

“During work time, be working.”

they write notes instead

“Be prepared for class every day.”

John never is, now what?

It is important to start out strict in the beginning. You can always become more lax, but it is extremely difficult to become more strict once you've begun. Do not try to be the students' friend. They have their own friends and so do you. You are their teacher. They will respect you as their teacher when they know what you expect of them. Set high expectations. We've learned this ourselves through experience. Experience is the best teacher.

These are some tips:

- Never threaten or punish an individual in anger.
- Don't publicly humiliate the child. Don't be afraid to take a student elsewhere to discuss the problem.
- Try to empathize with students and look beyond the behavior as to what may be the cause.
- Be consistent and fair. Fairness is very important to students.
- Students need to know the consequences.
- As the teacher, have consequences set up beforehand.
- Include an "emergency plan" in the case of severe behavior. (When does someone else need to be involved?)
- Empty threats are the most common way to lose power.
- Criticize the behavior, not the child.
- Celebrate positive behavior.
- Don't argue with the student, remain calm.
- Follow through with what you say-be assertive!

SUPPORT TEACHER



What can you do to support *new teachers*?

PRE-SCHOOL BUDDY

- moving-in assistance
- community tour
- school layout
- set up classroom

ASSISTANCE WITH

- special needs students
- classroom management
- discipline procedures
- student motivation
- positive reinforcement

ORIENTATION

- opening day
- schedules
- lesson plans
- room environment
- obtaining supplies
- other support personnel

PROFESSIONAL DIALOGUE

- reflection and self-analysis
- coaching and feedback
- sharing philosophies

PRACTICAL INFORMATION

- ordering materials/films
- assessment
- grading/record keeping
- report cards
- parent conferences
- parent communication
- open house
- substitutes

PREPARE FOR ROLE

Know about:

- expectations of your role as a new mentor
- needs/phases new teacher's students, class
- procedures, curriculum current educational issues
- professional growth requirements

Be skilled in:

- peer coaching
- stress management
- communication skills
- time management

Develop supportive attitudes by:

- reflecting on when you were helped
- establishing rapport and trust
- understanding receptivity
- recognizing personal chemistry and philosophies

EMOTIONAL SUPPORT

- school culture
- resource materials
- unit and lesson planning
- teaching strategies
- curriculum planning
- evaluation

OVERCOME OBSTACLES

- create more time
- develop alternatives for mismatches
- develop strategies for working with resistant teachers
- provide special help for struggling teachers

ADMINISTRATOR



What can you do to support new teachers?

ORIENTATION

- send welcome letter
- conduct site based orientation session
- provide a new teacher handbook
- provide copies of maps, schedules, etc.
- assign a buddy to help new teacher move in
- conduct a walking or bus tour

RESOURCES

- order materials for them
- provide equal access
- give copies of curriculum guides, frameworks, course outlines
- give information about district resources
- provide time before school opens
- give a survival kit
- throw a materials shower

TEACHING ASSIGNMENTS & WORKLOAD

- assign classroom near colleagues
- no combination classes
- no traveling assignments
- balance class composition
- minimize number or preparations
- match experience to grade/subject
- create split load assignments

SUPPORT SYSTEMS

- assign a support teacher at the same school, grade, subject
- ensure training for support teacher
- meet with new teacher & support teacher
- have a backup plan if pairing doesn't work
- set up a site support team
- create supportive climate & norm of collaboration
- sensitize staff to needs of new teachers

STAFF DEVELOPMENT

- support release time during school day
- help them plan for substitutes
- schedule regular meetings with new teachers
- co-plan a lesson
- provide practical information, e.g. report cards
- recognize new teacher accomplishments
- develop sharing program
- provide observation times
- connect to professional growth advisor

EVALUATION

- explain procedure & timeline
- have support teacher help prepare
- state performance objectives clearly
- clarify role of support teacher as non-evaluator
- visit classroom informally prior to evaluation

SUPERVISION

- Communicate goal for improved instruction
- identify first year growth areas
- explain difference between evaluation & supervision
- conduct pre-conference, observation & post-conference
- do informal drop-in visits
- withhold judgments
- encourage teacher self-assessment

PREPARE FOR ROLE

- understand new teacher preparation & needs
- develop communication skills
- work with supportive colleagues

OVERCOME OBSTACLES

- delegate, collaborate, and recognize others
- reduce problems for teachers hired late
- explore use of existing funding sources
- use existing staff to provide release time

DISTRICT PERSONNEL CHECKLIST



What can you do to support new teachers?

POLICIES

- assign new teachers appropriately
- establish advisory board
- appoint district coordinator
- train site administrators
- select and train experienced teachers
- inform new teachers of expectations
- advertise new teacher support
- involve site administrators
- assign new teachers to supportive settings
- establish assignment guidelines
- work with teachers' association
- assign experienced teachers to work with new teachers
- review evaluation procedures

ACTIVITIES

- build on new teacher needs
- avoid conflicts with site level activities
- offer stipends for attendance
- offer salary credit
- provide release time
- provide and train substitutes
- train administrators
- utilize mentor teachers
- collaborate with universities

COLLABORATING WITH COLLEGES AND UNIVERSITIES

- explore potential contributions
- explain school organization procedures
- seek to understand university procedures
- identify contact persons
- provide feedback to university
- include faculty on advisory board

PREPARE FOR ROLE

- know current research
- know new teacher needs
- be aware of various delivery systems
- help minimize demands
- customize staff development
- inform about curriculum frameworks & guides
- take site level activities into account

OVERCOME OBSTACLES

- explore creative funding
- consider alternatives to release time
- explore outside resources

TIPS FOR STAYING ORGANIZED



There are so many details to remember; so many things to do in establishing maintaining an effective classroom environment so that learning can take place.

Try to lessen your load by letting students handle some of the routine items. For example, let students:

- o Change bulletin boards (perhaps you can have a sign-up sheet indicating who is responsible and the required theme, if you have a preference).
- o Pass out and collect papers and books (maybe start out with first person in each row and change as grading period ends or unit ends).
- o Assist with routine chores (attendance, lunch count). Help each other (peer tutoring, make-up work buddies).

Suggestions For A More Organized You:

1. Have needed supplies ready in a convenient location and replenish them as they begin to deplete.
2. Check to see that you have the needed materials ready for the next days lesson the night before (have Mondays things ready to go before you leave school Friday afternoon).
3. Have reference books (dictionaries, etc.) and extra textbooks readily available
4. Keep a folder of worksheets and assignments for absent students.
5. Keep a day book or file folder of lesson plans (this day book should be your constant companion to help you capitalize on what's going well and address what needs to be changed): went well, examples that worked, student ideas that aided the lesson.
6. Make notes of changes needed the next time you teach this lesson.
7. Make note of particularly good examples or student questions.
8. Make note of points still needing more coverage.
9. Do lesson plans in advance, a week at a time (if your school does not require this, set up your own deadline for having this done).
10. Use different colored manila folders or different colored big dips for each class to separate papers needing to be returned or graded.
11. Have a definite place for students to turn in work. (You'll avoid hearing: "But I put it on your desk.")
12. Begin to make a permanent file of units, complete with answer keys and samples of student work.
13. When making a copy or taking a sheet from a workbook, record the source on the master copy. (That way you'll know where to find it again.)
14. Make a seating chart in pencil.
15. When recording grades, label when the assignment grade was taken and what it is; use different colored ink for test grades daily grades, etc.
16. Keep a record of phone calls made to parents and conferences held.
17. Keep a copy at home of student/parent names and phone numbers just in case you need to contact them.

From Richfield Public Schools Mentorship Handbook

Preparing for the First Day and First Week of School



Efficiency in the classroom is the hallmark of an effective learning environment. Established procedures, consistently applied and taught to your students at the onset of the school year, will significantly improve your classroom management time.

Directions:

- Check (✓) each item for which you have prepared
- Place an (X) by each item for which you have not prepared, but think you need to
- Highlight those items which you will teach the students the first day of class

WORK REQUIREMENTS

- heading papers
- use of pen or pencil
- writing on back of paper
- neatness, legibility
- incomplete work
- late work
- missed work
- due dates
- make-up
- supplies
- coloring/drawing on paper
- use of manuscript/cursive (elem)

ROOM/SCHOOL AREAS

- shared materials
- teacher's desk
- drinks, bathroom, pencil sharpener
- student storage, locker
- student desks
- learning centers, stations
- playground, school ground
- lunchroom
- halls/hall passes

BEGINNING CLASS

- seating chart
- attendance
- lunch count
- academic warm-ups
- distributing materials
- class opening
- announcements

ENDING CLASS

- putting away supplies, equipment
- cleaning up
- organizing class materials
- dismissing class

BOOKS AND MATERIALS

- book covers
- notebooks
- daily class supplies
- pencil/pens

OTHER INSTRUCTIONAL ACTIVITIES

- teacher, student contracts
- student movement in the room
- signals for students' attention
- signals for teacher's attention
- student talk during seat work
- activities to do when work is done
- student participation
- laboratory procedures
- movement in/out of small groups
- bringing materials to school
- expected behavior in group
- behavior of students not in group

SETTING UP INDEPENDENT WORK

- defining "working alone"
- identifying problems
- identifying resources
- identifying solutions
- scheduling
- interim checkpoints

GRADING POLICIES & PROCEDURE

- scale
- recording
- posting
- extra credit
- late assignments
- grading reports to parents

Classroom Procedures



Efficiency in the classroom is the hallmark of an effective learning environment. Established procedures, consistently applied and taught to your students at the onset of the classroom management time.

Directions:

- Check each item for which you already have prepared process
- Place a check by each item for which you do not have a policy, but believe you need one
- Highlight those items which you will teach to students the first day of school

BEGINNING CLASS

- ___ roll call, absent, tardy
- ___ academic warm-ups
- ___ distributing materials
- ___ class opening

ROOM/SCHOOL AREA

- ___ shared materials
- ___ teacher's desk
- ___ drinks, bathroom, pencil sharpener
- ___ student storage/locker
- ___ student desks
- ___ learning centers, stations
- ___ playground, school ground
- ___ lunchroom
- ___ halls

SETTING UP INDEPENDENT WORK

- ___ defining working alone
- ___ identifying problems
- ___ identifying resources
- ___ identifying solutions
- ___ scheduling
- ___ interim checkpoints

INSTRUCTIONAL ACTIVITIES

- ___ teacher, student contracts
- ___ student movement in the room
- ___ signals for students' attention
- ___ signals for teacher's attention
- ___ student talk during seat work
- ___ activities to do when work is done
- ___ student participation
- ___ laboratory procedures
- ___ movement in/out of small groups
- ___ bringing materials to school
- ___ behavior of students not in group

ENDING CLASS

- ___ putting away supplies, equipment
- ___ cleaning up
- ___ organizing class materials
- ___ dismissing class

INTERRUPTIONS

- ___ rules
- ___ talk among students
- ___ conduct
- ___ passing out books, supplies
- ___ turning in work
- ___ handing back assignments
- ___ getting back assignments
- ___ out-of-seat policies
- ___ consequences for misbehavior

OTHER PROCEDURES

- ___ lunch procedures
- ___ student helpers
- ___ safety procedures
- ___ fire drills

WORK REQUIREMENTS

- ___ heading papers
- ___ use of pen or pencil
- ___ writing on back of paper
- ___ neatness, legibility
- ___ incomplete work
- ___ late work
- ___ missed work
- ___ due dates
- ___ make-up
- ___ coloring/drawing on paper
- ___ use of manuscript/cursive (Elem)