

# Mentor's Role

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