MONTHLY MENTORING IDEAS

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.
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.
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.

Items specific to your school:
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.

Items specific to your school:
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.

*Items specific to your school:*
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.
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.

*Items specific to your school:*
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.

Items specific to your school:
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.

Items specific to your school:
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.
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.

Items specific to your school:
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.
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

*Items specific to your school:*