



ADMINISTRATOR/ FIRST-YEAR TEACHER/MENTOR TRIAD MEETINGS

When

Two meetings per year.

- The first meeting should be held as soon as possible, in August or September.
- The second should be held in the middle of the year in December or January.

Why


Triad meetings allow mentors to strengthen the principal-mentor interactions so first-year teachers can grow as professionals. Mentors can make certain that principals understand the rationale for and support confidentiality between a first-year teacher and mentor. 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 the principal 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.**

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***
-  *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