

No Fault, Easy Out Policy

This form should be filled out by any member of a mentoring triad that has a personal or professional concern about the effectiveness of the current mentoring assignment. When the form is completed, it should be given to the building principal.

Name _____ Date _____

Names of the other members of the current mentoring triad:

Check and respond to any of the following comments that are appropriate to your situation.

___ I have a personal concern with the effectiveness of the mentoring triad.
Please provide a brief explanation:

___ I have a professional concern with the effectiveness of the mentoring triad.
Please provide a brief explanation:

___ Other concern and a brief explanation:

All information on this form will be regarded as confidential.

Criteria for Selecting Teacher Mentors

Applicant/Committee Member (circle one): _____

Date: _____

Rank the items listed below by checking the appropriate column:

1 = Basic

3 = Proficient

5 = Exemplary

	1	3	5
A. Professional Competence and Experience			
• Knowledge of pedagogy and subject matter expertise			
• Excellent classroom management skills			
• Collaborates with others			
• Understands the policies and procedures of the school, district and teachers' association			
B. Attitude and Character			
• Exhibits strong commitment to the profession			
• Demonstrates resiliency and flexibility			
• Eagerly shares information and ideas with colleagues			
• Exhibits good humor and resourcefulness			
• Willingly serves as a role model for others			
• Enjoys new challenges			
C. Communication Skills			
• Effectively articulates instructional strategies			
• Listens attentively			
• Offers critiques in positive and productive ways			
• Asks questions that facilitate reflection			
• Maintains confidentiality			
D. Interpersonal Skills			
• Maintains trusting professional relationships			
• Works well with individual from different cultures			
• Is approachable and easily establishes rapport with others			
• Is patient and supportive			
• Knows how to express care for professional and emotional needs of others			

Suggested Activities for the First Year of Mentoring

Prior to the beginning of classes, the mentor will

- Meet and welcome the new/beginning teacher
- Introduce new/beginning teacher to mentoring triad and explain roles, relationships, and expectations of each triad member
- Conduct a tour of the building
- Provide assistance in ordering supplies and locating textbooks, if applicable
- Help, as needed, with classroom preparation
- Suggest actual lesson plans for first day/week activities and assessments, if requested

After classes begin, the mentor will

August

- Initiate informal “drop in” meetings to touch base
- Work on developing a collegial relationship
- Assist with classroom management plan
- Acquaint new/beginning teacher with monthly district and building activities (i.e., QPA, pre-assessments...)

September

- Introduce new/beginning teacher to unwritten rules and customs within the district
- Work toward establishing observation times
- Explain building professional development plan
- Discuss monthly district and building activities

October

- Conduct formal observations and feedback; identify a focus for next observation
- Assist with classroom management plan
- Share resources
- Explain reporting/conference process
- Arrange observations of other teachers with a particular expertise
- Discuss monthly district and building activities

Suggested First Year Mentoring Activities Continued

November

- Discuss feedback from parent conferences
- Work toward model teaching
- Continue observation feedback
- Discuss professional development opportunities
- Continue curriculum/assessment dialogue
- Inform new/beginning teacher about state assessments, if applicable
- Discuss monthly district and building activities

December

- Give model teaching feedback
- Continue observation feedback
- Continue verbal and written support and encouragement
- Review end of semester assessments and reporting procedures
- Discuss monthly district and building activities

January

- Review school/classroom procedures for ending and beginning a semester
- Address questions concerning report cards and grading
- Evaluate/review first semester's experiences
- Continue to inform new/beginning teacher of curriculum resources
- Discuss monthly district and building activities

February

- Continue with observation feedback
- Continue with encouragement and support
- Remind new/beginning teacher of professional growth opportunities and professional organizations
- Discuss monthly district and building activities

March

- Continue monitoring new/beginning teacher's concerns and needs
- Review end of quarter assessments and report cards
- Encourage participation in school activities such as QPA, building level committees and/or district level activities

Suggested First Year Mentoring Activities Continued

April

- Explain budgeting and ordering for the following year
- Continue to build new/beginning teacher's self-confidence
- Discuss career planning and development
- Review end-of-year assessments and reporting procedures
- Explain professional development plan wrap-up
- Discuss monthly district and building activities

May

- Discuss end-of-year procedures
- Discuss testing and evaluating end-of-year progress of students
- Inform of awards, certificates, or recognition activities for students
- Build on and reinforce peer relationship
- Discuss monthly district and building activities

June

- Review year's events
- Evaluate the mentoring program
- Discuss concerns of new/beginning teachers
- Identify goals for following year
- Recognize/celebrate the year's successes

Adapted from Mary Manke and Cindy Klingel checklist.

100 Things a Mentor Teacher Might Do in a Helping Relationship Model

1. Work with the new/beginning teacher to analyze a lesson plan that did not work.
2. Remind the new/beginning teacher of an important form that is due.
3. Introduce the new/beginning teacher to other staff members.
4. Share an instructional resource with the new/beginning teacher.
5. Go to lunch with the new/beginning teacher to celebrate a teaching success.
6. Show the new/beginning teacher how to access student records.
7. Help the new/beginning teacher plan a strategy for solving a classroom management problem.
8. Avoid taking personal responsibility for the new/beginning teacher's failures.
9. Observe the new/beginning teacher's class to collect data on an instructional problem.
10. Listen to the new/beginning teacher share a personal or professional frustration.
11. Demonstrate an instructional technique.
12. Collaborate with the new/beginning teacher in planning/teaching a unit.
13. Make a video- or audiotape of new/beginning teacher for self-analysis.
14. Attend a workshop with the new/beginning teacher.
15. Go to breakfast with the new/beginning teacher once a week.
16. Encourage the new/beginning teacher to reflect on a critical classroom event.
17. Advise the new/beginning teacher on how to relate to another staff member.
18. Protect the new/beginning teacher by maintaining confidentiality.
19. Alert the new/beginning teacher to a behavior that you know may be self-defeating.
20. Confront and resolve an interpersonal conflict with the new/beginning teacher.
21. Invite the new/beginning teacher to a TGIF get-together.
22. Be self-disclosing with the new/beginning teacher.
23. Assess the new/beginning teacher's level of commitment and maturity.
24. Adapt supervisory practice to the new/beginning teacher's developmental level.
25. Advise the new/beginning teacher on the pitfalls of parent conferencing.
26. Take the new/beginning teacher on a tour of the community or school district.
27. Counsel the new/beginning teacher on a personal problem.
28. Refer the new/beginning teacher to appropriate resource persons.
29. Encourage the new/beginning teacher to participate in professional organizations.
30. Invite the new/beginning teacher to systematically observe your teaching.
31. Hold and express high expectations for the new/beginning teacher.

100 Things a Mentor Teacher Might Do in a Helping Relationship Model (Continued)

32. Be on the lookout for survival behaviors.
33. Give the mentee specific feedback.
34. Patiently answer the new/beginning teacher's questions.
35. Laugh at oneself.
36. Help the new/beginning teacher learn to write better test items.
37. Discuss current educational issues with the new/beginning teacher.
38. Help the new/beginning teacher learn to write better test items.
39. Advise the new/beginning teacher on how to better manage time.
40. Share a personal success or failure.
41. Be congruent in mentoring beliefs and actions (walk the talk).
42. Remind the new/beginning teacher of an important building or district policy.
43. Assist the new/beginning teacher in keeping better student records.
44. Be positive.
45. Ask the new/beginning teacher's opinion on a professional idea.
46. Brainstorm with the new/beginning teacher a list of possible solutions to a problem.
47. Know the research on problems and concerns of new/beginning teachers.
48. Share a professional article with the new/beginning teacher.
49. Show the new/beginning teacher how to complete grade cards.
50. Model a disposition of inquiry.
51. Be open and honest with the new/beginning teacher.
52. Encourage the new/beginning teacher to try a new instructional strategy.
53. Hold a pre-observation conference with the new/beginning teacher.
54. Help the new/beginning teacher learn how to write better instructional objectives.
55. Advise the new/beginning teacher of professional opportunities.
56. Display personal enthusiasm for teaching.
57. Positively reinforce a new/beginning teacher's desirable behavior.
58. Check the new/beginning teacher for understanding.
59. Use research findings as the focus of systematic observations.
60. Take a personal interest in the new/beginning teacher's career development.
61. Don't take yourself too seriously.
62. Believe in the meaningfulness of your work.
63. Avoid sending new/beginning teachers mixed messages.
64. Practice active listening.
65. Assist the new/beginning teacher in reviewing instructional materials.
66. Provide the new/beginning teacher with important information on a student.
67. Express the belief that all children can learn.
68. Know what it takes to build a trusting relationship.
69. Help the new/beginning teacher understand issues on professional ethics.
70. Praise the new/beginning teacher specifically.
71. Counsel another mentor on a mentoring issue or problem.

**100 Things a Mentor Teacher Might Do in a
Helping Relationship Model (Continued)**

72. Encourage the new/beginning teacher to attend a school athletic event or play.
73. Design and carry out an action research project with the new/beginning teacher.
74. Help the new/beginning teacher improve his/her classroom questioning techniques.
75. Demonstrate for the new/beginning teacher how to begin or close a lesson.
76. Appreciate the complexity of teaching.
77. Be sensitive to the new/beginning teacher's nonverbal messages.
78. Share personal successes and failures.
79. Show the new/beginning teacher how to more effectively use instructional technology.
80. Let the new/beginning teacher know their problems and concerns are not unique.
81. Commend the new/beginning teacher in front of a colleague.
82. Encourage the new/beginning teacher to collect and analyze student feedback.
83. Model a positive disposition toward professional growth.
84. Express interest in the new/beginning teacher's personal hobbies, travels, etc.
85. Advise the new/beginning teacher on how to resolve an interpersonal conflict.
86. Arrange for the new/beginning teacher to observe a colleague.
87. Protect the new/beginning teacher from unjust criticism.
88. Practice patience.
89. Reflect on when it is time to speak and when it is time to listen.
90. Recognize that not all mentor-new/beginning teacher relationships are made in heaven.
91. Help the new/beginning teacher interpret the culture of the school.
92. Help the new/beginning teacher understand the history of the district.
93. Script a lesson for the new/beginning teacher.
94. Encourage the new/beginning teacher implement a variety of instructional strategies.
95. Remind the new/beginning teacher of the power of teacher expectations.
96. Value your own knowledge and experience.
97. Pursue excellence in your own classroom.
98. Accept change.
99. Accept the new/beginning teacher.
100. BELIEVE THAT YOU CAN MAKE A DIFFERENCE!