



TWO RIVERS SUPERVISORY UNION

TRSU MENTORING PROGRAM

2025 Version



Table of Contents

Why Teacher Mentoring?	p. 3
TRSU Mentoring Program Mission	p. 4
Purpose	p. 4
Program Goals	p. 4
Components of the Mentoring Program	p. 5-8
New Mentor Selection Process	p. 8
Responsibilities of a Mentor	p. 9
Qualities of a Good Mentor	p. 9
Key Activities by Role	p. 10
Regular Meetings	p. 11
Coaching Cycle	p. 12
Collaboration Cycle	p. 12
Elements of Collaborative Coaching - Types of Feedback	p. 13
Developing Self-Reflective Practices	p. 14-17
End of the Year Reflection and Feedback	p. 17-18
Program Calendar	p. 18-19
Monthly Mentoring Checklist	p. 19-20
Confidentiality Agreement	p. 21
Welcome Letter	p. 22
Mentoring Program Templates	p. 23-28
Mentee Reflection Packet	p. 29-33
References	p. 34



WHY TEACHER MENTORING?

Empowering Teachers, Enhancing Learning: A Mentorship Approach

Beginning a career in education presents both exciting opportunities and significant responsibilities. New teachers are expected to quickly adapt to classroom management, curriculum expectations, and the diverse needs of students—often while simultaneously developing their own instructional voice. This transition into the teaching profession requires new educators to quickly develop and apply a wide range of skills in real-time classroom settings. A strong mentoring program provides meaningful guidance and structured support during this critical phase, helping new teachers build confidence, refine their practice, and grow professionally as they apply their training in a real-world context.

A well-structured mentoring program benefits not only novice teachers but also the entire school community. It fosters collaboration, builds instructional capacity, and creates a culture of continuous improvement. By pairing new teachers with experienced mentors, schools can promote professional growth, improve instructional quality, and increase teacher retention. Most importantly, students are the greatest beneficiaries of strong mentoring systems, as they experience more consistent, high-quality instruction from well-supported educators.



MISSION STATEMENT

Two Rivers Supervisory Union supports the professional growth of both new and veteran educators through a collaborative mentoring model embedded within its professional development framework. The goal is to ensure high-quality instruction for all students by promoting intentional teaching, reflective practice, and the use of best instructional strategies, while fostering a culture of continuous learning and support.

PURPOSE

The purpose of the Two Rivers Supervisory Union Educator's Mentoring Program is to support the successful transition of teachers and school professionals—whether new to the district, the profession, or a new role—by fostering collaboration with experienced educators and promoting best practices. The program is designed to help both new and veteran educators grow as reflective practitioners, strengthen their sense of personal and professional effectiveness, and build collaborative relationships that are mutually beneficial and sustaining throughout their careers.

GOALS

- Support professional growth and continuous learning for all educators
- Foster collaborative efforts across the supervisory union
- Create meaningful professional partnerships between mentors and educators new to the district or role
- Promote intentional teaching, best instructional practices, and reflective practice
- Improve teaching performance to enhance student achievement
- Encourage and retain highly qualified professionals
- Promote the well-being of both educators and students
- Support employee retention and job satisfaction
- Meet state and district-mandated mentoring and induction requirements



The Program

The mentoring model is designed to foster a reflective and collaborative professional learning community through individual, paired, and small group experiences. Mentors and mentees or TRIPP Partners, engage in a series of shared tasks aimed at building trust and deepening their understanding of effective teaching practices. Trust is a critical foundation that encourages new educators to ask questions, take risks, and be open to feedback. This mentor-mentee or TRIPP relationship is reciprocal, with both partners reflecting on their work and learning from one another within the framework of a supportive professional partnership.

Confidentiality

The mutual growth fostered through mentoring relies on building trust and respect. Mentors are committed to maintaining confidentiality and will not discuss the teaching performance of their mentee or TRIPP partner with anyone, including school and district administrators. However, mentors are obligated to report any concerns regarding the physical or psychological safety of students or staff to both their mentee and an administrator.

Mentors may also discuss challenges related to their mentoring practice with the Mentor Advisory Board to seek guidance and support.

Length of Mentoring Term

2 Years – New Teacher (Probationary, Level I Teacher)

Additional Years – At the discretion of the Building Principal

1 Year for Level II teachers

Various Length – Long-term Substitutes – determined by the Building Principal

TRIP Partners 1 Year – Level II Teacher new to school or position with 7 years experience

1 Year for Teachers on an improvement plan

Components of the Mentoring Program

Program Coordinator

- Trains and supports mentors throughout the year
- Maintains communication with mentees
- Works with principals to resolve issues or concerns if needed
- Conducts ongoing program development
- Meets with graduated mentees as needed
- Meets with the superintendent as needed



Mentees

Mentees include all licensed professional staff and substitutes who are new to the district, have seven or fewer years of experience, are in an improvement plan, or who are serving in a position for longer than 30 days.

Mentees are expected to:

- Meet weekly with their mentor to set goals, share concerns and successes, and strategize solution
- Maintain regular communication with the Building Leader
- Provide feedback through midyear and end-of-year program evaluations

Mentor's Role in the Mentoring Program (includes TRIPP, Two Rivers Intentional Practice Partner Requirements)

Mentors serve as experienced, supportive partners who guide and collaborate with new educators throughout their transition. Effective mentors demonstrate the following qualifications and responsibilities:

Qualifications:

- Hold a Level II license and have at least two to three years of experience in the building
- Exhibit a commitment to life-long learning and professional growth
- Demonstrate strong interpersonal and communication skills
- Show a disposition to be of service and a willingness to support others
- Embrace the vision and goals of the mentoring program
- Have evidence of collaborative practice skills and related training
- Complete the New Mentor Training Course
- Participate in yearly skill-building workshops

Responsibilities of a Mentor

- Support mentee (~2 hours/month) in: classroom environment, planning, instruction and assessment, and other professional responsibilities
- Meet weekly with the mentee through classroom observations, conferences, or collaborative planning
- Keep a mentor/ mentee log and/or copies of written classroom visits, goal setting meetings, etc.
- Communicate with Coordinator as needed
- Maintain confidentiality and foster a trusting, professional relationship with the mentee

Mentor - TRIPP Advisory Board

This Board meets monthly throughout the year to advise the Director, plan professional development, and oversee program implementation, review and address mentoring program evaluation. The Mentor Advisory Board consists of:



- The Mentor Coordinator or Director of Curriculum or Assistant Superintendent
- A Mentor Leader from each school

Principal's Role in the Mentoring Program

Principals play a key role in supporting the success of the mentoring program at the school level. Their responsibilities include:

- Supporting and actively promoting the mentoring program within the school
- Collaborating with the Superintendent, Building Leader, Director of Curriculum, or Assistant Superintendent to make appropriate mentor-mentee pairings
- Respecting and protecting the confidentiality of the mentor-mentee relationship
- Facilitating time for coaching cycles, classroom visitations, and mentoring meetings
- Helping new teachers connect with school-specific supports, procedures, and resources
- Ensuring accountability and follow-through within the mentoring program
- Assisting in resolving minor issues or concerns that may arise during the mentoring process

Classroom Visitations

Second-year mentees and TRIPP partners are required to complete **two classroom observations** during the year. These visits may take place within the mentee's own school or in another school within the district. The purpose of these observations is to provide the mentee with an opportunity to reflect on their own practices by observing the strategies, structures, and approaches used by other educators. These experiences can spark new ideas and deepen their understanding of effective teaching. Their mentor can support them in identifying educators whose classrooms may offer valuable insights aligned with their goals and areas of interest.

Conflict Resolution

If a mentee or mentor is experiencing difficulty working with their partner, it is important to address the issue promptly. Mentors and mentees are encouraged to work together to resolve any challenges in their relationship. If they are unable to find a resolution, either party should speak with the Building Leader for support. Should the conflict remain unresolved, it may be escalated to the Director of Curriculum, Assistant Superintendent, or Superintendent.

Debrief Process

At the end of each year, the Mentor Advisory Board will conduct a review of the Mentor Program.



Mentor Debriefing will include:

- A one-on-one meeting with the Building Leader
- A group debrief with the Mentor Advisory Board
- An optional one-on-one meeting with the Curriculum Director or Assistant Superintendent

Mentee Debriefing will include:

- A one-on-one meeting with the Building Leader
- A meeting with the Director of Curriculum or Assistant Superintendent, upon request

MENTOR SELECTION PROCESS

Prospective mentors begin by completing the *Nuts and Bolts* asynchronous training and are encouraged to seek guidance and a referral from their Building Leader. In June, the Director of Curriculum formally invites selected individuals into the Mentor Program.

Mentors are chosen from a pool that includes both retired teachers from the district and current teaching staff. The Curriculum Director and Program Coordinator meet to review the list of potential mentors, using established mentor qualities as a guide. Final selections are made before the start of the school year, and mentors are matched with mentees accordingly.

Building Leaders and Principals provide input on specific pairings, while the Director of Curriculum and Mentor Leaders make the final matching decisions. Once selected, each mentor will meet with the Program Coordinator to review program expectations and confirm their decision to join the mentoring team.

QUALITIES OF A GOOD MENTOR

The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires --William Arthur Ward

Mentors are:

- service oriented
- committed to the role of mentor
- accepting of new teachers
- respected by peers
- flexible
- approachable



- trustworthy
- confident
- non-judgmental
- open to new ideas
- good listeners
- positive / optimistic
- people oriented
- empathetic

Mentors have:

- strong instructional support skills
- strong time management skills
- knowledge of available resources/ models
- strong communication skills

The Best Mentors are:

- Trusted confidants
- Careful Observers
- Good Listeners
- Skillful Advisors
- Strong Supporters and Confidence Builders

KEY ACTIVITIES BY ROLE

Mentee	<ol style="list-style-type: none"> 1. Participate in all required professional learning sessions 2. Attend periodic mentee meetings 3. Meet weekly with a Mentor for a minimum of 30 minutes 4. Participate in 3 Coaching Cycles 5. Visit and observe two classrooms in year 2 of mentoring cycle 6. Keep a digital log of all mentoring meetings 7. Turn in Mentee log by May 15th 8. Submit End-of-Year Reflection AND Feedback via Google Forms no later than June 1st 9. Debrief with the Building Leader no later than June 1st
Mentors	<ol style="list-style-type: none"> 1. Participate in all required professional learning sessions including a mentor refresher training each year 2. Attend periodic mentor meetings 3. Meet weekly with Mentee for a minimum of 30 minutes 4. Ensure that all information on the Mentoring Checklist is addressed in a timely manner 5. Participate in 3 Coaching Cycles 6. Keep a digital log of all the mentoring meetings 7. Promote Mentee reflection



	<ol style="list-style-type: none"> 8. Turn in Mentor log by May 15th 9. Submit End-of-Year Reflection and Feedback via Google Forms no later than June 1st 10. Debrief with the Building Leader no later than June 1st
TRIPP Partners	<ol style="list-style-type: none"> 1. Participate in all required professional learning sessions 2. Attend periodic mentor meetings 3. Partner meet frequently early in the year for cultural understanding and orientation to systems 4. Participate in 2 Collaboration Cycles 5. Visit and observe two classrooms 6. Keep a digital log of all the meetings 7. Promote reflection with each other 8. Turn in log by May 15th 9. Submit End-of-Year Reflection via Google Forms no later than June 1st 10. Debrief with the Building Leader no later than June 1st
Building Leaders	<ol style="list-style-type: none"> 1. Participate in all required professional learning sessions 2. Attend monthly Mentor Advisory Board Meetings 3. Inform building Faculty of the Program 4. Advocate for the Program whenever possible 5. Recommend prospective mentors 6. Reinforce and communicate to new teachers, prospective mentors and staff about the details and requirements of the program 7. Regularly check-in with building mentors about needs and resources 8. Debrief with mentors and mentees at the end of the year
Building Principals	<ol style="list-style-type: none"> 1. Meet with the Building Leader for a yearly overview of the Mentor Program 2. At the request of the Mentor or Mentee, grant time and coverage for classroom visits and Coaching Cycles 3. Promote discussion supporting the Mentoring Program during staff meetings 4. Celebrate the work of Mentors and Mentees in the building
Director of Curriculum, Mentor Coordinator, or Assistant Superintendent	<ol style="list-style-type: none"> 1. Inform the public of the Mentoring Program 2. Ensure that periodic Mentor-Mentee meetings are held 3. Monitor the submission of Confidentiality forms, contracts, feedback, reflection forms, and logs 4. Facilitate monthly Building Leaders meetings 5. Keep resources up to date (including but not limited to website) 6. Send out contracts and clarify due dates



	7. Participate in end-of-year debriefs with Building Leaders, Mentors, and Mentees to reflect on current needs and available resources
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REGULAR MEETINGS

We encourage mentors and mentees to meet weekly for approximately 30 minutes. These meetings provide dedicated time to discuss immediate concerns, review upcoming events, and collaborate on problem-solving. TRIPP partners are still required to meet for a total of 14 hours throughout the year; however, this time can be front-loaded in the fall, with bi-weekly meetings later in the year.

Early in the school year, the conversations may focus on practical matters—especially with new teachers, for whom day-to-day logistics often take priority. As the mentee gains confidence and becomes more familiar with their role, the conversations should naturally evolve to include more reflective dialogue about teaching practices and professional growth.

Goal setting and progress monitoring will be ongoing components of the work together. With less experienced teachers, the role of a mentor may initially be more directive, offering guidance, suggestions, and strategies to address the mentee’s immediate needs.

With more experienced teachers, the conversation should shift toward deeper reflection, using thoughtful, probing questions to encourage continued growth and development.

COACHING CYCLE

The mentor will complete three coaching cycles with the mentee throughout the year. Each cycle typically includes a pre-conference, an observation or data collection phase, and a debriefing session.

COLLABORATIVE CYCLE

While traditional coaching cycles typically involve observation, data collection, and a debrief, mentors are not limited to this structure. Mentor and mentee may choose to engage in alternative cycles that align with the goals of coaching and are tailored to meet the mentee’s specific needs.

TRIPP partners are expected to complete **two coaching cycles** throughout the year. These may include, but are not limited to:

- Collaborating on joint projects such as writing or adapting curriculum that benefits both partners
- Conducting research on a shared area of interest



- Working in parallel (e.g., developing instructional modules) and providing mutual feedback
- Exploring or implementing innovative teaching practices together
- Reflecting on practice or educational philosophy using a shared text
- Engaging in partnership teaching—through co-teaching or guest teaching a specific lesson or unit
- Developing rubrics for scoring student work collaboratively to examine the reliability and validity of the rubric

Cycles continued

These coaching cycles offer an opportunity to collaborate with a peer who brings valuable experience and knowledge to the partnership. They also provide a platform for both partners to share their expertise—an approach especially beneficial when the mentor and mentee are not classroom teachers or work in different subject areas.

The core principles guiding this work include:

- Encouraging reflective practice
- Offering minimal yet meaningful guidance
- Respecting each individual's time and unique context
- Cultivating the habits of mind that foster effective teaching and deep learning

TRSU's mentoring and coaching model operates along a continuum—from low-structure, non-directive support to high-structure, direct informational coaching. The mentor or coach adjusts their role based on the evolving needs of the mentee or coaching partner.

Promoting Independent Reflection and Adjusting Support (WestEd, 2007)

Just as all learners benefit from practicing skills independently, mentees also need opportunities to guide their own thinking and reflection. An effective mentor or coach will thoughtfully adjust their approach throughout a coaching cycle—and sometimes even within a single conversation—based on the mentee's needs. Whenever possible, preference should be given to the **least structured** model that is still effective. This means allowing the mentee or coaching partner to maintain as much control as possible over the content of the conversation, with the mentor remaining as non-directive as the situation allows.

Types of Feedback

Feedback, like coaching, can be viewed along a continuum of support. Each type plays a valuable role depending on the context and the developmental needs of the mentee.



- **Non-Directive Feedback**

Non-directive feedback invites the mentee to reflect and consider a topic without prescribing a specific course of action. It validates the importance of their thinking and reinforces the significance of the reflective work they are engaged in. The timing, setting, and tone of feedback—along with the mentor's demeanor—are themselves forms of feedback. It is essential to honor both the work and the individual by communicating value and respect throughout the process.

- **Collaborative Feedback**

Collaborative feedback lies at the heart of effective mentoring. It involves mutual exploration, where both partners paraphrase, probe each other's thinking, and request ideas, resources, or perspectives. In this model, each partner brings unique strengths and contributes to different aspects of the work. Establishing and maintaining clear norms—often shaped by the school's professional culture—is vital to ensuring equity and shared responsibility in the collaboration.

- **Direct Informational Feedback**

This type of feedback involves targeted questions that seek specific responses. It is designed to draw out what the mentee already knows, allowing the mentor or coach to expand on that knowledge if necessary. While this model often appears as a flow of information from mentor to mentee, it can shift toward collaboration when both partners engage with shared artifacts—such as student work—prior to a reflective conversation. Each partner may take turns posing questions, transforming a directive exchange into a dialogue.

The key distinction is ownership: in direct informational feedback, the work belongs primarily to the mentee; in collaborative feedback, the work and the learning are shared equally between partners.

Developing Self-Reflective Practice

Ideally, mentees or coaching partners will develop reflective habits that enable them to provide feedback to themselves. While feedback is often thought of as something offered by others, truly reflective practitioners regularly analyze and assess their own work. This ability does not replace the value of external feedback—it enhances it. When individuals can engage in honest self-reflection, the feedback they receive from others becomes deeper, more targeted, and ultimately more impactful.

Non-directive Questioning and Communication	Collaborative Questioning and Communication	Direct Informational Questioning and Communication
Coaching & Reflective	Reflective & Collaborative	Inquiry-Based Coaching

Conversation Starters	Coaching Prompts	Prompts
<ul style="list-style-type: none"> ● Observation-Based Inquiry <i>"What do you notice?"</i> ● Clarifying Understanding <i>"What I'm hearing is... Is that correct?"</i> ● Seeking Specifics <i>"It would help me understand better if you could give an example of..."</i> ● Encouraging Next Steps <i>"I can see that you've thought deeply about this. What are your next steps?"</i> ● Ownership of Work <i>"Written communication and artifacts remain in the hands of the mentee or coaching partner."</i> 	<p><i>Use these prompts to support meaningful dialogue, goal setting, and reflective practice in your mentoring or coaching conversations.</i></p> <p>Exploring Understanding & Curiosity</p> <ul style="list-style-type: none"> ● <i>"I'd be interested in learning more about..."</i> ● <i>"Where are you in your thinking about...?"</i> ● <i>"Where is your thinking now?"</i> ● <i>"I wonder..."</i> <p>Clarifying Goals & Planning</p> <ul style="list-style-type: none"> ● <i>"What is our goal?"</i> ● <i>"What steps do we need to take?"</i> ● <i>"What other resources might help us...?"</i> <p>Leveraging Strengths & Collaboration</p> <ul style="list-style-type: none"> ● <i>"How can we use our strengths most effectively to...?"</i> ● <i>"Equity of access to work." (Note: this</i> 	<p><i>Use these prompts to facilitate reflective dialogue, guide problem-solving, and support shared decision-making.</i></p> <p>Exploring Prior Knowledge & Experience</p> <ul style="list-style-type: none"> ● <i>"What have you tried?"</i> ● <i>"What resources do you have to...?"</i> ● <i>"Do you have the skills and knowledge needed to affect change?"</i> <p>Analyzing & Comparing</p> <ul style="list-style-type: none"> ● <i>"How was this similar to or different from...?"</i> ● <i>"Who is identifying or defining this problem, and what was their purpose?"</i> ● <i>"What data do we have?"</i> <p>Offering Ideas & Encouraging Choice</p> <ul style="list-style-type: none"> ● <i>"One procedure is..."</i> ● <i>"Here are some options... What would you like to add to this</i>

	<p><i>might work better as a conversation theme or principle. Would you like help turning it into a prompt? For example: "How are we ensuring equity of access in this work?"</i>)</p>	<p><i>list? What resonates with you?"</i></p> <p>Clarifying Ownership & Collaboration</p> <ul style="list-style-type: none"> • <i>Written communication or artifacts may originate with one partner, but are shared to inform and enrich discussion.</i>
Non-directive Demeanor	Collaborative Demeanor	Direct Informational Demeanor
<p><i>Adopting a non-directive demeanor helps create an environment where the mentee feels empowered to take the lead in their own learning and reflection.</i></p> <ul style="list-style-type: none"> • Listening Fully <i>Engage in active listening, offering your undivided attention without interruption.</i> • Open Stance <i>Maintain an open body posture to communicate</i> 	<p><i>Key behaviors that foster effective collaboration in mentoring and coaching partnerships.</i></p> <ul style="list-style-type: none"> • Active Listening <i>Fully engage and listen to each other's perspectives.</i> • Open Communication <i>Maintain clear and respectful dialogue.</i> • Empathy <i>Show understanding and support for each other's experiences.</i> 	<p><i>Key behaviors that support providing clear, structured information and guidance in mentoring and coaching.</i></p> <ul style="list-style-type: none"> • Clear Communication <i>Provide straightforward, concise information without ambiguity.</i> • Directive Guidance <i>Offer specific suggestions or solutions, focusing on the "how" and "why" of actions.</i>

<p><i>receptivity and availability.</i></p> <ul style="list-style-type: none"> ● Seated at a Slight Angle <i>Position yourself at a slight angle to the mentee, showing respect and not overpowering the conversation. Allow the mentee to lead in terms of materials and the flow of the discussion.</i> ● Eye Contact <i>Make appropriate eye contact, ensuring the mentee feels valued and understood.</i> ● Allowing Silence <i>Use silence strategically to give the mentee space to think and reflect before responding.</i> 	<ul style="list-style-type: none"> ● Mutual Accountability <i>Share responsibility for achieving goals and following through.</i> ● Flexibility <i>Adapt to the evolving needs of the partnership.</i> ● Encouraging Independence <i>Empower each other to make decisions and reflect on learning.</i> 	<ul style="list-style-type: none"> ● Supportive Feedback <i>Give constructive, actionable feedback that helps the mentee make improvements.</i> ● Focused Engagement <i>Direct the conversation toward solving problems or clarifying concepts with an emphasis on the task at hand.</i> ● Confidence in Expertise <i>Demonstrate confidence in sharing knowledge, while remaining open to questions and clarifications.</i>
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Source: Adapted from Elena Aguilar: *The Art of Coaching*, 2013

End of Year Reflection

Each year, we encourage mentors and mentees to reflect on their experience in the Mentor Program and your growth as an educator. This reflection benefits mentors, mentees, TRIPP partners, and mentor leaders by offering insight into the program as a whole—identifying what worked well and areas for improvement. Additionally, it provides an opportunity to set goals for the upcoming year.



End of Year Reflection: Mentor or TRIPP Partner

Purpose:

To assist mentors and the Mentor Advisory Board in reflecting on the strengths and areas for improvement within the Mentoring Program. This protocol is intentionally designed to focus on the program as a whole, rather than individual mentor-mentee relationships.

The following questions are meant for individual reflection and writing. Ideally, mentors should complete their reflective writing before the group debrief.

1. Which aspects of the Mentoring Program were successful this year?
2. What additional professional learning would have been beneficial this year?
3. How did you find your experience with the Mentoring Program's structures and supports (e.g., building-based mentor leader, materials, website)?

End of Year Reflection: Mentee

Purpose:

To support mentees and the Curriculum Director or Assistant Superintendent in reflecting on the strengths and areas for improvement within the Mentoring Program.

The following questions are designed for individual reflective writing:

1. How do you perceive your growth this year?
2. What areas would you like to focus on next year?
3. How effective was the Mentoring Program for you?
4. How can mentoring support your continued development moving forward?

End of the Year Reflection: TRIPP Partners

1. How did your partnership support your transition into our school and school system?
2. Was the collaboration cycle beneficial to your professional practice?
3. Were there any structures or supports that were not provided but would have been helpful?



PROGRAM CALENDAR

Prior to Opening Day

- ☐ Select Mentors for Mentees
- ☐ Send The First Days of School letter to Mentees (Central Office)
- ☐ Train Mentors as needed
- ☐ Mentors make contact with Mentees
- ☐ Welcome letter from Coordinator to Mentees

September

- ☐ Welcome meeting for Mentors with Coordinator for overview, questions and establishing meeting calendars for the school year.
- ☐ Weekly contact between Mentee and Mentor
- ☐ Mentors/Mentees communicate with Coordinator as needed.

October

- ☐ Weekly contact between Mentee and Mentor
- ☐ Mentors/Mentees contact or meet with the Coordinator as needed

November and December

- ☐ Weekly contact between Mentee and Mentor
- ☐ Mentors/Mentees communicate with Coordinator as needed

January/February/March/April

- ☐ Weekly contact between Mentee and Mentor
- ☐ Mentees complete mid-year program evaluation (end of January)
- ☐ Mentors/Mentees communicate with Coordinator as needed.

May and June

- ☐ Weekly contact between Mentee and Mentor
- ☐ End of year Mentors' meeting with Coordinator
- ☐ Program evaluation/Feedback
- ☐ Mentors/Mentees communicate with Coordinator as needed.
- ☐ Evaluate Mentee needs for the following year
- ☐ Evaluate Mentor needs for following year

Monthly Mentoring Checklist

(*year 1 ** year 2 ***every year)

August and September

- ☐ Review School and Supervisory Union Calendar ***
- ☐ Tour the building to help locate laminators, copiers, mailbox, location of materials, etc. *
- ☐ Discuss class routines and behavior expectations *
- ☐ Review any record keeping expectations ***
- ☐ Share the negotiated agreement ***
- ☐ Address IEP/504/EST procedures ***



- ☐ Review tech platforms (SeeSaw, Google Classrooms, PowerSchool, iVisions) ***
- ☐ Make introductions to key personnel such as nurses, school secretary, administration, teachers, and support staff) *
- ☐ Sign confidentiality agreement and turn it in to Mentor Coordinator ***
- ☐ Plan for Fall benchmark assessments (NWEA Maps, DIBELS, IXL etc.) ***

October, November, and December

- ☐ Review calendar ***
- ☐ Discuss Winter sports and Early Release ***
- ☐ Discuss any schedule and class changes *
- ☐ Debrief 1st half of the year ***
- ☐ Discuss retention and referrals *
- ☐ Second Coaching Cycle ***
- ☐ Encourage Mentees to visit other classrooms **
- ☐ Plan for Winter benchmark assessments (NWEA Maps, DIBELS, IXL etc.) ***

January and February

- ☐ Complete 2nd coaching cycle by 1st week of February ***
- ☐ Second year mentees set up 2nd classroom visit **
- ☐ Review calendar*
- ☐ Discuss process for upcoming VTCAP and VTSA state testing ***
- ☐ Discuss budget and ordering process for next school year *
- ☐ Review the Core Instructional Practices ***
- ☐ Review the Module Planning Process *

March and April

- ☐ Third Coaching Cycle by mid-April ***
- ☐ Review calendar *
- ☐ Discuss awards and scholarships *
- ☐ Review end-of-year checklists ***
- ☐ Discuss finals *
- ☐ End-of-year celebrations *
- ☐ Plan for Spring benchmark assessments (NWEA Maps, DIBELS, IXL etc.) ***

May

- ☐ Hand in all mentor logs by May 15th ***
- ☐ Complete reflections ***
- ☐ Plan ahead for year 2 of coaching cycle *



Two Rivers Supervisory Union Mentoring Program

Confidentiality Agreement

The mutual growth fostered through the mentoring process is built on a foundation of trust and mutual respect. As such, mentors are committed to maintaining confidentiality regarding their mentee's teaching performance. This information will not be shared with anyone, including school or district administrators.

However, if a mentor becomes aware of concerns related to the physical or psychological safety of students or staff, they are obligated to discuss these concerns with both the mentee and an appropriate administrator.

Mentors may also consult with the Mentor Advisory Board on matters specifically related to mentoring practices. As participants in the TRSU Mentor Program, all mentors and mentees are expected to uphold strict confidentiality at all times.

It is understood that the mentoring relationship is entirely separate from the formal evaluation process. All observations and discussions between the mentor and mentee are private and will not be disclosed to colleagues or administrators unless there is a concern regarding the safety or well-being of students or staff.

Any instructional suggestions or recommendations will be developed collaboratively between the mentor and mentee, and will remain confidential.

Trained Mentor/TRIPP Partner

Signature: _____ Date _____

New Employee (Mentee or TRIPP partner)

Signature: _____ Date _____



WELCOME LETTER

Date _____

Dear _____,

Welcome to the _____ team! We are excited to have you join us and look forward to the energy, enthusiasm, and fresh perspective you bring to our school community. Together, we have a wonderful opportunity to make a meaningful and lasting impact on the lives of the students we serve each day.

Teaching is both an inspiring and, at times, challenging profession. To support you in your journey, the Two Rivers Supervisory Union (TRSU) is pleased to provide a mentor who will work alongside you throughout the year. Your mentor will meet with you regularly to exchange ideas, offer guidance, and help you navigate your first year with confidence.

If you are new to classroom teaching and do not already own a copy, we encourage you to explore *Setting Limits in the Classroom* by MacKenzie and Bush. This resource is filled with practical and effective strategies for establishing a positive and productive classroom environment. Your principal, team leader/department head, or—depending on your school—a designated new teacher support team can also provide insights into school-wide expectations and practices.

_____ has been assigned as your mentor. If you haven't yet heard from your mentor, please feel free to reach out to him/her at _____ or via email at _____. Let your mentor know when you plan to be in your classroom before the first day of school so that you can connect and establish a schedule that works well for both of you.

Wishing you a successful and rewarding school year ahead!

Sincerely,

Dr. Luisa B Millington,

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MENTORING PROGRAM TEMPLATES

The first set of templates includes the following:

- The protocol developed and agreed upon by TRSU mentors for use during the three-way meetings between mentor, mentee, and principal.
- The required midyear and end-of-year program evaluation questions to be completed by mentees.

The second set of templates and prompts is designed to offer structure and inspiration for goal setting, classroom observations, and ongoing conversations between you and your mentee throughout the year. These materials are not mandatory, but are intended as optional tools that may support and enrich the mentoring experience for both mentor and mentee.



Suggested Mentor/Mentee/Administrator Meeting Protocol

(The Mentee will plan for and lead the meetings)

What is going well in my classroom?

What are the challenges I am facing? *(What support do I need to create the classroom environment I envision? How can I effectively manage the amount of work required outside of classroom hours? What human or material resources can I seek out to enhance my teaching and support student learning?)*

What kind of support would help make my role more manageable and successful?
(Examples might include: understanding [VTCAS](#), navigating the Common Core, clarifying my role in school events, accessing budget information, managing key deadlines such as district screeners and standardized testing, opportunities to visit other classrooms, or receiving targeted feedback from administration on a specific goal or challenge.)

Others?

Notes from Meeting:



QUESTIONS FOR MID-YEAR FEEDBACK FROM MENTEES

As the Coordinator of the TRSU Mentor Program, I am responsible for ensuring that each of you is being supported, encouraged, and guided by your assigned mentor throughout the school year. This includes monitoring that communication between you and your mentor is consistent, reliable, and meaningful.

We recognize that the mentor-mentee relationship can take many forms, depending on individual styles and needs. As long as the core expectations are being met—and, most importantly, you feel that the experience is both positive and valuable—then we are achieving the goals of the program.

As we reach the midpoint of the school year, we would like to ask each of you to provide written feedback regarding your mentoring experience and progress toward program goals. Please respond to the questions below.

1) Have you met or communicated with your mentor on a regular basis?

(Meeting at least once a week is recommended)

yes/no

2) How would you describe your meetings with your mentor? Check all that apply:

☐ Supportive

☐ Helpful

☐ Productive

☐ Other (please explain):

3) What could/would improve the experience for you?

Your feedback is really important. Based on input from last year, we have worked to make positive changes for this year. Thanks in advance for taking the time to send us your thoughts!

*Additionally, I am sending along a friendly reminder that it's time for the mid-year **three-way conferences**. These can be scheduled by the mentor, mentee, or administrator but need to include all three participants. (Your mentors and administrators just received a similar reminder.)*

Please talk with your mentor and administrator about best times and dates and to get this meeting on the calendar (if you haven't already done so).

If for any reason, you would prefer to talk with me in person regarding the New Teacher Mentor Program, please don't hesitate to let me know. I am happy to make time to visit with you at your convenience.



END-OF-YEAR FEEDBACK FORM FOR MENTEES

In an effort to continually improve the TRSU Mentoring Program and better support new teachers, we kindly ask for your feedback based on your experience over the past year. Your insights are invaluable in helping us enhance the program for future participants.

1. Please check all that apply and provide comments as needed:

The current structure of the New Teacher Mentoring Program (connecting/meeting with your mentor on a weekly basis) has been:

- ☐ Helpful
- ☐ Allowed me to develop a positive working relationship with my mentor
- ☐ Difficult to maintain (please explain): _____
- ☐ Could be improved (please explain): _____

2. The structure my mentor used to provide feedback has been:

(Please check all that apply and provide comments as needed.)

- ☐ Usually written
- ☐ Usually in the form of a conversation
- ☐ Helpful for sparking meaningful discussion
- ☐ Consistent
- ☐ Varied
- ☐ Specific
- ☐ Vague
- ☐ Thorough
- ☐ Not as helpful as it could have been
- ☐ Other (please specify): _____

Comments:

3. I felt that I was able to set my own goals and focus on the areas I wanted or needed to improve.

(Check all that apply and provide additional comments as needed.)

- ☐ Strongly agree
- ☐ Agree



- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

4. The meetings with my mentor and building administrator felt productive and helpful:
(Check all that apply and provide comments as needed.)

- ☐ Yes
- ☐ Generally
- ☐ Could/would have been better if: _____

5. I felt like my mentor was open and available to me as a resource throughout the school year.

- ☐ Yes
- ☐ Generally
- ☐ Could have been better if _____

6. The best thing about working with my mentor this year has been...

7. What, if anything, would have improved the Mentoring Program or made it a more positive experience for you?

You are welcome to reflect on areas such as time for meetings, available resources, accessibility of your mentor, or additional in-school support. *For example: Was there enough time dedicated to meeting with your mentor? Would scheduled time during in-service days have been helpful? Were resources adequate? Would an additional in-school go-to person have supported you further? Was your mentor accessible via email or text when needed?*

8. If you were a first year teacher this year, you will have a mentor again next year.

Would you prefer to continue with the same mentor, or to be assigned someone else? If you would like someone else, please explain.



OPTIONAL TEMPLATES FOR THE MENTORING PROCESS

Action Plan for Use with Danielson's Domains

Mentee _____ Mentor _____ Date _____

Domain _____ Component/s _____ Vermont Standard/s _____

My goal is _____

I will know that I have met my goal when _____

<u>Activity</u>	<u>Expected Outcomes</u>
<u>Expected Outcomes</u>	<u>Timeline</u>



Weekly Reflection Journal

Two Rivers Supervisory Union MENTEE REFLECTION PACKET

Mentee _____





The point of reflection is, in some ways, focused inward: What does this mean to me? How do I make sense of it? What am I going to do with what I think or feel? -- K. Morton

<p>POSSIBLE JOURNAL/DISCUSSION PROMPTS</p> <p>MENTOR TEACHER PROGRAM</p>
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1. Things that went well this week were...because...
2. Something that surprised me this week was...
3. What I want to try next week is...
4. My biggest challenge is...
5. Some of my students are...
6. I realize students don't come with instruction manuals, so I'm...
7. What I'm discovering about myself is...
8. What I'm wondering about is...
9. The Performance Domain I'm doing the best with is...because...
10. I'm getting so much better at...
11. Thank goodness tomorrow is another day because...
12. What I never learned in college was ...
13. An inspiration that came to me...
14. I realize that...
15. I'm beginning to feel...
16. Students are so forgiving because...
17. This special unit I'm planning is...
18. When I watch other people teach I...
19. A breakthrough came in my teaching this week when...
20. Tomorrow I plan on changing...
21. I'm too overwhelmed to even write about anything this week...
22. Next year my plans for the first day and week of school are...
23. You've been a big help to me because...
24. I think I'm going to make it after all because...
25. I remember why I went into teaching...



MY FIRST DAYS OF TEACHING

My thoughts before school began ~

The person who helped me the most ~

A memorable moment ~

What I would do the same next year ~

What I was grateful for ~

My biggest laugh in the classroom was when ~

My biggest, happiest teaching breakthrough was ~



WEEKLY REFLECTION JOURNAL

Date _____

Something that went well this week was ...

because ...

I felt connected with my students when ...

A challenge this week was ...

Next week I will ...

Other thoughts ...

Mentor response:



MY THOUGHTS FOR NEXT YEAR

What I will do before school starts ~

What I will do the first day ~

How and when I will communicate with parents ~

What I will be grateful for ~

What I will do for myself ~

What I hope happens ~



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