

# MONTHLY MENTORING IDEAS

These tasks are suggestions based on issues that commonly arise during each month. Use this list as a reminder, and feel free to add any additional tasks that may be specific to your district. Items have been divided to show which items should be completed by the principal and items that can be completed by the mentor. In some districts, the Human Resources Department or District Office personnel may fill some of these tasks.

## AUGUST

### BUILDING A KNOWLEDGE BASE

#### PRINCIPAL

- Introduce staff members, including support staff.
- Familiarize the first-year teacher with his/her class roster and schedule.
- Be sure the first-year teacher knows where he or she may park a vehicle.
- Set up an email account for the first-year teacher and explain its use.
- Orient the first-year teacher to the daily record keeping procedures of attendance, lunch count, etc.
- Orient the first-year teacher to his/her room and help locate texts and needed supplies.
- Discuss "first day of school" plans, including classroom management plans, room arrangement, orientation materials, staff meetings, etc.
- Share building and district policies and procedures, including sick leave, personal leave, and other types of leave used in the district.
- Outline procedures for ordering transportation and policies for taking students off school site.
- Attend the first Triad Meeting with mentor and first-year teacher

#### MENTOR

- Orient the first-year teacher to the building, including copy machines, mailboxes, restrooms, workroom, staff room, first-aid kit, basic cleaning supplies, and other essentials.
- Instruct the teacher in use of the copy machine and policies related to its use.
- Share gymnasium policies and equipment.
- Show the teacher the outdoor areas and explain playground rules.
- Assist in filling out new employee paperwork.
- Accompany the teacher to the business office to purchase a meal ticket.
- Explain lunchroom procedures and rules.
- Review the August calendar and schedule weekly meetings convenient to both of you.

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*Items specific to your  
school:*

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- Schedule the Triad Meeting with mentor and first-year teacher- share the agenda with both so they can be prepared for the discussion.
- Help review “the first day of school” plans.
- Explain school procedures, traditions, and the “unwritten” rules for the school district.
- Explain the community’s expectations for teachers.
- Visit about classroom climate and environment.
- Assist the first-year teacher in establishing a classroom management plan.
- Discuss goals for the semester/year.
- Talk about cultural differences in students.
- Give the first-year teacher a tour of the library and discuss rules and procedures.
- Instruct first-year teacher in the use of technology equipment and scheduling of their use.
- Recall the characteristics of the Anticipation Phase of Teaching.

## **BUILDING A RELATIONSHIP**

### ***PRINCIPAL***

- Schedule mentor and first-year teacher for the same planning time, if possible.
- Monitor the distribution of high-needs students in new teacher’s classroom.
- Visit the first-year teacher in his or her classroom.

### ***MENTOR***

- Make plans to sit next to the first-year teacher at group meetings and at lunch, when possible.
- Exchange phone numbers, email addresses, planning times, schedules.
- Talk about teacher dress codes and student dress codes.
- Have the first-year teacher complete the self-assessment and then discuss your mutual goals for the mentor/ first-year teacher experience.
- Make it a point to be helpful without being controlling.
- Share professional and personal experiences in order to develop trust and confidence.
- Give the first-year teacher an overview of the parameters of the mentoring relationship. This is also a great time to watch the screencast that explains the ESPB program.
- Hand out the mentor/ first-year teacher *Conference Log* and discuss its use. At the same time share the new teacher materials including the new teacher folder, manual, and *Record of One-On-One Meetings*.

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*Items specific to your  
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# SEPTEMBER

## BUILDING A KNOWLEDGE BASE

### PRINCIPAL

- Discuss emergency health, safety, and weather procedures, including fire and tornado drill procedures.
- Discuss grading procedures and deadlines.
- Discuss absences and substitute plans.
- Discuss the requirement of student confidentiality.
- Discuss extra duty assignments.
- Discuss administrative forms and where to submit them.
- Discuss student supervision responsibilities, including hall or playground duty and chaperoning of special events.
- Discuss office referrals and student discipline.

### MENTOR

- Tactfully offer suggestions for those issues that may cause later problems.
- Share experiences, especially in those areas where the first-year teacher is having difficulty.
- Introduce the first-year teacher to all of the support staff.
- Offer classroom management tips.
- Share the school's parent communications policies.
- Encourage the teacher to practice documentation and use a communication log.
- Locate phones and discuss building policies regarding their use.
- Instruct the teacher on use of email.
- Discuss computer lab policies and scheduling, if needed.
- Review and discuss short/long term planning.
- Review state and district curriculum guidelines and standards.
- Set up opportunities for the first-year teacher to observe your teaching and ask questions.
- Review the monthly calendar. Discuss the procedure for scheduling events.
- Discuss identification of special needs students, IEP's and other resources for meeting their needs within the classroom.
- Discuss professional organizations and professional obligations.
- Talk about students' physical, social, and academic development.
- Recall the characteristics of the Anticipation Phase of teaching.

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*Items specific to your  
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## BUILDING A RELATIONSHIP

### PRINCIPAL

- Visit the teacher in his or her classroom.
- Find opportunities to offer positive reinforcement.

### MENTOR

- Find opportunities to offer positive reinforcement.
- Recognize that your way isn't necessarily the only way.
- Offer advice when asked, being careful not to be overly controlling.
- Treat the first-year teacher as a fellow professional, not as a student.
- Schedule meeting times for the month, reaffirming your accessibility.
- Create a new-teacher survival basket, including pain reliever, sticky notes, fun treats, etc.
- Re-visit the ***Inventory for First-year Teacher*** form in the manuals and discuss mentoring plans for the month.
- Continue to maintain daily or weekly contact, depending on the needs of the first-year teacher.
- Discuss the requirements of observation of FYT. At pre-observation conference, decide on focus for the first observation of the FYT. Schedule the observation and the post observation conference.
- Explain the opportunity to observe other teachers this semester. Possibly, offer to have the FYT to observe you as one of the first observations.
- Take the first-year teacher on a community tour.
- Plan a social event with the first-year teacher and the rest of the teaching staff.
- Attend a school board meeting with your first-year teacher.

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# OCTOBER

## BUILDING A KNOWLEDGE BASE

### PRINCIPAL

- Discuss holiday celebrations for the month.
- Discuss storm day and school closure procedures.
- Discuss state standards and assessments.
- Discuss staff development opportunities.
- Review student support services provided by the district: counselors, nurses, etc.
- Show the teacher how to access students' cumulative files.

### MENTOR

- Discuss holiday celebrations for the month.
- Begin discussing for preparation for Parent-Teacher conferences. Offer to role play parent conferences with FYT. (Possible Scenarios in Resource section, page \_\_\_\_\_.)
- Discuss the importance of documentation.
- Discuss and assess progress toward curriculum goals.
- Share syllabi, units, and lesson plans that have worked well.
- Offer to share computer links/apps or show where others can be found.
- Review the monthly calendar.
- Discuss student motivation.
- Assist with time management.
- Help first-year teacher assess students to get ready for conferences.
- Discuss recording requirement and create a focus for FYT to record their teaching (#1). Schedule a time to give feedback and discuss the recording.
- During pre-observation conference decide on focus for observation (#2). Schedule the observation and post observation conference.
- Discuss coping strategies for stress.
- Discuss any specific problems the first-year teacher is experiencing.
- Discuss exceptional and special needs students and procedures for working with them.
- Recall the characteristics of the Survival Phase of teaching.

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*Items specific to your school:*

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## **BUILDING A RELATIONSHIP**

### **PRINCIPAL**

- Visit the first-year teacher in his or her classroom.
- Find opportunities to offer positive reinforcement.

### **MENTOR**

- Surprise your first-year teacher with a small gift in his/her mailbox.
- Support the FYT to self-reflect on the first semester, and develop goals for the second quarter.
- Help the first-year teacher become part of the teaching community by including him/her in faculty social activities.
- Have the first-year teacher re-evaluate his/her needs based on the first two months of teaching, and make plans to address any new concerns.
- Schedule meeting times for the month, reaffirming your accessibility.
- Remember to be supportive of your first-year teacher at all times. Encourage the first-year teacher to share successes with others.

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# NOVEMBER

## BUILDING A KNOWLEDGE BASE

### PRINCIPAL

- Discuss teacher evaluation procedures and concerns.
- Review storm day and school closure procedures.
- Recall the characteristics of the Disillusionment Phase of teaching.

### MENTOR

- Discuss holiday celebrations, gift giving, school holiday programs -
- Discuss cultural differences of students and their individual needs.
- Review the monthly calendar.
- Invite other teachers to join you in watching a professional development video.
- Discuss professionalism in the workplace, teacher/principal relations, teacher/school board relations, etc.
- During pre-observation conference decide on focus for observation (#3). Schedule the observation and post observation conference.
- Help the first-year teacher define goals for professional growth based on last month's observation.
- Recall the characteristics of the Disillusionment Phase of teaching.

## BUILDING A RELATIONSHIP

### PRINCIPAL

- Support the mentor to set up times for the first-year teacher to observe the classroom of other teachers.
- Review the ESPB requirements of observation times for the semester.

### MENTOR

- Invite the first-year teacher to observe you in both planned and unplanned situations in order to further develop trust.
- Plan a time to discuss questions resulting from the first-year teacher's observations of your teaching.
- Recognize that the first-year teacher, as a recent student, has knowledge from which you could benefit.
- Show an interest in the first-year teacher's personal life as well as in his/her professional life by becoming aware of family members, birthday, personal interests and hobbies, etc.
- Invite the first-year teacher to attend an extracurricular school event such as a game, play or concert with you.
- Schedule meeting times for the month, reaffirming your accessibility.

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# DECEMBER

## BUILDING A KNOWLEDGE BASE

### PRINCIPAL

- Discuss the end of semester procedures: testing, grading, etc.
- Discuss any schedule changes at semester.
- Discuss holiday celebrations and policies.

### MENTOR

- Discuss holiday celebrations and district policies.
- Revisit pedagogical issues such as multiple intelligences, technology in the classroom, etc.
- Discuss any changes in classes at semester.
- Assist the first-year teacher in self-reflection and the setting of goals for second semester.
- Remind and set schedule for requirement of FYT observation of other teachers. Requirements for first semester are to be completed by mid-January.

## BUILDING A RELATIONSHIP

### PRINCIPAL

- Plan a social event with the staff.

### MENTOR

- Schedule meeting times for the month, reaffirming your accessibility.
- Invite first-year teacher to faculty holiday events.
- Share vacation plans and family traditions with the first-year teacher in order to build the friendship or further knowledge of your cultural background if it is different from that of the first-year teacher.

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# JANUARY

## BUILDING A KNOWLEDGE BASE

### PRINCIPAL

- Discuss the evaluation criteria and procedures for the second evaluation.

### MENTOR

- Discuss progress toward curriculum goals during first semester and necessary modifications.
- Discuss the school guidelines for bringing in guest speakers.
- Discuss student assessment procedures for both formal and informal assessments.
- Revisit the teacher evaluation procedures and address concerns.
- Invite other teachers to join you in watching a video on a professional development topic.
- Help the first-year teacher get a jumpstart on budget/ordering activities by sharing catalogs, ordering procedures, etc.
- Schedule mid-year Triad meeting with principal and FYT. Share the agenda with both so they are prepared for the meeting.
- During pre-observation conference decide on focus for observation (#4). Schedule the observation and post observation conference.
- Recall the characteristics of the Rejuvenation Phase of teaching.

## BUILDING A RELATIONSHIP

### PRINCIPAL

- Plan a visit or tour to another building or school district.

### MENTOR

- Schedule meeting times for the month, reaffirming your accessibility.
- Discuss what mentor/first-year teacher activities have been most/least helpful, and discuss possible changes.
- Consider extending the first-year teacher's circle of support by including other first-year and experienced teachers for sharing, and for professional and social relationships.
- Visit a teacher supply store together.

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# FEBRUARY

## BUILDING A KNOWLEDGE BASE

### PRINCIPAL

- Discuss summer school teaching opportunities.
- Discuss teacher transfers.
- Discuss holiday celebrations and policies.

### MENTOR

- Help the first-year teacher begin an in-depth analysis of individual student success in order to help him/her assist students who may be struggling.
- Talk with the first-year teacher about extra duties and time management.
- Discuss holiday celebrations, if appropriate.
- Help the first-year teacher to begin to be proactive by asking, “What challenges do you anticipate this month?” and “How will you handle them?”
- Help the first-year teacher set monthly mentoring goals based on his/her needs and help him/her list possible resources for meeting those needs.
- Discuss recording requirement and create a focus for FYT to record their teaching (#2). Schedule a time to give feedback and discuss the recording.

## ENCOURAGING INDEPENDENCE

### MENTOR

- Foster the growing independence of the first-year teacher by meeting informally on an as-needed basis as well as scheduling meetings in advance.
- Point out resources for individual exploration, including workshops, school visitations, online training, etc.
- Build the first-year teacher’s self-confidence through the use of the *Language of Support*.

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*Items specific to your school:*

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# MARCH

## BUILDING A KNOWLEDGE BASE

### PRINCIPAL

- Discuss the offering of contracts and related details.
- Discuss field trip policies and plans.
- Discuss school-wide achievement testing policies and plans.
- Discuss resources for enrichment of district curriculum and district policies.

### MENTOR

- Review the offering of contracts and related details.
- Attend a collaborative bargaining meeting with your first-year teacher.
- If there are indications that perhaps the first-year teacher may not be offered a contract, begin preparing for the eventuality.
- Revisit the appropriateness of upcoming holiday decorations and celebrations for students of all cultures.
- Discuss plans for spring parent/teacher conferences.
- Assist the first-year teacher in self-reflection and the progress toward meeting goals for second semester.
- During pre-observation conference decide on focus for observation (#5). Schedule the observation and post observation conference.

## ENCOURAGING INDEPENDENCE

### MENTOR

- Check with the first-year teacher about the required observations of other teachers. Create a focus for observations and remind that requirement are due in mid-May.
- Support with help scheduling visits.
- Encourage the first-year teacher to keep a log of his/her successes and goals for improvement.

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# APRIL

## BUILDING A KNOWLEDGE BASE

### PRINCIPAL

- Discuss the end of the year procedures: graduation, locker clean-out, book check-in, tests, field trips, etc.
- Discuss end of the year procedure for teachers: turning in books/keys, preparing classroom, etc.

### MENTOR

- Discuss weather concerns and student motivation.
- Discuss stress relief.
- Discuss the school's policy on student retention and the procedure for recommending that a student repeat a grade, if necessary.
- If the first-year teacher does not receive a teaching contract for the next year, offer support, a letter of recommendation, and help in preparing a resume.
- Work with the first-year teacher to compile a list of most worthwhile activities/topics for future use.
- During pre-observation conference decide on focus for observation (#6). Schedule the observation and post observation conference.

## ENCOURAGING INDEPENDENCE

### MENTOR

- Discuss things the first-year teacher would or would not repeat in the following year.
- Help first-year teacher's conduct a year end self-assessment and help him/her get a jumpstart on planning for next year.
- Review the first-year teacher's classroom/department budget for the following year, if applicable.
- Discuss professional development opportunities available in the summer.

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# MAY

## BUILDING A KNOWLEDGE BASE

### PRINCIPAL

- Discuss any remaining end of the school year procedures.
- Discuss policies on gaining access to the building during the summer months.

### MENTOR

- Recall the characteristics of the Reflection Phase of teaching.
- Encourage the first-year teacher to self-evaluate through the use of a student survey.
- Discuss your perceptions of the first-year teacher's growth throughout the year, noting areas of greater and lesser strength. A great way to do this is to review the progress by looking at the conference logs.
- Return copies of the conference logs to the FYT as a final show of trust.
- Assist the first-year teacher in any remaining end of the school year procedures.
- Discuss the common practice among teachers in getting classrooms ready for the next school year.

## END OF THE YEAR

### PRINCIPAL

- Work with staff to plan an event to celebrate the conclusion of the teacher's first year of teaching.

### MENTOR

- Discuss the transition to year two.
- Recognize the end of the first year of teaching with a celebration

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