

The Role of the Mentor

The mentor functions in a formative/coaching role with the new staff member. Coaching is characterized by assistance with the instructional process rather than evaluation and judgment. The mentor role often includes emotional as well as professional support in the process of assisting the inductee in the socialization process.

The following suggestions are recommended as a guide for working with the new staff member. These suggestions are to be adapted to the situation in order to focus on the individual needs of each new person.

Activities	Notes
<p>Meet with principal to discuss issues related to the mentor role.</p> <p>Build a helping relationship</p> <ul style="list-style-type: none"> ● Introduce yourself. ● Conference with your partner ● Set up meeting times ● Familiarize them with the school and the community <p>Daily interaction during the first few weeks of school</p> <p>Ongoing conferences Observations/Conferences</p> <p>End of year celebration</p>	<p>This is an opportunity to clarify the assistance vs. assessment role of the mentor</p> <p>This should be done as soon as possible. Relationship building is crucial. It will help to clarify your role and the ways you may be of assistance. This would be a good opportunity to set up a structure for future meetings.</p> <p>Some pairs may prefer a weekly scheduled meeting, others a more flexible time frame.</p> <p>This may be done formally or informally as needed. Just briefly checking in will provide assurance of your support.</p> <p>Your mentee will not only need help with setting up his/her classroom, but will also need orientation to building and district policies, etc.</p> <p>Structure to be mutually determined by mentor and new staff members. This is an opportunity to advance reflective practice, and determine needs.</p> <p>Coaching and cycles of assistance should be offered as needed. It is recommended that prior to each formal observation with the principal, the mentee will have an opportunity to do a practice observation with the mentor. Observations of a mentor's lessons are also very valuable.</p> <p>A meeting, lunch, etc. - a positive avenue to reflect and bring closure</p>

THE PRIMARY EMPHASIS IS ON NEW TEACHERS LEARNING, RATHER THAN MENTORS TEACHING!

Due Dates and Details

Program Requirements

30 contact hours per year

- Includes face-to-face meetings, e-mail/phone conversations, meetings or workshops attended together

Log of hours due in May

Four reflections – One per quarter (new staff only)

Mentor observations of novice staff – 2

- Must include a pre- and post- conference and written feedback

New staff observation of mentor or other staff member(s) - 1

Linkage/afterschool mentor meetings – 3 per year

One professional development activity specifically related to discipline area (can be an institute day).

Required Dates

August

- New Staff Inservice Days

September

- Learning Team/afterschool workshop #1

November

- C.A.S.E. Institute Day

December

- Learning Team/afterschool workshop #2

February

- Learning Team/afterschool workshop #3

March

- C.A.S.E. Institute Day

May

- C.A.S.E. Staff Recognition Reception