Research Says....

Teacher quality is the single most important component in increasing student achievement (Moir, Barlin, Gless, & Miles, 2009). Research indicates that new teachers often lack the expertise to lead students to reach their full potential however this impact can be minimized through effective mentoring of new teachers by more experienced, high performing colleagues (Moir et al., 2009). Austin (2002) explained that new teachers need the support of experienced teacher peers. In addition, research indicates that new teachers who have experience a successful mentoring program are more likely to return to the same school the following year with substantial improvement in curriculum and pedagogy (Ingersoll & Smith, 2005).

New teachers are not the only ones who benefit from teacher mentoring programs. Huling and Resta (2001) found that the mentors also derive substantial benefit from the mentoring experience. The mentoring process leads experienced teachers to focus on their own classroom improvement and teaching skills while also increasing communication among colleagues and mentees. Additionally, mentors often become more reflective about their work and spend more time planning their own lessons which may lead to an increase in achievement among the mentor’s students.

Program Purpose/Goals:

- Increase student learning
- Assist beginning teachers with instructional skills
- Enhance teacher quality
- Provide individual needs assessment and personal coaching
- Build teacher confidence
- Retain quality teachers in the district
- Assist new teachers with the transition to teaching and LCSS
- Support teacher morale, communication, and collegiality

Mentor Requirements

- Mentor teaches in the same school.
- Mentor teaches same grade/subject (if possible).
- Mentor has at least 3 years successful teaching experience and demonstrates mastery of pedagogical and subject matter skills.
- Mentor has a history of improving student performance.
- Mentor demonstrates excellent interpersonal skills and is committed to professional development.
- Mentor has experience working with diverse students.
Mentor Responsibilities

- Build relationships based on mutual trust, respect, and professionalism.
- Develop an understanding of the mentee’s strengths and needs.
- Encourage reflection and professional growth.
- Provide timely feedback, support, assistance, and guidance on school issues, curriculum, instruction, and assessment.
- Serve as a role model for mentee through sharing of experiences, examples, and strategies.
- Provide support that is non-judgmental and confidential.
- Conduct informal observations and provide constructive feedback.
- Conference regularly with mentee to address areas of need or concern.
- Complete all requirements of the program.

Stipend

- $750 upon successful completion of Year 1.
  ** Additional years will be determined if the mentee is not successful and requires support throughout the following school year. This will be determined at the end of each year.

Mentee Responsibilities

- Be committed to learning and improving instruction.
- Observe and learn from experienced teachers.
- Be an open and active listener.
- Be open-minded and willing to learn from others.
- Learn and grow from honest feedback.
- Identify personal needs and ask for help.
- Reflect on personal practices.
- Attend all required meetings.
- Complete all requirements of the program.

Pre-planning Mentor Meeting Topics

- Introductions
- Overview of Program
- Goals and Roles
- Getting to Know You
- Mentor/Mentee Agreements
- Requirements/Expectations
- Calendar of Events
- Preparing for the Opening of School / Tasks to Assist
- Teacher Socialization Theory Including Stages of Concern
- 100 Things.....
- Suggested Activities
Mentor Professional Learning Modules

See timeline / listing of dates for Mentor meetings

Module 1: Trust and Relationship Building
- Roles and Responsibilities
- Reflections on First Year
- Fears and Concerns of New Teachers
- Establishing Rapport and Building Trust
- Coaching Language and Techniques
- Active Listening

Module 2: Building Collegial and Collaborative Relationships
- Setting the Tone for Collaboration
- Establishing Protocols and Developing Agendas
- Critical Areas for Collaboration
- Documentation of Collaboration

Module 3: The Observation Process
- Expectations of the Process
- Planning, Process, Tools
- Understanding TKES and GTEP
- Providing Clear Constructive Feedback
- "Top 12" first year problems encountered by beginning teachers from research

Module 4: Meeting Individual Needs
- Site Visits
- Professional Goals and Learning
- Developing Professional Portfolio
- Observations/ Discussions/Collaboration

**Topics subject to change based on need and reflections.**
Mentee Professional Learning Modules

Listed below are topics that you, the Mentor, should be discussing and going over with new teachers. Many of these topics will be offered as county FLASH courses or links to videos as tools on the Liberty County website. Use the each module as a guide of topic discussions and as a “look for” as you go into the mentee’s classroom for observations.

Module 1: Classroom Management

- Establishing Effective Rituals and Routines
- Management through Effective Instruction
- Planning for Engaging Instruction
- Working with Challenging Students and Their Parents
- Documenting Performance and Behavior

Module 2: Instructional Strategies

- Standards Based Instruction
- Long Range, Unit, and Weekly Planning
- Formative Assessment
- Analyzing Classroom Data
- Using Data to Differentiate

Module 3: Ensuring Rigor

- What is Rigor?
- Examining Learning Outcomes
- Planning Rigorous Learning Opportunities

Module 4: Meeting Individual Needs

- Site Visits
- Professional Goals and Learning Plans
- Professional Portfolios
- Documentation and Recommendations
Program Requirements:

- Mentor and Mentee will attend the orientation meetings in August.

- Mentor and Mentee will meet to collaborate a minimum of 30 hours each year to discuss curriculum, instruction, and assessment, plan lessons, provide feedback, discuss areas of concern or need, and celebrate success.

- Mentor will document collaborative meetings using the Mentor-Mentee Collaboration Log.

- Mentor and Mentee will complete the assigned tasks on Starting off Right.

- Mentor and Mentee will complete the Professional Learning Plan. And the Mentee will maintain a Professional Learning Log of Activities. This is only for expectations and goals set within your meetings and discussions. A guide to assist the Mentee as they grow as a teacher. The Mentee will complete a Reflection on the Professional Learning Plan.

- Mentor and Mentee will conduct a minimum of 1 peer observation each nine weeks to be followed by face to face debriefing and feedback to be documented on the Peer Observation Tool.

- Mentor and Mentee will meet with District Coordinator during the fourth nine weeks to go over Mentor/Mentee Portfolio.

Documentation Required:

- Mentor/Mentee Collaboration Meetings- at least 30 hours (50%) must be face to face
- Peer Observation and Coaching Notes- Mentor and Mentee- 1 per quarter
- Reflection Log (completed in January)
- Mentee Portfolio
References


http://dx.doi.org/2013171366201763683
