

ADMINISTRATOR/FIRST-YEAR TEACHER/MENTOR

TRIAD MEETINGS

When

There should be two meetings per year.

- The first meeting should be held as soon as possible, even before school starts in the fall.
- The second should be held in the middle of the year.

Why

Three-way meetings, or triad meetings, allow mentors to strengthen the principal-mentor interactions so first-year teachers can grow as professionals and assume leadership roles. Mentors can make certain that principals understand the rationale for and support confidentiality between a first-year teacher and mentor. In order for first-year teachers to take the necessary risks to grow, they must feel safe. Thus, they must trust that the relationship between themselves and their mentor is confidential. A principal who understands and respects this confidentiality fosters a community of trust. Involved principals develop effective three-way relationships that sanction confidentiality and clearly demonstrate that everyone is working toward a common goal - successful teaching and learning.

Notes

- This meeting **does not count** toward one-on-one conferencing time.
- If the mentor and first-year teacher are in different buildings, these Triad meetings should be held with the principal of the first-year teacher's building. The mentor may also want to have a "Diad" meeting with his/her own principal as well, so s/he understands what the mentor is expected to do.
- The initial meeting can be done in groups with more than one mentor/first-year teacher pair meeting at the same time with the principal. **The mid-year meeting needs to be done with just one mentor/first-year teacher pair meeting with the principal at a time.**

Planning for the meeting

- We have included an optional form you can use to plan for these meetings. This sheet does not need to be turned in to anyone . . . it is just to guide the mentor in preparing for the meeting.
- The principal and first-year teacher should be told ahead of the meeting what they will be asked to do in Part 4 (principal) and Part 5 (first-year teacher) on the form so they can prepare and won't feel caught off-guard.

Suggested script for Step 3. Clarification of firewall

For first meeting (usually in the fall):

Date of fall meeting:

“My ability to be helpful to (first-year teacher) is dependent on our relationship being built on confidentiality and trust. It’s really important that (first-year teacher) knows that my only responsibility is to support him/her and I won’t be reporting on or evaluating him/her . . . that will be your job as his/her administrator. Research also tells us how important the support of the principal is to the success of a first-year teacher, so if you see a way that I can encourage or guide him/her it would be helpful for you to let us know so we can work on that. We want to make sure you know, (first-year teacher), that we are a team here to support you, even though we have different responsibilities to you.”

For second meeting (usually at mid-year):

Date of mid-year meeting:

“I just want to take a minute to revisit something we talked about in our first meeting last fall and that is our responsibilities as far as evaluation. We want to restate that it is the principal’s responsibility to SUPPORT AND EVALUATE and my responsibility is to SUPPORT only. The principal can share information with me that I can use to support you, but I do not share evaluative information with him/her. Does anyone have concerns or questions about that at this point in time?”

Roles and Responsibilities of Participants in the Mentoring Program

FIRST-YEAR TEACHERS

**One-on-one conferencing*

Minimum of 30 hours (15 each semester, two of which can be made up of shorter meetings)

**Be observed by your mentor*

6 times per year (September, October, November / January, March, April)

**Record your teaching and discuss with mentor*

2 times per year (October and February)

**Observe other teachers*

First semester, minimum 360 minutes total - Second semester, minimum 180 minutes total - change from past years

Optional participation in online class for earning 2 credits each semester

MENTORS

**Complete Teacher Support System training requirements*

-trainings, seminars, professional learning online course

**One-on-one conferencing*

Minimum of 30 hours (15 each semester, two of which can be made up of shorter meetings)

**Observe first-year teacher and provide feedback during one-on-one conferencing*

6 times per year (September, October, November, January, March, April)

**Watch recording of first-year teacher and discuss during one-on-one conferencing*

2 times per year (October and February)

PRINCIPALS

**Select mentors*

**Enroll participants into Teacher Support Program*

**Participate in online principal training*

**Support mentor and first-year teacher*

**Verify completion of Program activities*



Administrator/First-year Teacher/Mentor TRIAD Meeting

Initial Meeting in Fall

School _____

First-year Teacher _____

Date of Meeting _____

Mentor _____

Time of Meeting _____

Principal _____

Place of Meeting _____

	Plans for Meeting	Meeting notes
1	Greeting - <i>Acknowledge appreciation for everyone's involvement in the meeting</i>	
2	Go over requirements of the program-roles and responsibilities - <i>(see prior page)</i>	
3	Clarification of "firewall" - <i>(use suggested script on prior page)</i>	
4	<ul style="list-style-type: none"> • Ask principal to share his/her goals for the program • Ask what dates s/he wants the first-year teacher to be prepared for • Ask what other systems are in place to provide support for the first-year teacher <i>(ex. coaches, literacy experts, first-year teacher support meetings)</i> • Other expectations the principal has • Remind participants of the TAB section <i>Monthly Mentoring Ideas</i> in Mentor Manual 	
5	Opportunity for first-year teacher to ask questions or provide input - <i>What questions do you have about the school, mentoring. . .?</i>	
6	Any other things to be addressed <i>Committees, other responsibilities . . .</i>	
7	Thank everyone in attendance	



Administrator/First-year Teacher/Mentor TRIAD Meeting



School _____

First-year Teacher _____

Date of Meeting _____

Mentor _____

Time of Meeting _____

Principal _____

Place of Meeting _____

	Plans for Meeting	Meeting notes
1	Greeting - Acknowledge appreciation for everyone's involvement in the meeting	
2	Go over requirements of the program, roles and responsibilities - (see prior page) <i>Mentor shares any concerns with scheduling to meet the program requirements that the principal might help with</i> <ul style="list-style-type: none"> Note the change to a minimum of 180 minutes required for FYT observations 	
3	Clarification of "firewall" - (use suggested mid-year script on prior page)	
4	<ul style="list-style-type: none"> Ask principal to share how s/he feels the program is working Ask what upcoming dates s/he wants the first-year teacher to be prepared for Other expectations the principal has Remind participants of the TAB section <i>Monthly Mentoring Ideas</i> in Mentor Manual 	
5	Opportunity for first-year teacher to ask questions or provide input- <i>How are things going with the program?</i> <i>Ex. Questions about visits to observe other teachers . . .</i>	
6	Any other things to be addressed <i>(from principal, mentor, or first-year teacher)</i>	
7	Thank everyone in attendance	