



# MENTORING PLAN & HANDBOOK

## LPELC Teacher Mentoring Program

### **Mission Statement**

The purpose of mentoring is to provide support and reflective guidance to new teachers both to the profession and to the district. A mentoring program affords an opportunity to recognize and reward many of the outstanding teachers within the district, while easing a new teacher's entry into the school system. An effective mentor program needs trust, confidentiality, non-judgmental interactions, and mutual respect. Mentoring can lead to more effective teaching, a collegial atmosphere that encourages professional growth, a celebration of success and a comfortable transition for new teachers into the culture of La Promesa Early Learning Center (LPELC) Charter School.

An effective mentor program needs trusting relationships in order to address questions, needs, and concerns of new teachers. Through confidential, non-judgmental interaction, veteran professionals meet regularly with new teachers to support their growth and development. The mentor/mentee relationship will NOT be used as an evaluative tool. The *LPELC Teacher Mentoring Program* should be evaluated each year by the school director or designee, leadership team, and school board.

### **Basic Plan Description**

LPELC in an effort to provide support and reflective guidance to its new teachers, will oversee and manage a Teacher Mentoring Plan. The mentoring program focuses on *new* teachers to the profession as well as teachers new to the district.

A new teacher is defined by this plan as any teacher who is in his or her first year of teaching.

### **Governance of the Program**

The Mentor Program is governed by 1) the LPELC Director or Designee, 2) The LPELC school board. These individuals comprise the mentoring committee and administer the policies and procedures of the program.

In the spring of each year, the Director sends a letter to all teachers seeking to fill positions for *Head Building Mentors*. The mentoring committee will ensure a clear and fair application process for these three (3) positions. Once these head mentors are in place, the process will begin to make mentor/mentee matches. This process occurs over the next few months until every new teacher has been assigned an individual mentor. Head Building Mentors will collaborate with administration as well as other teachers in the selection process. During the spring, the committee will also review the organization of the mentor training process and mentee staff development offerings. A formal mentor-training program is required of all Head Building Mentors\*. Training for all New Teacher Mentors will be in-house and administered by the mentoring committee.

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\*Training most often takes place over the summer.

### **Program Goals**

- To acclimate new teachers to the school and profession
- To guide professional growth
- To ensure the understanding of both state and local standards/goals
- To assist with district/building assessment procedures
- To help with instructional planning
- To assist with district observational procedures
- To maintain regular contact with mentee
- To foster a positive role for teachers in our local union
- To improve classroom management
- To introduce/socialize new teachers to the staff and community
- To provide growth and professional development
- To provide positive support and self reflection
- To provide a good model of teaching
- To provide LPELC members leadership opportunities in the district

### **Mentor Criteria**

- Demonstrate exemplary teaching ability
- Believe in the value of teaching as a profession
- Have respect for their colleagues in all subject areas
- Hold high expectations
- Convey enthusiasm for learning to teachers and students
- Believe that all children can learn and succeed
- Believe that all teachers are life-long learners
- Demonstrate initiative
- Understand the role and value of the local union
- Have courage to share ideas and initiate change
- Demonstrate ability to plan and organize

### **New Teacher Mentor Responsibilities**

- 1) Meet with the mentee a) throughout the year (both formally and informally before opening day of school year, and c) almost daily during the first month of school or as needed
- 2) Continue to schedule informal meetings with mentee once or twice per week throughout the school year. *Release time from duties and some teaching time can be arranged by the mentor and building administration*
- 3) Provide curriculum support as well as support on areas that *need improvement*
- 4) Model professional expectations and practices
- 5) Establish supportive and trusting/confidential relationship with mentee
- 6) Acquaint each mentee with district and building culture
- 7) Celebrate successes and help with strategies to meet challenges
- 8) Model good teaching practices and encourage classroom visitations
- 9) Encourage mentee to attend new teacher events and union activities

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- 10) Collaborate with the LPELC Head Building Mentor to best meet the needs of the mentee.

### **Selection/Stipend Process**

There are two (2) types of mentor opportunities available to LPELC members under this plan. Those types are detailed below in addition to both the selection and stipend process. Until more school growth occurs, LPELC will utilize new teacher mentors.

#### **Head Building Mentors**

A Head Building Mentor is selected each year by the LPELC Director. HB Mentors should be selected based on interest, teaching experience, and consistent demonstrations of professional excellence.

There will be one (1) Head Building Mentor in each building (if applicable).

Head Building Mentors are paid by the school and will be qualified for exemplary ratings on the NM Teach evaluation system.

Interested teachers should apply and be interviewed for the position as detailed by district administration.

Head Building Mentors will be identified and selected each spring in preparation for the following year. Head Building Mentors may re-apply each year.

#### **New Teacher Mentors**

New Teacher Mentors are selected by the Head Building Mentor within each building. The Director or designee will be part of this selection process.

There will be one (1) New Teacher Mentor for every one (1) NEW teacher (first year). The Director may appoint one new teacher mentor for a maximum of two new teachers.

The New Teacher Mentor should be an experienced teacher.

New Teacher Mentors are paid a stipend each year.

Interested teachers must submit a *New Teacher Mentor Application*.

New Teacher Mentors will be identified when new teachers are identified before the start of the school year.

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### **New Mentor Training**

The new mentor training is designed to assist the mentor teacher in defining the mentor role and its relationship to the new teacher. The mentors discuss topics related to mentoring, such as needs assessments, problem solving, classroom visits, management, and communication skills.

### **Visitation\***

Mentors and Mentees can request release time from the building principal for classroom visitations. Several models may be helpful to the mentors and new teachers. These models are suggestions; other arrangements can be made.

#### **1) The Mentee VISITS the Mentor**

The Mentee might wish to visit the Mentor teacher in order to observe classroom management, room management, curriculum ideas, or just to see another person work.

#### **2) The Mentor VISITS the Mentee**

The Mentor might find it helpful to visit the Mentee, permitting feedback. The discussion could focus on the areas that would be most helpful to the mentee.

#### **3) The Mentor and the Mentee VISIT a third teacher**

The Mentor and Mentee might wish to visit the class of another teacher. This third teacher would give the Mentee an opportunity to observe someone other than the Mentor, would expose the Mentee to more resources, and would allow for an extra support system.

**\* It is an expectation of the mentor program that inter-visitations occur a minimum of three (3) times during each school year.**

## LPELC Teacher Mentoring Program

### ***Head Building Mentor (NA)***

*Funded by the school per stipend contract*

- 1) Identify building *New Teacher Mentors* in conjunction with the LPELC Director or designee.
- 2) Works on a regular basis with *New Teacher Mentors* on initiatives, problems and programs.
- 3) Works/meets in collaboration with the Director or designee on building level mentoring practices.
- 4) Mentor short-term leave replacements.
- 5) Mentor new teachers to the district (with prior tenure) on school procedure, culture and instructional strategies (if necessary)\*.
- 6) Attends and facilitates mentoring programs/meetings at the building level.
- 7) Meets with mentees to ensure that their needs are being met.

### ***\*New Teacher Mentor(s)***

*Funded by the school per stipend contract*

- 1) Mentors (as detailed under the plan) “new” teachers with less than 3 years experience.
- 2) Works in collaboration with the Director or designee on aspects of the New Teacher mentoring program.

## New Teacher Mentor Application

Name: \_\_\_\_\_ School Year: \_\_\_\_\_

Building: \_\_\_\_\_ Grade Level(s): \_\_\_\_\_

Subject(s): \_\_\_\_\_

1) Are you a tenured teacher?  Yes  No

2) I am interested in becoming a New Teacher Mentor teacher because:

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3) Rate yourself on a scale from 1 – 5 (1 =weak / 5 = very strong) on the criteria below.

Demonstrate exemplary teaching ability	1	2	3	4	5
Believe in the value of teaching as a profession	1	2	3	4	5
Hold high expectations	1	2	3	4	5
Convey enthusiasm for learning to teachers and students	1	2	3	4	5
Believe that all children can learn and succeed	1	2	3	4	5
Believe that all teachers are life-long learners	1	2	3	4	5
Demonstrate initiative	1	2	3	4	5
Understand the role and value of the local union	1	2	3	4	5
Have courage to share ideas and initiate change	1	2	3	4	5
Demonstrate ability to plan and organize	1	2	3	4	5

4) I would be a good mentor because:

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# PROTÉGÉ NEEDS ASSESSMENT

(1 PAGE)

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The following will assist you as a protégé to inventory your experiences and areas of need. This information will not be shared with your building administrator, it will only be used by your district mentor facilitator to assist in matching you to a mentor and once matched, to give your mentor a concept of your specific strengths and areas where you want to grow.

Name \_\_\_\_\_

School \_\_\_\_\_

1. Previous educator experience, including student teaching or internship.
  
2. List your three strongest assets as an educator.
  
3. List your three areas of concern as a new educator with this agency/ district.

How would you rate your skills in the following areas: 1 – developing, 2 – confident, 3 – accomplished  
Place a check in the corresponding box.

1	2	3		1	2	3	
			Lesson planning				Dealing with crisis in the classroom
			Planning for a substitute teacher				Addressing student learning standards
			Large group instruction				Establishing rapport with faculty and staff
			Small group instruction				Understanding of teaching/learning styles
			One-to-one instruction				Parent conferencing and communication
			Creating & administering informal assessments				Understanding of cultural or ethnic differences
			Planning instructional units				
			Planning for students with special needs, including "at risk" and "gifted"				Ability to set appropriate levels of expectations for student achievement
			Planning and producing instructional materials				Supporting school improvement goals
			Behavior management				Addressing teacher performance standards



# PROTÉGÉ NEEDS ASSESSMENT

(2 PAGES)

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Protégé completes this form and gives to assigned mentor. The information sheet and survey should be completed at the beginning of the year.

*The following will assist you as a protégé to inventory your experiences and areas of need. The information provided will assist your mentor in supporting your professional growth. Thank you.*

Name \_\_\_\_\_ School \_\_\_\_\_

Subject or grade level \_\_\_\_\_ Date \_\_\_\_\_

First Year \_\_\_\_\_ Second Year \_\_\_\_\_

**1. Previous educator experience, including student teaching and internship.**

**2. List your three strongest assets as an educator.**

**3. List your three areas of concern for the year.**

The Beginning Teacher Induction Program is designed to support your professional growth. To help us do so, please rate your current level of concern for the following topics. Thanks very much.

	No concern		Somewhat concerned		Very concerned
<b>Expectations</b>					
1. District Curriculum	1	2	3	4	5
2. Grade/Subject area standards for student learning	1	2	3	4	5
3. School/district policies & expectations	1	2	3	4	5
4. Using technology as a tool for learning	1	2	3	4	5
5. Evaluation of teacher performance	1	2	3	4	5
<b>Teaching</b>					
6. Determining student academic ability	1	2	3	4	5
7. Effective use of teaching strategies	1	2	3	4	5
8. Differentiating for individual student differences	1	2	3	4	5
9. Unit and lesson plan design	1	2	3	4	5
10. Effective use of textbooks and curriculum guides	1	2	3	4	5
<b>Classroom Management</b>					
11. Student discipline	1	2	3	4	5
12. Preparation time	1	2	3	4	5
13. Assessing/grading student work	1	2	3	4	5
14. Organization of the classroom	1	2	3	4	5
15. Management of paperwork and reports	1	2	3	4	5
16. Accessing materials, supplies, equipment	1	2	3	4	5
17. The budget for instructional materials	1	2	3	4	5
<b>Relationships</b>					
18. Parents and community members	1	2	3	4	5
19. Principals, administrators, Board of Education	1	2	3	4	5
20. Colleagues	1	2	3	4	5
21. Motivating & rapport with students	1	2	3	4	5
22. Cultural diversity of students	1	2	3	4	5
23. Your number of years of teaching experience _____					
<b>Other Concerns?</b>					
<u>24</u>	1	2	3	4	5
<u>25</u>	1	2	3	4	5
<u>26</u>	1	2	3	4	5

