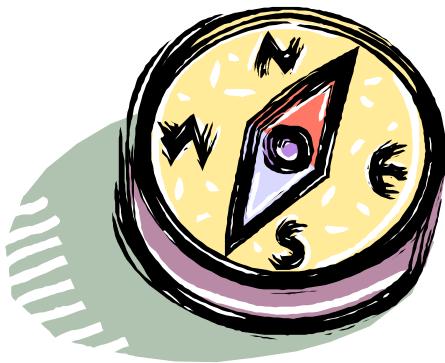


Willow River Area School



Mentor/Mentee Guide

This guide is to be utilized by Mentors to help in the development of our new staff. It is only a guide, but if you are going to claim clock hours it will need to be followed. You can earn up to 10 clock hours for efforts during the school year. This doesn't mean there won't be other questions and answers for our new friends, but the formal part will be done for clock hours.

Each week/month you meet with your mentee, please mark down what topic you discussed. The working assumption is you will be meeting 30 minutes per week. This format allows for another 20 minutes per week/month that won't be documented.

	Date	Time	Topic Discussed
In-service Week	8/29	30m	1 st day of school
Week 1			
Week 2			
Week 3			
October			
November			
December			
January			
February			
March			
April			
May			

Mentor Guidelines: Please cover the items on the checklist with your mentee throughout the year.

General Information

- computer lab procedures
- ordering supplies
- introduce custodians
- introduce to staff
- textbooks
- mailboxes
- outgoing mail
- copier use/issues
- discipline procedures
- special education
- budget
- Bus/van requisitions
- district forms
- library use/checkout
- phones and email
- class lists
- fund raising
- student activities
- grades/record keeping
- lesson planning
- schedules
- emergency procedures
- standards (state or national)
- conferences/mid-quarter
- communication
- curriculum

Classroom Responsibilities

- homeroom
- attendance/tardiness
- lunchroom procedure
- lunch money
- classroom rules
- student phone use
- bus behaviors
- student lockers
- outside activities
- student arrival
- school hours
- student supplies
- late work acceptance
- hall passes/ nurse
- support services
- Problem Solving Team
- choir and band

Personal/Professional

- calling in sick
- Ed MN membership
- contract review
- employee parking
- staff development
- stress
- school cancellation
- continuing education

New Teachers Need Assistance With.....

1. Managing the classroom
2. Acquiring information about the school system
3. Obtaining instructional resources and materials
4. Planning, organizing and managing instruction and other professional responsibilities
5. Assessing students and evaluating student progress
6. Motivating students
7. Using effective teaching methods
8. Dealing with individual students' needs, interests, abilities, and problems
9. Communication with colleagues, including administrators, supervisors and other teachers
10. Communicating with parents
11. Adjusting to teaching environment and role
12. Emotional support

Source:

How to Help Beginning
Teachers Succeed.

Stephen Gordon

Functions of Mentoring

TEACH

The mentor shall:

- Demonstrate effective instruction to the mentee
- Arrange for observations of other teachers
- Observe and provide feedback to the mentee
- Model professional growth
- Meet frequently with the mentee
- Model effective work habits
- Disseminate sources of information
- Provide resources to be utilized in all aspects of curriculum
- Assist in planning and instructional design.

SPONSOR

The mentor shall:

- Incorporate the mentee into school life
- Advocate for the mentee's rights within the school
- Introduce the mentee to licensure requirements and rights under the contract
- Inform and introduce the mentee to professional organizations
- Introduce the mentee to the local organizations/community

ENCOURAGE

The mentor shall:

- Invite the mentee to expand on a successful idea
- Use the mentee's ideas
- Praise the mentee's success
- Share in successes and failures of the mentee
- Promote stretching and taking risks
- Let them know it is ok to fail
- Share a professional journal article
- Research a subject together
- Show enthusiasm

Helpful Characteristics of Mentors

Approachability	Integrity
Ability to listen	Sincerity
Willingness to spend time	Enthusiasm
Teaching competence	Trustworthiness
Willingness to work hard	Receptivity
Positive outlook	Confidence
Commitment to the profession	Openness
Experience in teaching	Tactfulness
Cooperativeness	Flexibility

Communication: The Heart of Mentoring

- Saying what you mean
- Observing and sharing
- Hearing what is actually being said
- Probing
- Working professionally with new teachers
- Being in tune with Mentee's needs

Mentor's Responsibilities

- Participate in New Teacher Orientation
- Serve as a role model, promoting professionalism
- Act as an advocate to support, counsel, and provide your mentee with perspective when needed.
- Establish a relationship with mentees based on mutual trust, respect, confidentiality and collegiality.
- Familiarize the new teachers with Willow River School and Community.
- Serve as a resource to the new teacher regarding individual student concerns.
- Assist new teachers in meeting other staff and connecting with parents.
- Maintain a log of interactions with new teachers.
- Encourage participation in district, community and building activities.
- Assist in the evaluation of the mentoring program.
- Meet with your mentee following the schedule, at a minimum.
- Serve as a resource for curriculum, instruction and student management.

Needs Assessment Questionnaire for New Teacher

Please check the areas that you feel assistance would be the most beneficial.

- Finding out what is expected of me as a teacher
 - Communicating with the Principal
 - Communicating with other teachers
 - Communicating with parents
 - Organizing and managing my classroom
 - Maintaining student discipline
 - Obtaining instructional resources and materials
 - Planning for instructions
 - Managing my time at work
 - Diagnosing student needs
 - Evaluating student progress
 - Motivating students
 - Assisting students with special needs
 - Dealing with individual differences among students
 - Understanding the curriculum
 - Completing administrative paperwork
 - Using a variety of teaching methods
 - Facilitating group discussions
 - Grouping for effective instruction
 - Administrating standardized achievement tests
 - Understanding the school's teacher evaluation process
 - Understanding my legal rights and responsibilities as a teacher
 - Dealing with stress
 - Dealing with union related issues
 - Other _____
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Mentor-Mentee Month-By-Month Guide

AUGUST

BUILDING A KNOWLEDGE BASE

- Introduce staff members, including support staff.
- Familiarize the beginning teacher with his/her class roster and schedule.
- Be sure teacher knows where he or she may park a vehicle.
- Orient the beginning teacher to the daily procedures of attendance, lunch, etc.
- Locate phones and discuss building policies regarding their use.
- Orient the beginning teacher to his/her room and help locate texts and needed supplies.
- Discuss "first day of school" plans, including classroom management plans, room arrangement, materials, etc.
- Share building and district policies and procedures, including sick leave, personal leave, and other types of leave used in the district.
- Outline procedures for ordering transportation.
- Orient the beginning teacher to the building, including copy machines, mail boxes, restrooms, workroom, basic cleaning supplies, and other essentials.
- Instruct the teacher in use of the copy machine.
- Show the teacher the outdoor areas and explain playground/lunch routines.
- Accompany the teacher to the office for lunch account set up.
- Help review "the first day of school" plans.
- Explain school procedures, traditions, and the "unwritten" rules for the school district.
- Visit about classroom climate and environment.
- Assist the mentee in establishing a classroom management plan.
- Discuss Professional goals for the year.
- Give the mentee a tour of the library and discuss rules and procedures.
- Instruct new teacher in the use of technology available

BUILDING A RELATIONSHIP

- Make plans to sit next to the beginning teacher at all meetings and at lunch.
- Exchange phone numbers, e-mail addresses, planning times, schedules.
- Talk about teacher dress codes and student dress codes.
- Make it a point to be helpful without being controlling.
- Share professional and personal experiences in order to develop trust and confidence.

SEPTEMBER

BUILDING A KNOWLEDGE BASE

- Discuss emergency health, safety, and weather procedures, including fire and tornado drill procedures.
- Discuss grading procedures and deadlines.
- Discuss absences and substitute plans.
- Discuss the requirement of student confidentiality.
- Discuss administrative forms and where to submit them.
- Discuss office referrals and student discipline.
- Tactfully offer suggestions for those issues that may cause later problems.
- Share experiences, especially in those areas where the mentee is having difficulty.
- Introduce the new teacher to all of the support staff.
- Offer classroom management tips.
- Encourage the teacher to practice documentation and use a communication log.
- Instruct the teacher on use of e-mail.
- Review and discuss short/long term planning.
- Review state standards.
- Set up opportunities for the mentee to observe your teaching and ask questions.
- Review the monthly calendar. Discuss the procedure for scheduling events.
- Discuss identification of special needs students, Problem Solving Team and IEP's and other resources for meeting their needs within the classroom.
- Discuss professional organizations and professional obligations.
- Talk about students' physical, social, and academic development.
- Recognize that your way isn't necessarily the only way.
- Offer advice when asked, being careful not to be overly controlling.
- Treat the mentee as a fellow professional, not as a student.
- Schedule meeting times for the month, reaffirming your accessibility.

OCTOBER

BUILDING A KNOWLEDGE BASE

- Discuss holiday celebrations for the month.
- Discuss storm day and school closure procedures.
- Discuss staff development opportunities.
- Review student support services provided by the district: counselors, nurses, etc.
- Show the teacher where the students' cumulative files are and how to access them.
- Discuss the importance of documentation.
- Discuss and assess progress toward goals.
- Share syllabi, units, and lesson plans that have worked well.
- Review the monthly calendar.
- Discuss student motivation.
- Assist with time management.
- Help mentee evaluate students.
- Discuss coping strategies for stress.
- Discuss any specific problems the beginning teacher is experiencing.
- Discuss exceptional and special needs students and procedures for working with them.

BUILDING A RELATIONSHIP

- Help the mentee become part of the teaching community by including him/her in faculty social activities.
- Have the mentee re-evaluate his/her needs based on the first two months of teaching, and make plans to address any new concerns.
- Schedule meeting times for the month, reaffirming your accessibility.

NOVEMBER

BUILDING A KNOWLEDGE BASE

- Discuss the end of semester procedures: testing, grading, etc.
- Discuss holiday celebrations, gift giving, school holiday programs, etc.
- Review the monthly calendar.
- Discuss professionalism in the workplace, teacher/principal relations, teacher/school board relations, etc.

BUILDING A RELATIONSHIP

- Invite the mentee to observe you in both planned and unplanned situations in order to further develop trust.
- Plan a time to discuss questions resulting from the mentee's observations of your teaching.
- Recognize that the mentee, as a recent student, has knowledge from which you could benefit.
- Show an interest in the mentee's personal life as well as in his/her professional life by becoming aware of family members, birthday, personal interests and hobbies, etc.
- Invite the mentee to attend an extracurricular school event such as a game, play or concert with you.
- Schedule meeting times for the month, reaffirming your accessibility.

DECEMBER

BUILDING A KNOWLEDGE BASE

- Discuss holiday celebrations and policies.
- Revisit pedagogical issues such as multiple intelligences, technology in the classroom, etc.
- Assist the mentee in self-reflection.
- Schedule meeting times for the month, reaffirming your accessibility.
- Invite mentee to faculty holiday events.
- Share vacation plans and family traditions with the mentee in order to build the friendship or further knowledge of your cultural background if it is different from that of the mentee.

JANUARY

BUILDING A KNOWLEDGE BASE

- Evaluate progress toward goals and discuss necessary modifications.
- Discuss the school guidelines for bringing in guest speakers.
- Discuss assessment procedures for both formal and informal assessments.

BUILDING A RELATIONSHIP

- Schedule meeting times for the month, reaffirming your accessibility.
- Discuss what mentor/mentee activities have been most/least helpful, and discuss possible changes.
- Consider extending the mentee's circle of support by including other beginning and experienced teachers for sharing, and for professional and social relationships.

FEBRUARY

BUILDING A KNOWLEDGE BASE

- Help the mentee begin an analysis of individual student success in order to help him/her assist students who may be struggling.
- Discuss holiday celebrations, if appropriate.
- Help the mentee to begin to be proactive by asking, "What challenges do you anticipate this month?" and "How will you handle them?"
- Help the mentee set monthly mentoring goals based on his/her needs and help him/her list possible resources for meeting those needs.

ENCOURAGING INDEPENDENCE

- Foster the growing independence of the mentee by meeting informally on an as-needed basis rather than scheduling meetings in advance.
- Point out resources for individual exploration, including workshops, school visitations, on-line training, etc.
- Build the mentee's self-confidence through the use of well-earned praise.

MARCH, APRIL, MAY

BUILDING A KNOWLEDGE BASE

- Discuss the end of the year procedures: graduation, locker clean-out, book check-in, tests, field trips, etc.
- Discuss end of the year procedure for teachers: turning in books/keys, preparing classroom, etc.

- Discuss weather concerns and student motivation.
- If the mentee does not receive a teaching contract for the next year, offer support, a letter of recommendation, and help in preparing a resume.
- Work with the mentee to compile a list of most worthwhile activities/topics for future use.

ENCOURAGING INDEPENDENCE

- Discuss things the mentee would or would not repeat in the following year.