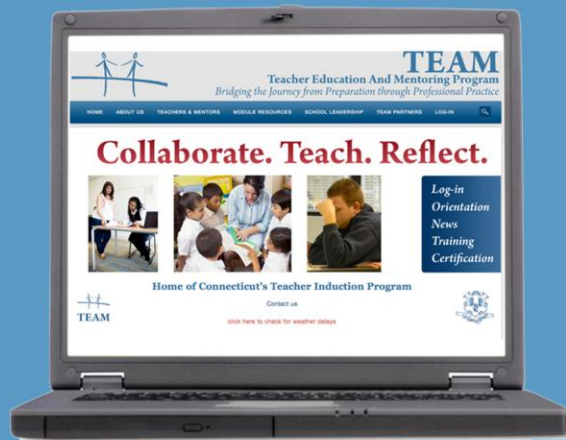


MENTOR GUIDE

A Resource for Ongoing
Goal Setting, Interaction
and Reflection



www.ctteam.org

Connecticut State
Department of Education
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Introduction

The TEAM Mentor Guide is a tool for planning, data gathering and reflection. As you use the Guide, you will find that you will not complete all of the activities and that some may not even be appropriate. You should choose activities based on your knowledge of the beginning teacher, the students, the curriculum, and the culture of your school.

Through trial and error, you will learn how to best integrate this document into your mentoring practice. You can use it as a personal journal or as a collaborative document to record planning, data gathering and problem solving with your mentee. Consider the following:

- ❖ The “Suggested Activities” section will assist you in identifying a range of activities/interactions for supporting a beginning teacher throughout the school year.
- ❖ The “Notes” section can be used to record plans for an upcoming meeting, pose questions to be answered based on future interactions or data gathering, document reflections and recent interactions with your mentee, identify resources and action steps , etc.

Personal Journal Option

Learning Styles

Observations

Goals

If you use the Mentor Guide as a personal journal, you might record observations related to your mentee’s strengths and challenges and/or document your own as a mentor. Set personal goals for yourself for upcoming meetings with your mentee, e.g., practice “active listening” or model reflection on student work. Note your mentee’s learning style so that future communications and interactions may be designed to optimize learning. Practice framing and/or reframing questions to promote successful future problem solving with your mentee.

Collaboration Framework Option

Common Vision

Management

Logistics

If you use the Mentor Guide collaboratively with a mentee, you can develop a common vision of what support will look like and how it will evolve from an initial focus on management and logistics to students and instruction. You can set collaborative support goals and your mentee will be able to request specific support activities to address her/his individual needs. You can reflect together on the impact of your coaching activities. Consider using this guide collaboratively with colleagues who are also supporting beginning teachers.

The activities in this Mentor Guide have been organized into the following categories: Building Relationships, Logistics/Organization, and the TEAM Module Process. You are encouraged to: experiment with this document; reorganize and modify the activities and time frames. Make it work for you.

(Note: The TEAM Mentor Guide is available on www.ctteam.org under “Module Resources.”)

TEAM Mentor Guide August/September

Suggested Activities for Building Relationships	Notes
Contact your mentee as soon as possible. If possible, meet with her/him prior to the opening of school or the staff orientation. Consider meeting outside of school. Use this first meeting as an opportunity to get to know each other. Ask your mentee how you can best assist her/him to get off to a good start.	
Exchange phone numbers and email addresses. Share best times to communicate via phone.	
Make a "Survival Kit" to welcome your new mentee. Consider including such items as: frequently used phone numbers, stickers, map of the building with teachers' names written in classrooms, band-aids, post-its, chocolate, etc.	
Introduce your mentee to all appropriate staff members. S/he may not realize the important role that the secretarial, custodial and lunch room staff have in the school.	
Suggested Activities for Logistics/Procedures	Notes
Share strategies for handling all of the paperwork. Demonstrate how you organize your paperwork, e.g. grades, parent contacts.	
Ensure that your mentee has either a print or on-line calendar. (As appropriate, provide one with important school/district dates already placed on it.) Schedule your initial meeting dates for August and September.	
Locate and provide access to, either in hard copy or on-line, district standards, pacing guides and other curriculum documents that have not been distributed.	
Discuss the role of teaching assistants, one-on-one aides, department chairs, related service providers, etc.	
Explain/clarify policies and procedures for discipline, attendance, lunch, dismissal, assemblies, specials, etc.	

TEAM Mentor Guide August/September

<i>Suggested Activities for Logistics/Procedures</i>	Notes
<i>Suggested Activities for TEAM Module Process</i>	Notes
Contact your TEAM District Facilitator to determine when the district orientation will take place and what information will be shared. Make sure your mentee has it on her/his calendar. Put the date on your calendar and plan on attending with your mentee.	
Talk about your role and responsibilities in TEAM as well as your mentee's. (The TEAM Program Manual for Beginning Teachers is on-line at www.ctteam.org and provides basic information about a beginning teacher's rights and responsibilities, mentor's role, district responsibilities, etc.)	
Go on line to www.ctteam.org and preview the web site and all that it has to offer.	
Go to www.ctteam.org and assist your mentee in creating a user profile (create your own if not yet done). Review the components of a dashboard.	
Share and review the district's TEAM support plan. Point out any special sessions the district offers for beginning teachers and/or mentors. If dates are available, put them in your calendars. Explain whether your district reviews papers in-district or through the regional option. Note any timelines the district may set for completing the reflection paper.	
Set a date for your first meeting to begin working on the first module (late September, early October?). Assure your mentee you will be there to guide and offer assistance throughout the module process.	

TEAM Mentor Guide October/November

<i>Suggested Activities for Building Relationships</i>	Notes
Touch base with your mentee on a regular basis in addition to the “official” scheduled meetings.	
As you plan for the first Open House with your mentee, discuss ways of sharing behavioral and learning expectations and suggestions for engaging parents as partners in their child’s learning. Help your mentee see her/his classroom through the eyes of a parent.	
Check in with other mentors to seek and provide support for the mentoring process.	
Follow up/debrief after department, grade level, team and committee meetings. Answer questions about unknown terms or unclear processes. Be prepared to explain the rationale for or history behind comments and decisions.	
Suggest to your mentee that s/he walk out the door for Thanksgiving vacation with no school work in hand and use the break to rejuvenate and re-energize with family and friends.	
<i>Suggested Activities for Logistics/Procedures</i>	Notes
Share how you document student progress. Review grade book and record keeping systems. Use this information as you help your mentee plan for parent conferences and report cards.	
Explain the norms and procedures for parent conferences.	
Provide guidelines for responding to parent questions/concerns about first quarter grades.	
<i>Suggested Activities for TEAM Module Process</i>	Notes
Find out the date the district will offer the Module 5 - Phase 1 facilitated conversations and if mentors are invited, be sure to plan on attending with your mentee.	

TEAM Mentor Guide October/November

<i>Suggested Activities for TEAM Module Process</i>	Notes
Review the <i>Module Guidelines</i> with your mentee pointing out the key aspects of each of the four steps. Consider, as you go through each step, previewing the documentation that accompanies the process on-line at www.ctteam.org under the link, module resources.	
Have the mentee choose which module s/he wishes to work on first. Discuss the CCT performance profile for the selected module. Take a look at a sample completed profile (on-line) for the module for ideas on how to document your conversation around the indicators.	
Guide your mentee to select an indicator to focus on for this module that best meets her/his needs and interest.	
Assist your mentee in developing a summary of current performance specific to the CCT indicator chosen. Check out the sample summaries on line at www.ctteam.org for guidance in how a summary might be created. Point out the prompt/s that accompany each document on the mentee's dashboard.	
Guide your mentee in writing her goal for the module process. Reinforce that this is her/his learning goal, it is connected to the indicator chosen and it should describe how the teacher's learning will result in positive outcomes for the students. Be sure to encourage your mentee to be realistic in terms of what can be accomplished in an 8-10 week timeline.	
Propose to your mentee setting up a time line for completion of the rest of the module steps (completion of PGAP, implementing the plan, submitting the paper). Be sure to consider any dates the district has set for submission of papers.	
Discuss that you will record information from each meeting in the <i>BT/Mentor Meeting Log</i> . Inform your mentee that s/he will need to verify each log when it is recorded. If it would be helpful, do the first one together.	
Encourage your mentee to keep a journal that includes deep reflective analysis, is specific, detailed and is kept current. Explain that this tool will be invaluable when it comes time to write the reflection paper.	

TEAM Mentor Guide October/November

<i>Suggested Activities for TEAM Module Process</i>	Notes
<p>Assist your mentee in developing her/his Professional Growth Action Plan by brainstorming activities and resources that will support her/his module goal. Consult the TEAM website for books and websites to consider; this listing is found at the link “additional resources” within the individual module page. Remember to consider district and school personnel (math consultant, special education teacher, content teachers, etc.) as potential resources as well as any professional development opportunities the district may be offering. Talk again about the need to be realistic in terms of what can be accomplished in an 8-10 week timeline.</p>	
<p>Establish your proposed meeting dates for this module. Help your mentee set the anticipated timeline for module completion (beginning and ending dates) taking in consideration any dates that might be set by the district. Meeting dates and timeline go on the PGAP.</p>	
<p>Help your mentee connect with other colleagues whom s/he wishes to observe or be observed by for her PGAP.</p>	
<p>Assist in accomplishing the meeting with the school administrator to discuss and accept the PGAP.</p>	

TEAM Mentor Guide December/January

<i>Suggested Activities for Building Relationships</i>	Notes
Monitor your mentee for fatigue and disillusionment. Provide support as needed.	
Enlist colleagues in providing moral support to new teachers who may be going through “the slump” and need personal and professional support.	
Be sure your mentee is included in any staff holiday gatherings and consider attending together.	
Remind your mentee to be sensitive to the religious and ethnic diversity of the students in her/his class.	
Check in with your mentee as to how you are doing in terms of support. What’s working well for her/him? What might be some suggestions for additional support, if needed?	
<i>Suggested Activities for Logistics/Procedures</i>	Notes
Begin the second semester by reflecting on what logistics/procedural strategies from the first semester worked well. What might be improved?	
Start the conversation around the spring standardized testing schedule, procedures and processes. How can you help?	
Check in with your mentee on her/his record keeping systems. Offer support in reviewing school reports that need to be completed, grade books, attendance logs, and parent contact records if appropriate.	
<i>Suggested Activities for TEAM Module Process</i>	Notes
Meet throughout step 3 of the process as your mentee implements her/his plan and applies new learning. Coach your mentee to be reflective and analytical about the changes in practice she/he is experiencing and the impact (<u>anticipated</u> for planning) on students. Continue to encourage your mentee to keep a detailed journal of his/her module process. If this is the planning module how are you helping the mentee stay focused on planning <u>prior to implementation</u> ?	

TEAM Mentor Guide December/January

<i>Suggested Activities for TEAM Module Process</i>	Notes
Be sure to continue to record log entries on a timely basis to ensure that they accurately reflect the amount of time for meetings and the focus of the meetings.	
Monitor the timeline set to finish this module. How might you help your mentee in completing the process as close to the proposed completion date?	
Review the criteria for determining a reflection paper as successful. Read and discuss some of the sample papers on-line to see how a teacher successfully documents new learning, impact on practice and impact on students.	
Discuss some of the evidence/examples and reflections your mentee has kept that might go in your mentee's reflection paper.	
Read over your mentee's first draft of the reflection paper. Provide specific and timely feedback that will assist your mentee in successfully documenting new learning, impact on practice and impact on students. Discuss any revisions needed including any editing corrections. Remember that reviewers may select the feedback statement about multiple spelling, grammar and or punctuation errors in the paper; your offering "another set of eyes" to catch any of these errors will be helpful to your mentee. NOTE: Your mentee cannot submit a final draft of her/his paper without your having read one draft, sending it back and then, when you receive her/final draft, clicking on the accept button. Only then, will s/he be able to submit for review.	
Celebrate with you mentee her/his successful completion of the module!	
Offer assistance should the paper be unsuccessful. Discuss the feedback given and determine what the best course of action will be to resubmit. Consider (with your mentee's permission) requesting help from a trained reviewer in your school or district. Set a date for resubmitting.	

TEAM Mentor Guide February/March

<i>Suggested Activities for Building Relationships</i>	Notes
Continue to touch base with your mentee on a regular basis in addition to the “official” scheduled meetings.	
Ensure that your mentee reminds parents of the upcoming standardized testing. Help your mentee develop a plan for letting parents know what they can do to help create a positive and productive testing environment.	
Encourage your mentee to communicate to students how well the students are prepared for both the content and process of the upcoming testing.	
<i>Suggested Activities for Logistics/Procedures</i>	Notes
Review, just before the standardized testing events, the policies and procedures for administering the assessments.	
Review the procedures and processes for spring parent conferences. Discuss what worked well in the fall conferences and what needs to be done differently this time around.	
Encourage systematic collection and storage of instructional materials and copies of student work that your mentee might want to use next year. Discuss collection and storage possibilities.	
Debrief the standardized testing that has been completed and discuss what went well and what your mentee might do differently next time.	
Assist your mentee with any questions about third quarter report cards. Discuss ways s/he can ensure that the information on the report cards is not a surprise to students or parents but rather a confirmation of information previously shared.	

TEAM Mentor Guide February/March

<i>Suggested Activities for TEAM Module Process</i>	Notes
Reflect with your mentee how the first module went. What was learned about the process? What worked well? What were the challenges and how can they be averted during this next module? What did you do that was especially helpful? What else could you be doing to support her/him?	
Have the mentee choose which module s/he wishes to work on next and why. Discuss the CCT performance profile for the selected module. Converse with her/him about a choice for the indicator that will be the focus of this second module.	
If planning is the mentee's second module choice, how will you help her/him stay in the planning process, that is get ready to teach? Planning is about what goes on prior to implementation of instruction.	
Follow through with asking what help will be needed in writing the initial summary and the goal. Review them and discuss any possible revisions.	
Agree on a time line for completing this module including dates when the PGAP will be completed as well as what weeks will be for implementation, when the first draft of the paper will be completed and the end date for the entire module process. Keep in mind what was learned from the first module process.	
Ensure that the PGAP has been completed and that the administrator has accepted it. Are there resources that you can offer or broker for your mentee?	
Be sure <i>Module 5, Phase 1</i> is kept in mind. Has it been completed? Can it be completed this year? Will you be attending the session? If the session has been attended, has your mentee taken the short on-line survey on her dashboard that is the last step in completing Phase 1?	

TEAM Mentor Guide April/May

<i>Suggested Activities for Building Relationships</i>	Notes
If your mentee is in the rejuvenation or reflection stage of development (see <i>Phases of First Year Teaching</i> from Initial Support Teacher training), reminisce about the first days of school and how far s/he has come in since the start of school.	
Respond, as appropriate, to final evaluation and employment status reports that new mentees generally receive by April 15 th .	
If your mentee faces the strong possibility of a reduction in force, assist in updating her/his resume and, if appropriate, developing a professional portfolio.	
Spring fever can be an issue for both students and staff. Discuss with your mentee how to recognize and celebrate the students' new energy and how to channel it into active, meaningful learning experiences.	
<i>Suggested Activities for Logistics/Procedures</i>	Notes
Start the conversation about end of year logistics. How do you manage and organize end of year tasks? How can you help your mentee?	
Explain the process for ordering supplies for next year.	
Go over book count and storage procedures. Explain procedures for collecting any necessary fees or fines.	

TEAM Mentor Guide April/May

<i>Suggested Activities for TEAM Module Process</i>	Notes
Meet throughout step 3 of the module process as your mentee implements her/his plan and applies new learning. Build on the strategies you used during the first module that were successful in helping your mentee analyze her/his changes in practice and cite examples of how her/new learning has impacted student performance/learning.	
Continue to keep track of meeting log entries. Now might be a time to begin to review the activities that you and your mentee engaged in during the year, highlighting those meetings that were particularly helpful to both of you for future meetings.	
Check in to see that your mentee is on track for completing the module on the proposed completion date. This is a busy time of year; how will you help your mentee manage all that is going on and completing the module process?	
Revisit the criteria for determining a reflection paper as successful. Check out the sample papers on-line for the module your mentee is now completing.	
Discuss what evidence/examples and reflections your mentee wants to include in her/his paper.	
Review your mentee's first draft, giving feedback that will help her/him in successfully documenting the three criteria: new learning, impact on practice and impact on students. If your mentee is in the planning module, how will you assist her/him in documenting <u>anticipated</u> impact on students? Be sure to make suggestions for any edits in grammar, spelling, etc.	
Be timely in clicking the mentor acceptance button once your mentee is ready to submit the final version.	
Celebrate with your mentee her/his successful completion of this module.	
Should your mentee not meet success, resubmitting in a timely manner is important at this time of year. How will you support your beginning teacher to accomplish a resubmit at this busy time?	

TEAM Mentor Guide April/May

<i>Suggested Activities for TEAM Module Process</i>	Notes
<p>Assist with the resubmission being sure to attend to the feedback given by the reviewer. Would help from a trained reviewer be helpful? Be sure to get your mentee's permission to do this. As you did with the first submission, review the paper for documentation of new learning, impact on practice and impact on students and any possible edits to grammar, punctuation errors.</p>	

TEAM Mentor Guide June

<i>Suggested Activities for Building Relationships</i>	Notes
Join your mentee in reflecting on her/his accomplishments and the accomplishments of her/his students this school year. Revisit goals and dreams for the year. Celebrate accomplishments.	
Be supportive if your mentee, for whatever reason is leaving your school.	
Invite your mentee to accompany you to end of year events.	
Share with your mentee how much you have learned by participating in the mentoring process and from working with her/him.	
As you and your mentee reflect on the year, seek feedback by asking her/him to identify 2-3 specific activities/strategies that were most helpful and to suggest 2-3 things that you might do differently to strengthen your support for next year.	

TEAM Mentor Guide June

<i>Suggested Activities for Building Relationships</i>	Notes
Join your mentee in reflecting on her/his accomplishments and the accomplishments of her/his students this school year. Revisit goals and dreams for the year. Celebrate accomplishments.	
<i>Suggested Activities for Logistics/Procedures</i>	Notes
Check in with your mentee to be sure s/he is clear about some of the procedures for end of year you have talked about: ordering supplies, counting books, storage procedures, etc.	
Go over the end of the year procedures for student and teacher check-out.	
If you are mentoring a Special Education teacher, ensure that s/he has completed all the necessary paperwork to document student learning and recommendations for next year, and placed all documents in the appropriate files.	
<i>Suggested Activities for TEAM Module Process</i>	Notes
Ensure that all meeting log entries have been inputted and are accurate in terms of time and topics. Remember, the expectation is that a mentor spends a minimum of 10 hours of contact time during a module. Your district monitors for compliance to this number of hours.	
Determine if there are any end of year surveys either from the district or the State Department of Education that you and/or your mentor should be completing. Encourage your mentee to complete these as her/his feedback and yours are important to the continued improvement of the program.	

TEAM Mentor Guide June

<i>Suggested Activities for TEAM Module Process</i>	Notes
<p>Reflect together, on the module process. How might the process have changed as your mentee completed her second module versus her/his first module experience? Don't forget to talk about the support the district gave during the year to its TEAM beginning teachers and mentors. What have you learned that will make the process better next year? Capture these ideas in your journals.</p>	
<p>Review the effectiveness of the mentoring relationship and discuss how to make the best use of your time, energy, and expertise for next year. Be sure to keep a record of what you will want to improve upon next year as you continue your mentorship.</p>	
<p>Set a date, right now, in your calendar for your first TEAM meeting of the next school year. It may have to change, but showing your commitment to the relationship by setting a date, solidifies the trust you have been building all year.</p>	