

Mentor's Role

<i>AWARENESS</i>	<i>RESPONSIBILITIES</i>
<ul style="list-style-type: none">• To passionately believe in mentoring as a philosophy• To be committed to the personal and professional growth of new teachers• To be familiar with the components of the Mentor Program• To be knowledgeable about the program's requirements, such as the training sessions, observations, conferencing, ongoing peer support meetings• To foster new teachers' growth, recognizing that the professional growth of new teachers is ultimately the beginning teachers' responsibility• *Understand the importance of trust and confidentiality*• To understand the realities and stresses of first year teachers	<ul style="list-style-type: none">• Support new teacher in a confidential, non-evaluative relationship• Promote positive school culture and a problem-solving approach to challenges• Serve as a liaison with other teachers to allow new teachers to use resources and to observe different instruction practices• Reduce isolation of the new teacher by making her/him feel valued as a member of the school community formally and informally• Promote mutual learning with partner• Promote beginning teacher's awareness of school and district policies and practices• Promote positive school culture, a problem-solving approach to challenges, and encouragement to voice their opinions and/or concerns• Contact beginning teacher as soon as match is announced• Meet beginning teacher at summer orientation and participate in sessions• Meet once a week for at least (an hour), at a regularly scheduled time, for first (3 months); then then meet monthly for the rest of the year• Maintain a log of meetings and topics discussed (for your use only)• Complete end of the year questionnaire• Mentors will do non-evaluative classroom observations and coaching (3) times a year in addition to informal classroom visits