# Mentor’s Role

**AWARENESS**

- 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

**RESPONSIBILITIES**

- 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

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