

# Mentor Teacher

## Welcoming Your Content Mentee

- Introduce your mentee to all staff members. (Ideally face-to-face but also through an email to ensure all staff members are informed.)
- Tour the school...staff work areas, the office, lounge, adult restrooms.
- Provide mentee with a notebook or journal to share thoughts, ideas, questions, or concerns with a mentor. Mentors can pose questions/situations to the mentee as well.
- Meet with mentee at least once weekly to discuss plans and ask questions about lessons
- Explain to your mentee that sometimes failure leads to great success. Don't be afraid to make a mistake. Learn and move on. We've all done it. And, sometimes it's great to let your kiddos know that you are not perfect. #GrowAsYouGo (L.K.)
- Encourage your mentee to reflect on their experiences. Suggest various methods such as a journaling or keeping a notebook handy to jot down their thoughts. This form of self reflection can help them to grow in all areas of their teaching and professionalism. (APH)
- Give mentee a "Survival" basket of goodies with items teachers need each day. (K.M.)
- Explain that as a mentor, I am NOT the boss and the resident does NOT answer to me. In other words, drop that anxiety, first year. (JCS)
- Be open with your mentee about your own struggles and how you overcame as a teacher so that they understand that all teachers have had their rough moments but it gets better. (JLW)
- Most schools have a center to find the majority of what teachers need on a daily or weekly basis. As in: PBIS, SBLC, Schedules/Transportation, Calendars, etc. Show your mentee this hub and how to save it on her/his phone, laptop, etc. to where they can have information at hand when needed. If the current school does not have this type of hub, then the mentor/content leader could create one to help guide their partnership. (HNW)
- Write a note welcoming them to the school.(DP)
- Invite the mentee to Back to School activities, such as a Teacher Lock-In to get to know the administration, staff, and grade level team that they will be a part of.(ABR)
- Write your mentee a handwritten note for their first day of school, and for the first Friday of the school year to encourage them to keep going (JMW)
- Show your mentee important documents, such as pacing guides, lesson banks, and lesson plans. (KMC)
- Make your mentee a binder with sleeves with a welcoming letter and all of the important papers that he/she will need to be familiar with for the school and the curriculum. Example: daily schedule, school routines and expectations for teachers and students, grade level standards, etc. He/she will be able to keep this binder for reference throughout the year. (KLD)
- Provide your mentee with stems for how to speak to parents during conferences or phone calls home. (DL)
- Encourage your mentee to join committees your school has to offer (PBIS, Sunshine Committee, etc.) (RCH)
- Make your mentee feel welcomed with a small gift and or classroom materials such as anchor chart/ school related posters/ class rules and expectations. Express that you are not their supervisor or boss. You are just a fellow teacher trying to help anyway that you can. (BHS)
- Create a binder for your mentee including their printed standards, a copy of the companion document that goes along with the standards and any other important documents that

will help them be a more effective teacher as they begin digging into the curriculum. (KD)

## Creating a Positive Co-Teaching Environment

- ❑ Add mentee to school communication groups.
  - ❑ Include your mentee on any newsletters, messages, or memos that you send home with students. Allow the mentee to contribute to these materials when possible. (APH)
  - ❑ Share ownership for planning, teaching and assessing
  - ❑ Allow your mentee/mentor their own space. Make her/him feel welcome and a part of the room. (L.K)
  - ❑ Encourage students to treat your mentee with the same respect they do other teachers. (APH)
  - ❑ Invite mentee to an afterschool social time with other teachers. (K.M.)
  - ❑ Welcome ideas from your mentee. (JLW)
  
  - ❑ Share educational acronyms and "lingo" with mentee. This will assist with communication in Clusters, PLC's, etc. (SKN)
  - ❑ Set high expectations for students, self, and team. (LHT)
  
  - ❑ Work with the resident to establish student-friendly learning targets for the essential standards. Since many of the standards are written in broad language that can be overwhelming, breaking the standards into student-friendly learning targets will help the resident teacher better understand what students need to be able to do to show mastery of each standard. It will also help them better understand the lesson objectives and the purpose of the unit. (SKN)
  
  - ❑ Plan lessons together during planning periods, if possible. (JCS)
- ❑ Help your mentee feel included by guiding them into professional conversations during school, and social conversations before and after school. Always be willing to allow them to learn how to build positive relationships with co-workers (FEM)
  - ❑ Make time to foster the "co-teachers" relationship with your mentee throughout the year. Remember we all work best when we feel cared for and valued. (APH)
  - ❑ Plan time for reflection-individually and as a team. Make they feel comfortable to share their reflections.(DP)
  - ❑ Give the resident ownership over different aspects of the lessons, so the students and the resident become accustomed to a routine. The aspect can/should change as they grow and get better at each part of the lesson. (JMW)
  - ❑ Ask if mentee can attend PLCs for other grade levels or content areas to see how others work. (CM)
  - ❑ During RTI give mentee a set small group to work with during every RTI. (KMC)
  - ❑ Treat your mentee as you are also learning from them as well, so that you seem as equals to the students(KMC)
  - ❑ Introduce your mentee to the other teachers in the hallway/area that you teach in. You should also introduce your mentee to the other teachers in the same content area as you so that they can feel more comfortable collaborating with them. (DAA)
  - ❑ Introduce your mentee to your students and inform students that they are to treat the mentee with the same respect they treat you. (C.S.)
  - ❑ Schedule times to meet with your mentee and write them down in your calenders. You are less likely to skip meetings if you physically enter it into your calender for specific dates and times. (AGF)

- ❑ If the mentee every expresses a particular problem that can be modeled, the mentor should model it during an actual class session. (BHS)
- ❑ Spend time looking through the standards and curriculum together and discussing how you plan to ensure that you cover the material. (KD)

# Content Leader

- ❑ Go over all expectations and procedures for the school (playground dos and don'ts, how students walk down the hallway, and procedural expectations of the school)
- ❑ After all faculty meetings, cluster meetings, grade level meetings, meet with your mentee to discuss what was said and how that affects her teaching, responsibilities, etc.
- ❑ Help the teacher candidate create a thorough classroom management plan based on the rules he/she wants to implement. Be sure to include the rewards as well as the consequences.
- ❑ Set high expectations and attainable goals for the students, self, and team. (CHD)
- ❑ Ensure your team is looking at current data during PLC and adjusting goals accordingly. (APH)
- ❑ Set smaller attainment goals and offer guidance when needed. After all, "slow and steady wins the race." (L.K)
- ❑ List all school acronyms/terms that a mentee may not have had exposure to. IEP, 504, 1508, Pupil Progression, SBLC, IAP, RTI, PNP, ESSA, ESEA, NCLB, HCP, ECP etc (K.M.)
- ❑ Hold meetings with the teachers that fall under your content after training, ect. to share helpful information that will help

- others deliver content in the most affection and engaging way. (KC)
- ❑ Create a list of expectations for these larger meetings to keep everyone focused and make the most of your time together. (APH)
- ❑ Allow for input from team members of new ideas to engage students with the material, including new technology tools, new structures, etc. (JMW)
- ❑ In team meetings/PLC meetings allow time for questions and reflecting.(KC)
- ❑ Include mentee in conversations, school activities, and events so they feel comfortable and included JNC
- ❑ Get list of "favorites" so mentee can randomly give gifts of encouragement and little "happies" JNC
- ❑ Have a set aside time weekly for the mentee to present all questions or concerns that may come up. Be available for this as Much as possible. (KC)
- ❑ Check in with the mentee randomly. Send a text, just pop up, ect. So that they know you are there and investing in them(KC)
- ❑ Let the resident set their PD goals, have them choose a method of improving themselves, then check in weekly to see how well their strategy is working. (JCS)
- ❑ Create a shared folder of helpful resources, assignments, videos, and items the resident can use instead of "reinventing the wheel" or to use as a model. The folder can be shared through Google Drive, OneDrive, DropBox, or Google Classroom. Add to it throughout the year and keep for future residents as well. (JCWS)
- ❑ Discuss with your mentee what (s)he feels are strengths and one or two areas (s)he wants to improve within content execution. This will allow for the opportunity to set him/her up for success when you first plan your discussions.. (LRA).
- ❑ Review DOE and Parish resources and how to access these tools (SSG)
- ❑ Ensure that your mentee knows how to access all important documents related to their content area's curriculum. Go over

each module/unit with them prior to them teaching it and answer any questions they may have. (JML)

- ❑ Have a folder on Google or Google Site that includes all helpful information that pertains to your content. This could include: LEAP 2025 information, parish curriculum guidelines and expectations, school guidelines and expectations, standards, data, etc. (HNW)
- ❑ Teach the mentee how to plan using a backwards design approach. (FEM)
- ❑ Show mentee Released Test Items and provide a brief overview of what each session actually is and how they relate to the Guidebooks. Give an example of what that session testing session might look like. (PMP)
- ❑ Keep an open line of communication and build a relationship so that your team/mentee feel comfortable coming to you for advice, help, resources; create a positive environment (JH)
- ❑ Show mentee how to access curriculum resources in your district, such as the Curriculum Toolbox on our parish website (JH)
- ❑ Use instructional methods designed to prepare all students to achieve high standards and become lifelong learners (BAG)
- ❑ Review the Essential standards and establish student friendly learning targets for the essential standards. This will ensure the resident can focus on teaching to mastery. (CRP)
- ❑ Set up a shared Google folder that can be used for important information curriculum and one for school related information.(DP)
- ❑ Spend time together navigating the district website for links, such as the professional development link (Knowledge Direct), content area links (Curriculum Toolbox), and links that are used on a daily basis (OnCourse).(ABR)
- ❑ Spend time navigating sites and discuss specific content area sites and curriculum that are used at the school. (ABR)
- ❑ Create a shared document to include positive teaching tips and classroom management tips that you have learned together throughout the shared partnership. (KDM)
- ❑ When visits are made for purposes of collecting evidence toward success of goals, make sure to leave a note containing two glows

and 1 grow. More positive than negative comments must be exchanged to have a growing open relationship. (SKN)

- ❑ Start a binder for them to keep anything that is not digital. For example, practice LEAP tests. Also, share any strategies you use that you have found helpful and thoroughly explain how to use the strategy and why. (JBB)
- ❑ Provide time for reflection and discussion of the lesson. Don't focus on whether or not it was a success or failure, but what could be learned from the lesson. (LA)
- ❑ Be thorough with EVERYTHING - curriculum, lesson plans, classroom management strategies, testing procedures, etc - give it to them in small doses so they are not overwhelmed but always continue to be detailed. Something we may think is minor could be major to them. (MAB)
- ❑ Allow them to have input on lessons and work that students may have difficulty with. (CM)
- ❑ Be thorough in planning together so they will realize how essential central standards build throughout each unit. (KS)
- ❑ Create a positive collaborative learning environment for all members of the team by speaking positively about content, situations, feedback, and others. (LAF)
- ❑ Let your Mentee see your notes and past reflections on previous lessons you've taught. Maybe they can learn from your mistakes/victories (KLC)
- ❑ Share your lesson plans including how you intend to assess students in advance with your mentee. When you submit lesson plans to your admin make sure to submit them at the same time to your mentee. (C.S.)
- ❑ Agree on a time to meet with your mentee and provide best practices for content. (DL)
- ❑ Be sure to listen to your mentee and take their educational practices seriously. As most newer teachers are nervous and need someone they can seek for help and reassurance. (VK)

- ❑ Encourage your mentee to verbalize ideas and ask them for suggestions with certain lessons and meetings (RCH)
- ❑ Provide examples of required paperwork such as SBLC referrals and progress monitoring data tracking sheets (RCH)
- ❑ Allow your resident to have access to hard copies of IAPs, IEPs, BIPs, and Health Plans. Review accommodations with your resident and assist with completing an accommodation chart for each class period/block. Discuss tips for differentiation/scaffolding in order to meet each student's accommodations. (SRT)
- ❑ Ensure that your mentee is well-versed in lesson planning and instruction, collecting/grading student work, classroom management strategies, and providing meaningful and timely feedback to the students. Always be detailed when providing guidance to the mentee. (JWW)
- ❑ Be prepared. Communicate often. Offer support and listen to concerns. Provide your partner the opportunities to thrive with and without your intervention. Remember that no matter how frustrating the day has been, your partner was right there with you having those same and possibly even more frustrations. Encourage your partner to implement their individual ideas and have autonomy in lesson planning without fear of failure. Encourage risk taking.(GWH)
- ❑ Ask mentee what they need in addition to the information provided and offer to help them with it. Make sure they have classroom management ready to go, teacher binder, accommodations, etc. (MPG)
- ❑ Build a mutual and respectful relationship with your mentee before school starts. This will allow the mentee and mentor to trust each other and have true honesty during the school year. (PKS)
- ❑ Include your mentee in team meetings to encourage good communication across grade level team and administration. (LHT)
- ❑ Take into consideration what experience your mentee has. Be open, sharing information about your school, meetings, district, procedures, etc. that seem like common knowledge to you. (SJM)
- ❑ Show your mentee the manuals, annotations, and planning documents from the district and state to ensure successful planning and lesson delivery and co plan. Don't assume that they know how to read the documents and plans. (CLP)
- ❑ Make sure they know that this is a team effort - no teacher should have to work alone! (LAO)
- ❑ Spend time with the mentee reviewing standards and discussing and sharing the different ways that you have taught these standards in the past that were the most successful. You can spend this time sharing good and bad experiences to open up a direct line of communication and trust. (KD)